This is intended as guidance on how to write a placement learning contract, it is expected that students with the support of their PEs will develop their own contract that articulates specifically how they will address and be assessed in each unique OTP3 placement setting.

| **Learning Needs****What do I need to learn?** | **Related P.C.’s by no.** | **Learning Resources and Strategies****How can I best learn and integrate this?****What resources are available to me?** | **Criteria for evaluation.****How will we know when I have learned what I need to learn? How will the Practice Educator evaluate my abilities?** | **Supporting Evidence****(location and type)** |
| --- | --- | --- | --- | --- |
| To identify and evaluate generic and specialist core skills used by occupational therapists | 6 |  | Identified in formal discussion 5+ generic and specialist core skills (used by occupational therapists) to a competent standardEvaluated the use of these skills in relation to 3+ clients to a competent standard in formal discussion | Supervision recordMini case studies1 formal case study report |
| Pass/Fail Practice Educator Signature |
| To function as a team member | 1, 3, 7, |  | Attended and represented occupational therapy at 3 team meetings, competently communicating about own caseload and other service users as requested by occupational therapy colleagues.Provided competent feedback to occupational therapy colleagues from 2+ handoversWorked competently with 2+ other members of the interprofessional team regarding at least 2 service users. | Supervision recordsMini case studies |
| Pass/Fail Practice Educator Signature |
| To be able to apply evidence to practice  | 5, 6, 8, 9 |  | Presented a mini case study competently justifying with support from literature the intervention.In formal discussion identified and evaluated 3 aspects of service delivery\* competently.*\*specifics would be appropriate here* | Supervision notesMini case studyStudent notes |
| Pass/Fail Practice Educator Signature |
| **EITHER:** To manage a small caseload as agreed with PE | 1, 2, 3, 7, 11 |  | Managed a caseload of 3+ clients to a competent standard including the following areas* Assessment
* Planning and preparation
* Intervention
* Evaluation
* Communication
* Prioritisation

Demonstrated effective client centred practice  | Client notesSupervision recordMini case studies1 formal case study report |
| Pass/Fail Practice Educator Signature |
| **OR:**To select and carry out key assessments used in this setting | 1, 2, 3, 7, 11 |  | Selected and carried out 3+ key assessments and documented to a competent standard1. Interests checklist\*
2. COPM\*
3. Social Functioning Scale\*
 | Client notesSupervision record |
| Pass/Fail Practice Educator Signature |
| **and:** To plan, implement and evaluate interventions | 1, 2, 3, 7, 11 |  | Planned and implemented 3+ interventions to a competent standard1. Road safety training\*
2. Dance group\*
3. Anxiety management sessions\*

Justified intervention plans to a competent standard in formal discussion | Client notesSupervision record |
| Pass/Fail Practice Educator Signature |
| **and:**To develop skills in managing a caseload | 1, 2, 3, 7, 11 |  | Demonstrated skills in managing a case load of 3+ to a competent standard in relation to:1. Communication skills
2. Organisational skills
 | Supervision record |
| Pass/Fail Practice Educator Signature |
| To evaluate evidence of the effectiveness of interventions appropriate to this setting | 1, 5, 6, 8, 9 |  | Prepared notes and discussed (formally) the strengths and weaknesses of 2+ interventions to a competent standard | Supervision recordStudent notes |
| Pass/Fail Practice Educator Signature |
| To evaluate methods of service delivery and how these impact on occupational therapy | 5, 6, 9 |  | Prepared notes on and appraised (formally) the methods of service delivery and the impact on occupational therapy to a competent standard  | Supervision recordStudent notes |
| Pass/Fail Practice Educator Signature |
| To evaluate the interagency links appropriate to this setting |  4 |  | Prepared notes on and discussed (formally) the interagency links to a competent standard | Supervision recordStudent notes |
| Pass/Fail Practice Educator Signature |
| To develop ability to work with change | 3, 5, 7, 8, 10, 11 |  | Prepared notes on and discussed (formally) to a competent standard 3+ occasions which illustrate ability to work with change:1. In relation to clients
2. In relation to planning
3. In relation to other staff
 | Supervision recordStudent notesReflective log |
| Pass/Fail Practice Educator Signature |
| To identify the impact of key sociological, technological and legal issues | 5 |  | Prepared notes on and discussed (formally) the impact of 3+ key issues to a competent standard:1. Innovations in Assistive Technology
2. Computerised client records
3. Single Assessment process
 | Supervision recordStudent notes |
| Pass/Fail Practice Educator Signature |
| To be able to work in a safe and professional manner, within policies and procedures | 1, 2, 3, 7, 8 |  | Demonstrated safe and effective professional practice to a competent standard | Supervision record |
| Pass/Fail Practice Educator Signature |
| To be understand and appraise the role of management | 2, 5 |  | Described and appraised competently 3+ (specify?) aspects of management in formal discussion | Supervision record |
| Pass/Fail Practice Educator Signature |
| To evaluate my practice, respond appropriately to feedback and identify personal development needs | 1, 7, 10, 11 |  | Competently reflected in formal discussion on areas of my practice and identified 3 appropriate personal development needs.Appropriately identified in formal supervision 2+ constructive criticisms of my practice and competent responses to them. | Reflective logsSupervision recordsPersonal goal sheet |
| Pass/Fail Practice Educator Signature |