

# Brief Practice Educator Guidance

Occupational Therapy Curriculum 2015

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## Information to Support Practice Education

Thank you for taking a UWE OT student on placement. This document has been prepared to provide practice educators with basic information needed to supervise students on practice placements. It has been prepared in conjunction with the practice educator guidance and students' placement portfolio, which contain all placement documentation and procedures needed by both students and Practice Educators (PE's). The guidance, placement portfolio along with relevant placement documentation e.g. the final report template is available to PE's on the practice support net (PSNET):

<http://www1.uwe.ac.uk/students/practicesupportnet>

(follow 'Guidance by Programme' to get to the OT specific information)

We also offer four practice educator briefings a year at UWE to ensure practice educators are up to date and have the necessary information and guidance to support students. The dates and the booking forms are also available on the PSNET.

Each placement provider will also have an allocated placement liaison link who will conduct an annual visit to the placement hub to review and support practice education and effective communication.

If you have any questions, feedback or are not sure who to contact do get in touch with us:

Vanessa Parmenter (UWE OT Placement Lead) [Vanessa2.Parmenter@uwe.ac.uk](mailto:Vanessa2.Parmenter@uwe.ac.uk)

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## Tutor Support for Students and Practice Educators

Just prior to going out on placement, each student is allocated a UWE Placement Support Tutor to review his or her learning contract and conduct a midway tutorial. The midway tutorial is an opportunity for the student to discuss their strengths and weaknesses related to the learning needs in their learning contract with the practice educator (PE) and a UWE staff member. It is an opportunity for the PE to feedback on the student's progress. The placement support tutor is also a point of contact for the PE.

**Do ask your student for the contact details and do not hesitate to get in touch if you have any questions or concerns.**

## Placement Structure

- Pre-placement preparation week at UWE – students are advised of the UWE tutor who will be carrying out the midway tutorial
- By end of week 2 of placement the students will have liaised with their PE and made contact with their allocated UWE tutor to arrange a date for the midway tutorial (Please note that the onus is on the student to make these arrangements)
- Beginning of week 3 of placement – student to e-mail learning contract to UWE tutor.
- UWE tutor to review learning contract and feedback to student prior to midway tutorial. It is reviewed for consistency with learning outcomes, achievability and fairness, and any comments or suggestions to modify it will be communicated to both the student and the practice educator. The midway tutor will aim to respond within 5 working days.
- Week 4/5/6 of placement – midway tutorial to take place over telephone or skype. UWE tutors and students have been provided with agendas for the discussion in the midway tutorial.
- Ideally, the student and the PE should be able to speak to the UWE tutor separately, in confidence. Follow-up telephone calls can be arranged if there are matters outstanding.
- On completion of the placement ensure the learning contract is signed off, the hours record and the final report is written.
- If you have any concerns about your students please get in touch as soon as possible. Do also have a look at the failure protocol on the PSNET

## Access Needs

Students who have disclosed access needs will have an access plan detailing recommendations for reasonable adjustments. This access plan is the student's property. The students are encouraged to share this with their Practice Educators so that reasonable adjustments can be discussed and implemented. Please do ask the student if they have any access or support needs at your initial meeting, this will support them in learning how to manage their needs in a professional setting. If the student chooses not to disclose there is no expectation to implement reasonable adjustments. Students with specific learning disabilities such as dyslexia will not necessarily have a personalised access plan, but will be expected to discuss more general reasonable adjustments that will support them in practice.

## Placement Competencies

Students undertake 3 practice placements during their training at UWE. These will be in a variety of health and social care settings. Your student will be undertaking one of the following modules and working towards achievement of the associated placement competencies

## **Occupational Therapy Practice 1 (OTP1)**

This is a nine-week placement and occurs in the final (third) term of the first year following completion of academic modules covering contributing disciplines and occupational science. The academic module that immediately precedes this placement covers basic skills and knowledge for placement readiness. Furthermore, students are prepared with moving and handling, basic life support and the use of learning contracts. This is the first placement on the programme and is assessed by a learning contract which assesses students' abilities in practice in relation to the placement competencies listed below:

1. Present a professional approach, demonstrating awareness of the ethical and legal issues of professional practice
2. Understand the roles of the interprofessional (multidisciplinary) team
3. Take account of the physical and psychological impact of ill-health
4. Analyse an occupation used in professional practice setting
5. Demonstrate basic clinical reasoning and problem solving skills
6. Complete a basic and appropriate assessment of a service users occupational needs
7. Demonstrate basic skills in using a client-centred approach
8. Demonstrate safe and effective use of occupational therapy skills
9. Demonstrate safe and effective professional practice when working in a health or social care setting
10. Demonstrate appropriate verbal and written communication skills with all colleagues, service users and their carers and other services.

## **Occupational Therapy Practice 2 (OTP2)**

This is a 10 week placement and occurs in the second term of year two and gives students the opportunity to consider in detail, the impact and challenge of impairment and disability on the service user's occupations and how this disruption affects the service user. Much of what is experienced in this placement is integrated with the other level 2 modules. The module provides the students with the opportunity to apply level 2 uniprofessional and inter-professional learning to occupational therapy practice and continue to develop occupational therapy skills in a variety of settings. The influence of professional power and user control will be highlighted, within the context of the social model of disability. This is the second professional practice module and the assessments for this module are a learning contract (Component A) which assesses students' abilities in practice in relation to the placement competencies listed below:

1. Discuss the impact of health and social conditions for service users in the given setting
2. Evaluate different approaches and media used in occupational therapy utilising appropriate evidence

3. Identify assessment tools used and discuss their effectiveness in assessing occupational performance
4. Conduct assessments of service-users and document these in line with the placements system
5. Demonstrate the ability to utilise data from assessment to construct an intervention plan for a service user
6. Demonstrate safe and effective professional practice when working in a health, social care or role-emerging setting
7. Reflect upon social and cultural contexts and their impact upon professional practice
8. Work effectively as a team member throughout the professional practice experience
9. Reflect upon professional practice and identify areas for further development
10. Demonstrate a client-centred approach
11. Utilise appropriate verbal and written communication skills with all colleagues, service users and their carers and other services

### **Occupational Therapy Practice 3 (OTP3)**

This is an eleven week placement and occurs in the first term of the third year and enables the student to fully appreciate the unique contribution of occupational therapy and consolidate their occupational therapy skills. The content includes evidence-based practice and management of change. It will form a basis for integrating placement learning with level 3 academic modules. The student is expected to appraise the interagency service delivery and critically analyse the skills demonstrated by occupational therapists in the setting, as well as facilitating the service user's choice and performance of occupations.

The student is expected to critically evaluate their own practice and modify it as necessary, critically evaluating all aspects of service delivery and its social context. The student is also expected to manage a caseload appropriate for a student at the beginning of their level 3 studies, with a view to prepare them for practice as a qualified occupational therapist.

This is the final professional practice module and the assessments for this module are a learning contract (Component A) which assesses students' abilities in practice in relation to the placement competencies listed below:

1. Identify the core skills used by occupational therapists, demonstrating an understanding of which are unique and which are shared with other professions
2. Engage appropriately with the evidence base to support practice
3. Critically analyse skills utilised by occupational therapists
4. Appraise the interagency links both within and external to the practice setting

5. Appraise evidence of effective intervention in this setting
6. Critically evaluate service delivery and the role of management in service delivery, in the practice setting
7. Discuss the impact of sociological and technological developments and legislative changes on practice
8. Manage own caseload within the parameters of available resources, demonstrating a client centred approach, independent judgement and fluency of skill in all aspects
9. Critically evaluate own practice to identify aspects requiring modification and to identify personal development needs
10. Demonstrate safe and effective professional practice, including all forms of appropriate communication skills, when working in a health or social care or role-emerging setting
11. Demonstrate ability to function effectively as a team member in an interprofessional team
12. Accept and respond to constructive feedback on own performance
13. Demonstrate competence in working with the organisational policies, procedures and administrative frameworks in practice

## Practice Assessment

The assessment is based on the Learning Contract negotiated and constructed in collaboration between the Practice Educator, the student and the midway tutor. It must incorporate the module placement competencies and any personal goals outstanding from a previous placement or identified during the current placement.

- The 'criteria for evaluation' in the learning contract provide the the student and the practice educator (PE) with the benchmarks for success or failure of the student to achieve the placement competencies. It is this criteria alone which should be used to pass or fail the student.

Further details on assessment are provided in the students' Placement Portfolio (openly available on Practice Support net).

## Assessment of placement learning

Students are assessed via their personalised learning contracts and have to demonstrate achievement of *all* the placement competencies in order to pass the placement.

If the PE has concerns about any aspect of a student's performance the PE must contact the placement support tutor as early as possible and ensure that the failure protocol is understood and followed. This is available on the Practice Support Net (follow guidance by programme) <http://www1.uwe.ac.uk/students/practicesupportnet> .

## Grading

If the student has passed and the learning contract has been signed-off, PEs then grade the student's overall performance on the particular placement in question as: PASS, MERIT or DISTINCTION. They will do this on the final report where they can also give more detailed feedback to the student.

This grading will not influence the overall degree classification achieved by the student but will provide additional evidence of achievements on placement. We recommend that the grading of the student can be a subject in supervision so that it does not come as a surprise at the end of the placement. Practice educators should consider what constitutes a pass, merit , distinction so useful feedback can be given to the student and so that the grade you give can be justified in relation to the relevant placement competencies.

The grading will be a professional subjective judgement made by the Practice Educator based on the following criteria:

### **DISTINCTION:**

The student has demonstrated outstanding / excellent application and autonomy of skills in achievement of the placement competencies (learning outcomes).

### **MERIT:**

The student has demonstrated very good application and autonomy of skills in the achievement of the placement competencies (learning outcomes).

### **PASS:**

The student has demonstrated good application and autonomy of skills in achievement of the placement competencies (learning outcomes).

### **FAIL:**

The student has not demonstrated competence in achieving some or all of the placement competencies (learning outcomes). Only to be used if the student has failed the placement.

There is a written assignment related to level 3 placements – the results of this contribute towards the student's degree classification. This assignment is marked by academic staff.

## Placement Hours

Practice experience is gained through the three practice modules. Students will be placed in a wide variety of settings where they can achieve the module placement competencies. These placements are not chosen by the student but are managed through the Practice placement Office (PPO), guided by the entries in the individual student's Practice Portfolio.

Students complete thirty weeks of practice (a minimum of thirty six hours per week), and are supervised in practice by accredited Practice Educators. Start and finish times are to be arranged at the discretion of the Practice Educator and, subject to the demands of patient care and departmental organisation, in negotiation with the student. The 36 hours per week of student practice should include time for reflection and study including ½ day study leave per week.

Further and extensive details on the how the placements work are provided in the students' Placement Portfolio (available on Practice Support net).

## Completion Documentation

At the end of the placement the following needs to be agreed and signed off by the Practice Educator:

- Hours Sheet
- Learning Contract
- Practice Educator's report

Templates and guidance for the above can be found in the 'Completion Documentation' section of the Placement Portfolio.

**Templates can also be downloaded directly from the Practice Support Net (follow guidance by programme).** <http://www1.uwe.ac.uk/students/practicesupportnet>

It is the student's responsibility to return 2 copies of the learning contract, their personal goals record and the correct copies of the practice front sheet, duly completed and signed by the Practice Educator(s) by the published date and time. *Failure to hand in this by the expected date will result in the placement being marked as a non-submission.* The PE should retain copies of this documentation.

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