



**School of Allied Health and Community**

**PRE-REGISTRATION  
BSc (HONS) OCCUPATIONAL THERAPY  
AND  
BSc (HONS) PHYSIOTHERAPY**

---

Accredited by the  
Royal College of Occupational Therapists and the Chartered Society of  
Physiotherapy  
Approved by the Health & Care Professions Council

**Practice Educator  
Handbook**

---



Royal College  
of Occupational  
Therapists



*Last Revised June 2018*

# Contents

Glossary and abbreviations.....	5
1. Introduction.....	7
1.1 Who are the Practice Education Team?.....	7
1.2 Contacting the Practice Education Team.....	7
1.3 Work Based Learning Support Office (WBLSO).....	7
2. Course Structure – theory and practice learning modules.....	8
2.1 Introduction to Practice Learning.....	8
2.2 Practice Learning Modules.....	9
2.3 Coaching for Practice.....	9
2.4 Practice Learning Documents (PLD).....	9
2.5 Portfolio assessment.....	10
3. The focus of placements in each academic year.....	11
3.1 Year 1.....	11
3.2 Year 2.....	11
3.3 Year 3.....	11
4. Requirements for commencing placement.....	13
4.1 Enhanced Disclosure and Barring Service Check.....	13
4.2 Occupational Health Assessment.....	13
4.3 Professional Indemnity Insurance.....	13
4.4 Preparation for Practice Learning Placements.....	13
4.5 Mandatory Training.....	13
4.6 Diversity and Equality.....	14
4.7 Disabled students.....	14
5. The placement process.....	15
5.1 What types of placement do students need?.....	15
5.2 Models of Supervision.....	15
5.3 Sourcing Placements.....	16
5.4 How are placements chosen for individual students?.....	16
5.5 How are placements allocated?.....	16
5.6 Student Uniform policy.....	18
5.7 What uniform is issued?.....	18
5.8 What hours will students work on placement?.....	18
5.9 How far will students travel to placement?.....	19

5.10 Can students use their own car?.....	19
5.11 What are contemporary or role-emerging placements?.....	19
6. Roles and responsibilities of staff and students in practice learning .....	20
6.1 Students' responsibilities .....	20
6.2 Practice Educator's role and responsibilities .....	20
6.3 Zoned Academic's role and responsibilities .....	20
6.4 The roles and responsibilities of the work based learning support office (WBLSO) ....	21
6.5 The roles of responsibilities of the Practice Education Team .....	21
What do Practice Educators believe makes a Good Student? .....	22
Student Roles and Responsibilities .....	22
Absence from Placement.....	23
Uniform.....	23
7. Before placement starts .....	24
8. During placement.....	25
8.1 Attendance and punctuality on placement .....	25
8.2 Reporting absence from placement .....	25
8.3 Adverse Weather .....	25
8.4 How will students be supported on placement? .....	26
8.5 The Zoned Academic visit process .....	27
8.6 The Zoned Academic role .....	29
Teaching Support.....	29
Support of Student Assessment.....	29
9. Working collaboratively with students.....	30
9.1 Supervision.....	30
9.2 Facilitating reflection in practice - reflective models .....	31
10. Reflective models taught at University of Worcester.....	32
10.1 Healey & Spencer (2007) .....	32
10.2 Gibbs Reflective Cycle (1988) .....	32
10.3 Johns Model of Reflection (1995) .....	33
10.4 Borton's Reflective Model (1970).....	33
11. How students are assessed on placement.....	34
11.2 Formative and summative placement assessment .....	34
11.3 Pass Plus+ - recognising excellence on placement .....	34
12. Placement assessment process.....	38

12.1 Initial Interview .....	38
12.2 During placement .....	38
12.3 Intermediate Interview – Formative assessment .....	38
12.4 Final Interview - Summative Assessment .....	39
12.5 Practice Learning Document Submission .....	39
13. Identifying Concerns Process.....	40
13.1 Failure of a placement .....	43
13.2 What will happen to the student’s practice hours if they fail?.....	43
13.3 Re-sits of placements .....	44
14. Process for Retrieval of Fails (without mitigating circumstances) .....	45
15. Raising Concerns in Practice .....	47
15.1 Process for Managing Student Concerns in Practice .....	47
15.2 Procedure for raising concerns regarding a Practice Educator.....	48
16. Practice Placement Panel terms of reference.....	50
16.1 Practice Placement Panel Flowchart .....	52
17. Effective Training for Practice Educators.....	53

## **Glossary and abbreviations**

**Assessment:** The purpose of assessment is to provide informal (formative) and formal (summative) feedback to students about students' progress & success against agreed criteria or standards. Formative and summative assessment of students learning and achievement takes place with the Practice Educator within the practice setting, and not at University. Assessment should identify areas of achievement and areas of learning still to be addressed and is a collaborative process with the student as an active participant in the learning process.

**Chartered Society of Physiotherapy (CSP)** The professional body for physiotherapists.

**Coach:** A qualified health or social care professional who provides on-site support and education using the coaching process to facilitate practice.

**Coaching for Practice:** Coaching is a process where people work and learn together by tackling real issues and reflecting on their actions. Learning is facilitated through solution focussed questioning rather than through traditional instruction. Coaching takes place in small groups, which enable each person to reflect on and review their practice to guide future action and improve performance.

**Health and Care Professions Council (HCPC):** The regulator for all allied healthcare professionals, including occupational therapists and physiotherapists.

**Placement:** A required component of professional courses in which students undertake learning in a practice-based setting under the guidance of a Practice Educator. There are 5 placements in each programme.

**Practice Educator (PE):** A qualified Occupational Therapist or Physiotherapist who is responsible for assessment and development of the student's competency. All Practice Educators must undergo formal training and regular updates as per requirements of the RCOT, CSP and HCPC.

**Practice Education Lead:** Substantive member of University staff who is a registered Occupational Therapist / Physiotherapist, who leads and directs all aspects of Practice Education including PE training, curriculum planning, quality assurance and preparation for practice.

**Practice Panel:** A formal meeting convened to discuss and confer fail grades and ensure process has been duly followed by Practice Educators and University Staff.

**Practice Placement Co-ordinator:** An identified and trained health professional who is responsible for co-ordinating all practice learning placements with the University.

**Practice Learning Document (PLD):** The assessment document for each placement module, which provides the specific expectations and learning outcomes for each placement. It is the students' responsibility to ensure completion and submission of the PLD, and the practice educators' responsibility to record and sign off the requirements of the placement.

**Practice Learning Module:** The unit of learning (module or subject) within the curriculum that requires a placement. Each module has identified expectations and learning outcomes, which are mapped against the HCPC standards of proficiency. Practice Learning modules include on campus preparation for practice and coaching for practice sessions to support the learning on placement.

**Re-sit:** a further placement to supplement a failed placement.

**Royal College of Occupational Therapists (RCOT):** The professional body for Occupational Therapists.

**Supervisor:** Any suitably qualified individual who provides day-to-day management supervision of a student on placement. This could be the coach or Practice Educator but could also be a member of a different profession or organisation.

**Supervision:** is defined by the RCOT as “professional relationship and activity which ensures good standards of practice and encourages development” (RCOT 2015) Supervision encourages students to reflect on their learning, identify their achievements and areas for improvement and set goals for further practice experience. A **minimum standard** of one hour a week (or pro rata equivalent) should be designated for face-to-face supervision, which may take place individually or in groups. Virtual supervision models may also be used as appropriate.

**Zoned Academic (ZA):** An identified member of the University team who communicates directly, as required, with the student and PE before, during and following placement. They will usually visit the student on placement and will provide support to students and educators as required and will respond to any concerns raised.

## 1. Introduction

This practice learning handbook is a guide for Practice Educators to all student practice placements over the BSc (Hons) Occupational Therapy and Physiotherapy courses at the University of Worcester. It provides general principles and guidelines for facilitating learning, support mechanisms and assessment processes in practice learning. This handbook should be read in conjunction with the *Practice Learning Document (PLD)*, which provides the specific expectations and learning outcomes against which students are assessed. Information contained within this handbook is mirrored in the Student Handbook, which is issued to all students on commencement of the course.

### 1.1 Who are the Practice Education Team?

The practice education team facilitate the sourcing and organisation of placements and ensure the quality and review of practice learning processes across the courses. The practice education team consists of:

- **Practice Education Leads** oversee placement sourcing and provision and are responsible for ensuring the quality of placements offered. They work very closely with each other, the placement co-ordinators and the Work-Based Learning Support Office team.
  - The Practice Education Lead for Physiotherapy is: Dr Helen Frank
  - The Practice Education Lead for Occupational Therapy is: Terri Grant
- **Practice Placement Co-ordinators** source placements, assess them and provide training for practice educators (PEs). They ensure that placements are appropriate and that students gain a broad profile of practice experience.
- **Work Based Learning Support Office (WBLSO)**. The staff in WBLSO support placement administration and allocate students to the placement locations, communicating information with both Practice Educator and student regarding each placement. They check student driver status, professional membership of the RCOT (Royal College of Occupational Therapists) or CSP (Chartered Society of Physiotherapy) and ensure that students are given the correct placement information it. WBLSO also monitor student hours and attendance, and manage travel expenses.

### 1.2 Contacting the Practice Education Team

The first point of contact for placement enquiries is via the placement email addresses below:

[occupationaltherapyplacements@worc.ac.uk](mailto:occupationaltherapyplacements@worc.ac.uk)

[physiotherapyplacements@worc.ac.uk](mailto:physiotherapyplacements@worc.ac.uk)

This email address is managed by the Practice Placement Co-ordinators, and is checked daily. We ask you to try to avoid contacting individual staff directly as this reduces our response times and queries can get lost amongst teaching commitments.

### 1.3 Work Based Learning Support Office (WBLSO)

WBLSO can be contacted by telephone (01905 855545) or by e-mail ([WBLSO@worc.ac.uk](mailto:WBLSO@worc.ac.uk)).

## 2. Course Structure – theory and practice learning modules

Both Occupational Therapy and Physiotherapy courses run in parallel, allowing inter-professional learning where shared professional requirements exist. Both courses are based within a spiral curriculum that promotes students' developing competence and practice; the complexity of learning increases with each module and year and it is expected that students will develop their skills and competencies progressively throughout the program. Although there are differences between the two courses in terms of content, generally the focus of each level builds on the foundations set by the previous level of learning.

### 2.1 Introduction to Practice Learning

Practice learning is an essential component of all Occupational Therapy and Physiotherapy courses and is critical in facilitating students' ability to deliver safe, effective, high quality health and social care. The RCOT and the CSP require that all students complete a minimum of **1000 hours of practice** prior to graduation. This is completed in five Practice Learning Modules, one in 1<sup>st</sup> year (Level 4), two in 2<sup>nd</sup> year (Level 5), and 2 in 3<sup>rd</sup> year (Level 6):

Year	Level	Module	Hours completed	Placement Structure	
				Semester	Days
YEAR ONE	4	Practice Learning 1	190 hours (10 weeks half-time)	2	19 hours per week worked over <b>Wednesday, Thursday and Fridays</b> as specified by the Practice Educator.  Students can work alternative hours outside of the standard working week where required.
YEAR TWO	5	Practice Learning 2	190 (10 weeks half-time)	1	19 hours per week worked over <b>Monday, Tuesday and Wednesday</b> as specified by the Practice Educator.
	5	Practice Learning 3	190(10 weeks half-time)	2	Students can work alternative hours outside of the standard working week where required.
YEAR THREE	6	Practice Learning 4	544 (8 weeks full time minus 8 x 3.5 study hours)	1	37.5 hours a week worked as specified by the Practice Educator. A half-day study of 3.5 hours each week is excluded from the placement hours. Pattern of study is negotiable with the Practice Educator.
	6	Practice Learning 5		2	
<b>Total:</b>			<b>1114</b>		

## 2.2 Practice Learning Modules

There are five mandatory Practice Learning modules in the Occupational Therapy and Physiotherapy courses. Whilst the modules run together, they are coded differently: OCH modules are for occupational therapy students and PTHY for physiotherapy students:

Module Code	Module Name	When placement occurs
OCH / PTHY 1100	Practice Learning 1	Year 1 Semester 2
OCH / PTHY 2100	Practice Learning 2	Year 2 Semester 1
OCH / PTHY 2105	Practice Learning 3	Year 2 Semester 2
OCH / PTHY 3100	Practice Learning 4	Year 3 Semester 1
OCH / PTHY 3105	Practice Learning 5	Year 3 Semester 2

Each module contains some campus-based learning (Preparation for Practice) as well as the placement, which is supervised by a Practice Educator (PE). Each module has two forms of assessment; the **placement**, which is assessed using a **Practice Learning Document (PLD)** (PASS / FAIL) and a **portfolio-based assessment** (which is graded).

**Please be aware that until summer 2020, some students will be following the previous (2013) course pathway and placement dates and module codes will be slightly different.**

## 2.3 Coaching for Practice

An important part of practice learning and of the development of student healthcare professionals is the ability to reflect, adapt and enhance practice through improvement of knowledge, skills and behaviours. This is consolidated by delivery of "Coaching for Practice" sessions within the university curriculum. These sessions are mandatory, facilitated by tutors to discuss and reflect on relevant practice experiences in a confidential environment.

## 2.4 Practice Learning Documents (PLD)

The Practice Learning Document contains all the relevant information for supervision and assessment of students. It is the responsibility of the student, who should ensure that it is a working active document made available to Practice Educator at all times, and that it is appropriately completed. Electronic copies of all PLDs are shared with all practice educators each semester. If you do not have one and are expecting a student imminently, please email the placement team who can arrange access for you.

## **2.5 Portfolio assessment**

On completion of the placement, the practice learning module is assessed using a portfolio-based assessment. This enables students to demonstrate that they have understood and have met the placement learning outcomes and can evidence how they have been met. This supports students' development of an ongoing CPD portfolio, an essential part of being a healthcare professional, and a requirement of registration with the HCPC once qualified.

There are differences in the structure, format and choice of assessment in each module to enable students to present their evidence both in writing and orally. Students are encouraged to share evidence they are gathering for their portfolio with their Practice Educator throughout the placement.

### **3. The focus of placements in each academic year**

Practice learning placements become progressively more challenging in each module and academic year. In line with the spiral curriculum, there are changes in focus as students progress through the course.

#### **3.1 Year 1**

The focus of Placement 1 is to enable students to learn to be a professional by:

- Being introduced to professional practice
- Learning to demonstrate professional values & behaviour
- Learning to demonstrate professional communication & team working
- Identifying and assessing health and social needs in supported practice
- Under supervision, make decisions, deliver, monitor and / or record practice strategies
- Beginning to apply theoretical knowledge to practice in a reflective manner

Please note that whilst the focus in first year is on professionalism, students do not undertake any observational placements and can expect to be asked to deliver elements of practice under supervision.

#### **3.2 Year 2**

The focus of Placements 2 & 3 is to enable students to develop professional practice in the following ways:

- Strengthen the theoretical knowledge that underpins practice & develop criticality
- Demonstrate effective collaboration in inter-professional team working
- Select appropriate assessment strategies and outcome measures
- Assess under supervision non-complex clients / patients
- Choose, implement and document range of safe, effective and sustainable treatments / interventions under supervision
- Demonstrate professional / clinical reasoning processes at a beginning level

#### **3.3 Year 3**

The focus of Placements 4 & 5 is to enable students to become autonomous practitioners in the following ways:

- Critically reflect and confidently articulate the theoretical basis for professional practice
- Establish collaborative partnerships with other professions, based on professional communication and behaviours
- Demonstrate effective leadership and management skills in relation to professional and inter professional practice
- Demonstrate and critically reflect on professional practice provision in relation to more complex & diverse populations of clients under supervision
- Evaluate own skills and develop own sustainable professional practice with reference to the evidence base

Contemporary placements, in which students work independently with the guidance of a long arm, or offsite supervisor, can take place towards the end of the second year or beginning of third year (see section 5). First year students are not expected to undertake contemporary placements.

## **4. Requirements for commencing placement**

### **4.1 Enhanced Disclosure and Barring Service Check**

Occupational Therapy and Physiotherapy courses fall under enhanced DBS procedures and all students **MUST DISCLOSE** any criminal conviction (including spent convictions) to the university before entering the course.

Furthermore, students must disclose to their Personal Academic Tutor such a conviction if it occurs whilst they remain registered on the course. The University has robust internal policies for dealing with such breaches.

At the start of each academic year, students will be required to complete a declaration of any changes to DBS status such as any cautions or convictions when registering for the placement modules.

### **4.2 Occupational Health Assessment**

Prior to starting the course, and before commencing placement students must be medically screened for practice. Students cannot commence on placement until they have been given health clearance.

### **4.3 Professional Indemnity Insurance**

Student membership of the Royal College of Occupational Therapists (RCOT) and Chartered Society of Physiotherapy (CSP) is encouraged, as it provides students with additional professional indemnity insurance cover. Students without indemnity insurance will be limited in which placement experiences they can be allocated to such as private practices, charities and independent providers of healthcare.

### **4.4 Preparation for Practice Learning Placements**

Prior to commencing each practice placement, students will undertake a practice induction, which includes introduction to professional responsibilities, expected conduct, practice learning outcomes, assessment documentation and work based policies, as well as mandatory training.

### **4.5 Mandatory Training**

Students need to complete all the mandatory training as directed by the course team prior to commencing placement. Placements may be delayed if the student cannot evidence that they have completed their mandatory training. Training is required as shown below. Practice Educators can ask the student for evidence of this at any time, as a record is included within the Practice Learning Document.

<b>Mandatory Training</b>	<b>Delivered by</b>	<b>How frequently</b>	<b>Delivery schedule</b>
Basic Life Support	University Staff	Once a year	Delivered during S1 for first years, and at end of S2 for 1 <sup>st</sup> and 2 <sup>nd</sup> years to prepare for upcoming year.
Moving and Handling	External Provider	Once a year	Delivered during S1 for first years, and at end of S2 for 1 <sup>st</sup> and 2 <sup>nd</sup> years to prepare for upcoming year.
Infection Control	Local trust representative	Once a year	2 hour session for first year, 60 – 90 minutes for refreshers
Safeguarding Adults	University Staff	Once a year	Face to face delivery in First year, online (e-LfH) for subsequent refreshers
Safeguarding Children	University Staff	Once a year	Face to face delivery in First year, online (e-LfH) for subsequent refreshers
Information Governance	University Staff	Once	The content is delivered once only, however students are constantly recapping these skills in other sessions
De-escalation / Breakaway Training	External Provider	Once and one update	Full day in first year Half day in third year
Food Safety	External Provider	Once	Occupational Therapy students only

#### **4.6 Diversity and Equality**

The University's approach to [Diversity and Equality](#) ensures that students are not discriminated against, directly or indirectly, at any point from the admissions process through to the completion of their final award. Practice Educators by law, have a direct duty not to discriminate against disabled people, and must consider any reasonable adjustments they could put in place to make sure their placement is accessible ([HCPC 2015](#)). Please contact the Practice Education team if you have concerns that your placement may not be fully accessible

#### **4.7 Disabled students**

The HCPC recognise that “many disabled people complete approved education and training successfully, register and go on to practise safely and effectively with or without adjustments to support them” (HCPC 2015 p8). Students with a known disability are strongly encouraged to disclose this to their Practice Educator in order for appropriate support strategies to be put in place to optimise practice learning. This should happen as soon as the student is provided with their allocation, which may be earlier than other students.

Practice Educators may signpost students to the University's [Disability and Dyslexia Support](#) within Student Services for further support. Additionally students may contact the Disability and Dyslexia service on 01905 855531 for advice and guidance.

If necessary, a pre-placement visit will be carried out, supported by academic tutors, to introduce students to the practice environment and to enable discussion of optimal support needs in practice. A pre-placement visit will be carried out at the earliest possible opportunity.

## **5. The placement process**

The next section outlines each stage of the placement process.

### **5.1 What types of placement do students need?**

Over the 3 years, students will gain five placement experiences that cover a breadth of settings, populations and specialties. We ensure that placements enable students to meet the course learning outcomes and the requirements of the RCOT, CSP and HCPC in readiness for graduation and work. This means that we do not use a named or core specialty system to allocate placements because many health and social care settings do not reflect this; rather we use placements that offer a variety of experiences. Whilst some placements may be considered specialist and others may be more general, all placements offer profession specific and inter-professional experience.

In occupational therapy, we ensure students gain experience across the age span in (but not limited to):

- Physical occupational therapy
- Mental health occupational therapy
- A contemporary setting
- We also endeavour to provide experience within both inpatient and community settings

In physiotherapy, we ensure that students gain experience across the age-span in (but not limited to):

- An in-patient placement
- An out-patient placement
- A community placement
- Working with people who have musculo-skeletal, neurological and cardio-vascular respiratory problems
- A contemporary setting

### **5.2 Models of Supervision**

The University of Worcester is keen to work with Practice Educators to develop innovative ways of providing student placements. New models of supervising students can bring wide-ranging benefits not only to the student's learning, but also to you as an educator. By increasing the student's ability to undertake elements of practice more autonomously from an earlier stage in their education, they may be able to assist your service to increase productivity and decrease your workload.

Students always have an HCPC registered educator responsible for assessing and signing off their learning outcomes. On a contemporary placement, this is done by a 'long arm' educator. These staff do not work in the placement area but meet with the student on a weekly basis and provide advice & support as required via email and telephone (see section 5.11). This is a great way for therapists in managerial roles to maintain an input into education as well as enabling clinicians to develop projects into other services, or areas of

their own service with a specific need. 'CLiP' placements enable a group of educators to support a group of students by using a coaching approach. Still, other placements may follow a traditional 1:1 or 2:1 format in which the student is with the educator all the time.

### **5.3 Sourcing Placements**

Placements are sourced via collaboration with local practice partners. Placement co-ordinators will approach local clinicians to request placements in a variety of ways. Where placements are established in NHS trusts or other large organisations, a formal request document will be sent out each year in January for the upcoming academic year. Placement co-ordinators may follow up any non-returns via email or telephone. Every attempt is made to communicate via NHS co-ordinators where these are in place and this is requested.

### **5.4 How are placements chosen for individual students?**

The placement co-ordinators work closely with the WBLSO to allocate placements, ensuring that students gain a breadth of experience. They also consider whether students are a car driver and whether there are any other considerations such as caring responsibilities. It is not possible for Practice Educators to request specific students or student qualities unless exempt in line with The Equality Act (2010).

### **5.5 How are placements allocated?**

Practice educators will receive placement allocations by email 3 – 4 weeks prior to the start of the placement. This email will include a returns date by which the University needs to be aware of any problems with, or changes to the placement offer. Students will be informed of their placement allocation approximately one week later. The earlier all placement offers are received, the sooner we can allocate students to placements. We appreciate your patience whilst allocations are being finalised and are happy to hear from you if you become concerned that it is becoming close to the start date and you have not heard from us.

## Occupational Therapy & Physiotherapy Placement Request Process

Placement Co-ordinator or WBLSO send out request form via email. Placement co-ordinators may liaise with new providers via telephone prior to sending out request forms.



Email will contain a written request for placement offers, an offer request form, and placement dates for the academic year.



As offers are returned, they are recorded by WBLSO and placement co-ordinators. Each offer will then receive a placement profile and health & Safety questionnaire to complete & return



Reminder emails may be sent to any large organisation that does not return the documentation within the stated timescale, and telephone calls may follow these.



If insufficient placement offers are received, co-ordinators may contact individual organisations and new providers. Placements will not be allocated until sufficient offers have been returned.

## 5.6 Student Uniform policy

Students are expected to present themselves professionally **at all times**. Please ensure that your uniform requirements are clear when you return the placement profile to the University. If your service does not require a uniform, please give guidance on what clothing is acceptable. Students are not expected to purchase clothing if the uniform worn by your service is not the usual, corporate uniform. We would anticipate that students either wear uniform as issued or be permitted to wear their own smart clothing.

## 5.7 What uniform is issued?

All students are issued with the following:

- University logo name badge
- University issued white polo shirt or tunic, embroidered with student occupational therapist / physiotherapist
- Smart dark green (occupational therapy) or navy blue (physiotherapy) tailored trousers

In addition, students are given the following dress code guidance. They should:

- Wear smart, flat closed in black shoes
- Wear plain black socks
- Maintain a high standard of personal hygiene
- Ensure all uniform is clean, well ironed and smart
- Wear identification at all times
- Remove all watches, bracelets and jewellery. A flat ring / wedding band may be worn
- Tie long hair back, ensuring that it does not touch the collar
- Ensure that nails are short and clean. They should not wear nail varnish
- Remove cardigans / sweatshirts in clinical areas – their arms must be bare below the elbows
- Ensure that underwear is **not** visible
- **NOT** wear their uniform to travel to placement

As many students will travel to placement on public transport, we appreciate your support in directing them towards changing / toilet facilities and reminding them of the need to change before and after placement.

## 5.8 What hours will students work on placement?

Students are expected to attend placements that offer a range of working hours and shift patterns, including occasional weekends and evenings which reflect current seven-day healthcare provision. However, some students may find inflexible working hours challenging due to caring responsibilities or health needs and we request that where practicable, Practice Educators allow these students some degree of planned flexibility.

### **5.9 How far will students travel to placement?**

Many students commute to University for their studies and therefore can experience long commutes to and from placement. We would expect students to travel up to 2 hours to and from placement if necessary. They can apply for an NHS bursary to claim back travel and accommodation expenses, providing they travel further to placement than they would normally to university.

### **5.10 Can students use their own car?**

Students may use their own car to travel to and from placement, but must register their vehicle with WBLSO and have appropriate insurance for occasional business mileage. Many students do not have the funds to keep their car with them whilst at University and we therefore ask Practice Educators to think carefully about whether it is essential for the student allocated to be a car driver. Mileage incurred whilst on placement may be reclaimed from NHS bursaries as above, however this is outside of the University's control.

### **5.11 What are contemporary or role-emerging placements?**

We have a number of placements that are supervised by a long-arm Practice Educator (PE) (who is an occupational therapist or physiotherapist) and an in-house supervisor who may be another health professional. These placements offer opportunities to work with people in areas where there is not an occupational therapist or physiotherapist employed full time, or at all. There are many benefits of completing a contemporary placement, including introduction to alternative practice and work opportunities, assisting in the development of the profession in new and emerging areas of practice and project management. Personal benefits can include development of innovative and creative thinking and implementation, and increased independence and self-leadership.

Practice Educators who are interested in becoming Long Arm Educators should contact the placement teams. This experience provides excellent CPD opportunities and can help experienced clinicians to reconnect with the core values of their profession. It is also a great way for therapists with limited clinical responsibilities to continue to be involved in student education.

## **6. Roles and responsibilities of staff and students in practice learning**

There are many people involved in Practice Learning who play many roles and have several responsibilities in practice learning. Please revisit the glossary on page 5. The following identifies what is expected of students, Practice Educators (PE), Zoned Academics (ZA) and the Work Based Learning Support Office (WBLSO).

### **6.1 Students' responsibilities**

- To maintain PLD & make it accessible to PE
- To attend and participate in supervision and all assessment processes
- To take full advantage of all learning opportunities
- To ensure professional conduct and safe practice at all times
- To attend 100% of practice learning hours
- To submit final interview, attendance record and PLD by the date identified in the Module Outline
- To reflect and evaluate on own learning at the end of each placement completing the form in the PLD

### **6.2 Practice Educators' role and responsibilities**

- To take primary responsibility for supervising, providing guidance & assessing students in the practice environment
- To act as a good role model
- To ensure students are supernumerary
- To identify and facilitate a range of learning opportunities including additional experiences / spoke days
- To instigate review of student learning and PLD
- To provide constructive feedback and regular supervision
- To liaise with Zoned Academic, particularly when concerns exist about progress
- To gain service user/family feedback on student performance where appropriate
- To ensure that you have received up to date practice educator training (within the last 2 years). Training enquiries can be directed to the Practice Education Team.

### **6.3 Zoned Academics' role and responsibilities**

- To communicate directly with the student and Practice Educator during placement.
- To monitor consistency of practice learning environments inform the practice education team of any issues arising.
- To provide student centred educational support, explore with students their learning experiences and opportunities and strengthen the integration of theory with practice.
- To work closely with the Practice Educator and students to remediate problems and risk of failure and assist in development of action plan.
- To support the Practice Educator in their assessment decision.
- To provide on-going support for struggling students, including support for final summative interview with the Practice Educator (if appropriate).

- To facilitate conversations with Practice Educators and signpost students to additional support available through University of Worcester.

#### **6.4 The roles and responsibilities of the work based learning support office (WBLSO)**

- To monitor car driver status, and professional membership of CSP and RCOT
- To allocate student learning experience & send allocation report to PE /Co-ordinator
- To notify student of allocation via SOLE
- To keep a record of student attendance and absence /sickness.
- To process travel claims

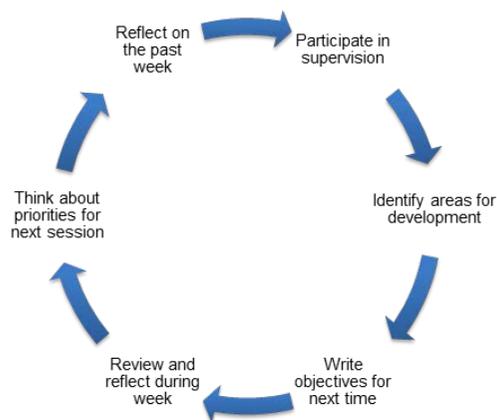
#### **6.5 The roles of responsibilities of the Practice Education Team**

- To source and quality assess placements
- To take account of placement availability and capacity, student transport and previous experiences
- To communicate with placements regarding offers and student allocations
- To facilitate interface between University, practice learning environment and students
- To work in partnership with Practice Educators and Work Based Learning Support Office
- To ensure quality and review of practice learning processes across the programme
- To support students with concerns over practice learning environment, including raising concerns
- To attend practice placement panel to review fails in practice and moderate Practice Learning documents.

## Supervision

- There is a requirement that a designated supervision meeting takes place for at least one hour per week, pro rata.
- This allows for formal feedback, which is integral to a student's ability to act on feedback given and reflect on performance and placement experiences.
- A record of formal supervision sessions should be kept within the Practice Learning Document.
- Amount of supervision for part time placements:

3 <sup>rd</sup> Year	1 hour per week
2 <sup>nd</sup> Year	1 hour per fortnight
1 <sup>st</sup> Year	1 hour per fortnight



## What do Practice Educators believe makes a Good Student?

- **A**wake and Alert
- **B**e on Time
- **C**onscientious, committed, communicates well
- **D**ressed appropriately
- **E**nthusiastic & empathetic
- **F**riendly
- **G**ood resilience
- **H**ardworking
- **I**nitiative
- **J**oins in
- **K**nowledgeable
- **L**istens and Learns
- **M**aintains Confidentiality
- **N**on-Judgemental
- **O**pen-minded
- **P**atient
- **Q**uestions – asks and listens
- **R**espectful, reflective & reliable
- **S**elf-Aware
- **T**eam player
- **U**nderstanding
- **V**ersatile
- **W**illing to try
- **eX**cellent awareness of boundaries
- **Y**earning to improve
- **Z**ealousness



## PLACEMENT INFORMATION LEAFLET

### Student Roles and Responsibilities

- Maintain Practice Learning document & make available to Practice Educator
- Attend and participate in supervision and all assessment processes.
- Take full advantage of all learning opportunities
- Ensure professional conduct and safe practice at all times.
- Attend 100% of practice learning hours. **If a minimum of 80% attendance is not achieved the summative assessment of practice cannot be completed.**
- Complete hours of attendance on timesheet
- Reflect and evaluate learning at the end of each placement.

## Absence from Placement

- Students are required to notify the placement if they are unable to attend the practice placement for any reason **before** their usual start time.
- Students are advised to speak to their named Practice Educator or leave a message for them to call back, leaving an appropriate telephone number.
- Students **may not** notify their named Practice Educator through other means such as text message, unless specifically requested by their Practice Educator.
- The student should confirm with their Practice Educator how absence should be reported at the start of their placement.
- Students must also notify the Work Based Learning Support Office (WBLSO) by telephoning the absence line on 01905 855 444. Students must state their name, year of study and course when notifying of absence.



## Uniform

Practice Educators and University staff will expect students to present themselves professionally at all times and adhere to the Local Uniform Policy within the individual workplace.

### Basic Uniform Requirements:

- University issued white polo shirt or tunic (check which is acceptable)
- Smart navy blue or green tailored trousers
- Smart, flat closed in black shoes
- Plain black socks
- Underwear should **not** be visible

### Additional requirements:

- Maintenance of a high standard of personal hygiene
- All uniform must be clean, well ironed and smart
- Identification to be worn at all times
- No watches, bracelets or jewellery to be worn. A flat ring / wedding band may be worn.
- Long hair tied back, ensuring that it does not touch the collar.
- Nails must be short and clean. No nail varnish.
- Cardigans / sweatshirts to be removed in clinical areas in line with the NHS “bare below elbows” guidance.

Where placements do not require students to wear clinical uniform, students must ensure that they follow a professional dress code and are advised to ask for guidance from their Practice Educator about what is acceptable.

## Placement Process

### The Placement Process

#### Pre-Placement Preparation

- Mandatory Training
- Taught Sessions
- Complete Modified SWOT analysis

#### Pre Placement Contact

- Student to contact named contact as soon as possible after allocation

#### Pre Placement Visit

- Mandatory if required by practice educator.
- To practice the logistics of travel

#### Day 1 Placement

- Welcome and Induction

#### End of Week One

- Initial Interview

#### Ongoing

- Supervision
- Action Learning Sets

#### Half Way

- Intermediate Interview
- Zoned Academic Visit

#### Last Week

- Final Interview

#### Pebblepad Submission

## 7. Before placement starts

### Students are required to...

- Ensure that term-time address and contact details are up to date
- Inform Work Based Learning Support Office of home address and university address, car driver status and any other information such as sporting or caring commitments
- Ensure that their car is registered with WBLSO and appropriate insurance for occasional business mileage is held. Submit to WBLSO a copy of insurance certificate and MOT (if appropriate).
- Ensure they have appropriate, clean and well-fitting uniform. 1<sup>st</sup> years will be fitted for uniform in induction week.
- Ensure they have full Occupational Health clearance & DBS clearance
- Discuss any disabilities with Personal Academic Tutor and disclose these to the Practice Education Lead where necessary
- Complete all Mandatory Training
- Attend Preparation for Practice Sessions
- Complete modified SWOT analysis in the PLD (and reflection on key learning at 2<sup>nd</sup> and 3<sup>rd</sup> year)
- Contact Practice Educator as soon as placement details appear on SOLE.
- Arrange a pre-placement visit **if requested** by Practice Educator, or by the Practice Education Lead. If this is not required, students are encouraged to practice the logistics of travel to ensure punctuality.

## 8. During placement

### 8.1 Attendance and punctuality on placement

Attendance in practice is mandatory and punctuality is expected.

It is a requirement of the RCOT and the CSP that **a minimum of 1000 practice hours are completed**. If students need to replace practice hours lost due to ill health, this must be authorised by the Practice Education Team PRIOR to the additional hours being worked. Additional hours must not exceed the original number of hours allocated to the placement. The number of hours completed must be reviewed by the Practice Educator at the intermediate and final interviews. It is the student's responsibility to ensure that hours of attendance are recorded on the timesheet within the PLD and this is signed by the Practice Educator.

**Additional hours must not exceed the original number of hours allocated to the placement.**

### 8.2 Reporting absence from placement

It is essential (and professionally responsible) for students to notify the placement and practice educator if they are going to be absent. Students should confirm with their Practice Educator how absence should be reported at the start of your placement – you are encouraged to refer the student to local policy. Students must notify placement on EACH day of absence, and identify a return to placement date as soon as possible.

- Students are required to notify the placement if they are unable to attend the practice placement for any reason before the usual start time. Please ensure that facilities are in place to receive these messages.
- Students must speak to their Practice Educator by telephone, or leave a message for them to call back, leaving an appropriate contact telephone number.
- Students may ONLY notify their absence through other means such as text message, *if this is the process you prefer*. Please note that the University discourages the use of text in favour of students following the full and usual reporting policies.
- Students must also notify the Work Based Learning Support Office (WBLSO) by telephoning the absence line on 01905 855 444 or emailing [wblso@worc.ac.uk](mailto:wblso@worc.ac.uk).

### 8.3 Adverse Weather

Adverse weather such as snow and flooding can result in students being unable to attend placement, or students may be sent home early.

1. Students should make every effort to *safely* attend placement. Contact should be maintained between student and the placement regarding any likely delay, or genuine inability to attend.
2. The Practice Educator must inform the student AND the University if the workplace or department are likely to be closed.
3. If a student is unable to travel to placement due to adverse weather, they should inform WBLSO on the absence line (01905 855 444) and / or by email [wblso@worc.ac.uk](mailto:wblso@worc.ac.uk)
4. Students may be sent home early if the weather may cause the student difficulties in getting home safely. This is applicable if other staff are also being sent home.

5. If patient appointments are cancelled due to the weather and there is no other useful work that can be done at the placement site, students may be sent home. Where placement hours are missed for any of the reasons detailed above, independent placement related study should be set by the Practice Educator. Students must provide evidence of the study completed on the return to placement in order for the study hours to be counted towards practice learning hours.
6. If patients are cancelled but there is work elsewhere on the placement site e.g. on another ward, the student may be deployed there as appropriate.

#### **8.4 How will students be supported on placement?**

- All students will be supervised by one or more named Practice Educators (PE) and may be supervised by a team of staff who may be from different professions.
- Where two PEs are working with a student, you are encouraged to ensure clear lines of communication. It is your responsibility to ensure that each educator has the same expectations of the student.
- The PE is the first point of contact for any problems whilst on placement.
- Students will be given a named Zoned Academic (ZA) who is a member of the academic staff. They will come and visit on placement at least once. The name of the Zoned Academic will be available to students on SOLE and / or Blackboard pages.
- The Zoned Academic may visit more regularly if the student experiences any difficulties during placement.
- If students have any concerns that they do not feel able to discuss with the PE, students should contact their zoned academic. For this reason, Zoned Academics should always meet with the student independently on arrival at the placement.
- If the PE would like to speak to the Zoned Academic independently (i.e., without the student present) this should be requested prior to arrival on site to enable the ZA to allocate sufficient time to the visit.
- Whilst face-to-face visits are usual, it may be necessary to conduct a telephone or Skype visit on occasionally.
- Face to face visits will always be maintained when requested by a Practice Educator, or when the Practice Educator is new to supervising University of Worcester students.

## 8.5 The Zoned Academic visit process

<b>Who has visits</b>	Every student can expect a zoned academic visit during each placement. This should usually constitute a face-to-face visit, but there might be occasions where a telephone or Skype visit is appropriate. All academic staff are involved in conducting zoned academic visits.
<b>Timing of Visit</b>	Visit(s) should occur around the mid-point of each placement unless requested earlier by practice educator or student
<b>Arranging ZA visits</b>	ZAs will arrange their visits by liaising either with the student (who will liaise with educator), or with educator and student.
<b>During ZA visit</b>	Both student and PE will be given the opportunity to meet with the ZA alone if desired ZA will complete appropriate form in student's PLD ZA will update current risk assessment

STUDENT NAME:		PRACTICE EDUCATOR NAME:	
ZONED ACADEMIC:		DATE:	
Local Placement Induction completed		Initial Interview completed	
Access to study resources		University Risk Assessment Form updated by ZA	
<b>General discussion of placement progress:</b>			
<b>SUBJECT:</b>		<b>DISCUSSION:</b>	
Work completed <ul style="list-style-type: none"> <li>• Examples of activities undertaken</li> <li>• SPOKE opportunities</li> <li>• Future plans</li> </ul>			
Areas raised by student <ul style="list-style-type: none"> <li>• Plans to progress learning/ address areas of difficulty</li> </ul>			
Areas raised by practice educator <ul style="list-style-type: none"> <li>• Plans to progress learning/ address areas of difficulty</li> </ul>			
Learning outcomes <ul style="list-style-type: none"> <li>• Queries from student/practice educator</li> </ul>			
Progress towards professional competencies <ul style="list-style-type: none"> <li>• Review table on page 13</li> <li>• Record any concerns / plans</li> </ul>			
Is the student making adequate progress towards the following competencies?	Professional behaviours Y / N	Learning outcomes: Y / N	
(If no, please initiate identifying concerns process with practice educator and student)			

## 8.6 The Zoned Academic role

### Communication:

- Communicate directly with the student and Practice Educator during placement
- Monitor consistency of practice learning environments and inform the practice education team of any issues arising
- Complete pre-placement visits with students when required
- Support students who are experiencing learning difficulties with identifying particular problems and solutions
- Facilitate conversations with Practice Educators regarding challenges and signpost students to additional support available
- Feedback any issues regarding placement quality to the Practice Education Lead
- Feedback any issues/problems/difficulties to the Practice Education Lead
- Attend Practice Panel to present student failure
- Communicate with the students personal academic tutor if indicated

### Teaching Support

- Meet with the Practice Educator and the student individually or together depending on the needs of each individual to complete zoned academic visit and any other visits as required
- Check the placement induction checklist and initial interview within the Practice Learning Document
- Complete the zoned academic review form within the Practice Learning Document
- Discuss the students' progress towards achievement of the learning outcomes and expectations
- Facilitate the students learning by using appropriate questioning techniques
- Support the student to identify and document evidence of their progress towards learning outcomes
- Provide student centred educational support, exploring learning experiences and opportunities with students and strengthening the integration of theory with practice
- Liaise with practice educator regarding expected level of student performance, identification of specific areas of difficulty, development and review of action plans
- Provide a written summary of each Zoned Academic Visit in the students Practice Learning Document

### Support of Student Assessment

- Support the Practice Educator with completion of documentation as required
- Support the Practice Educator and student with the identifying concerns process as required
- Observe the student completing practice activities in the placement setting in the case of conflict with regard to interpersonal skills, professional behaviour and clinical safety
- Support the Practice Educator and student at the final interview where the student is at risk of failing the placement

## 9. Working collaboratively with students

Students are excited to meet their Practice Educator and generally hold them in high regard. This also means that at times they can be quite scared of you! The relationship between student and Practice Educator requires open communication and a focus on student learning to support effective collaboration on the outcomes of the placement. Students should ensure that they keep you informed of any practical, physical, psychological or emotional issues that may affect their learning or limit their participation in learning opportunities. However, this is not always easy and an open, supportive approach will enable the student to share with you honestly.

To ensure that the placement expectation and outcomes are met, together you should:

- **Identify learning opportunities available and appropriate for the student's level of education and previous knowledge and experience.** Some students will have worked in health or social care before and will need no introduction to how a ward works. For others, this could be their very first time in any hospital, so please ensure that they are given the time to learn and adapt to new experiences.
- **Set realistic goals for professional development** during the placement. Whilst it is normal to have a certain level of expectation, students need to work towards goals that are achievable for them.
- **Facilitate opportunities for learning** through observation and supported practice within the placement.
- **Give and receive feedback** related to the student's level of competence and learning.
- **Utilise a model of supervision** that will encourage reflection, self-assessment and development of competence.
- **Demonstrate the linking of theory to practice.** Students can find this difficult at first. You can help by being overt about the theory that you are using and the decisions they are making.
- **Undertake a process of assessment of competencies** based on the collected evidence from practical and written work. It is the student's responsibility to bring evidence that they have met their learning outcomes, but you can help them by pointing out how the work they are doing meets their learning expectations & outcomes.

### 9.1 Supervision

Supervision is integral to a student's ability to reflect on performance and placement experiences and to act on feedback to improve practice. Whilst it is recognised that discussion will occur throughout the placement and that feedback is most useful when given close to the event, designated supervision takes place for at least one hour per week, pro rata. This allows for formal feedback, which supports your assessment process. More frequent formal supervision may be required if a student is struggling.

Supervision should be arranged and, where possible, planned in advance, for the duration of the placement.

<b>Third year (and any block placement)</b>	1 hour per week
<b>First and Second Years</b>	1 hour per fortnight

Formal supervision should be recorded in the PLD, but can be recorded on local documentation & stapled in if desired.

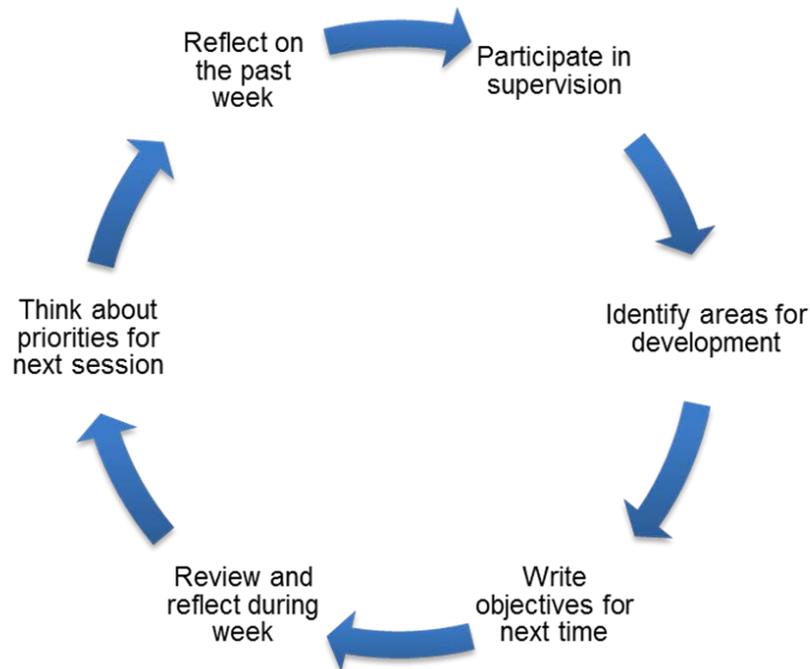
**9.2 Facilitating reflection in practice - reflective models**

Reflection is one of the key steps required to move from gaining an experience to learning from it. It contributes to making experiences meaningful, resulting in a deeper understanding of what has been learnt. Reflective practice is a key requisite of HCPC standards of proficiency and Practice Educators will continue to support development of student’s reflective practice during placement.

Students will be introduced to a variety of models of reflection that can support this process. There is no one correct model and students are encouraged to experiment with a number of models in order to develop their most effective reflective style. It can be helpful for PEs to try new ways of reflecting and share these with students.

## 10. Reflective models taught at University of Worcester

### 10.1 Healey & Spencer (2007)



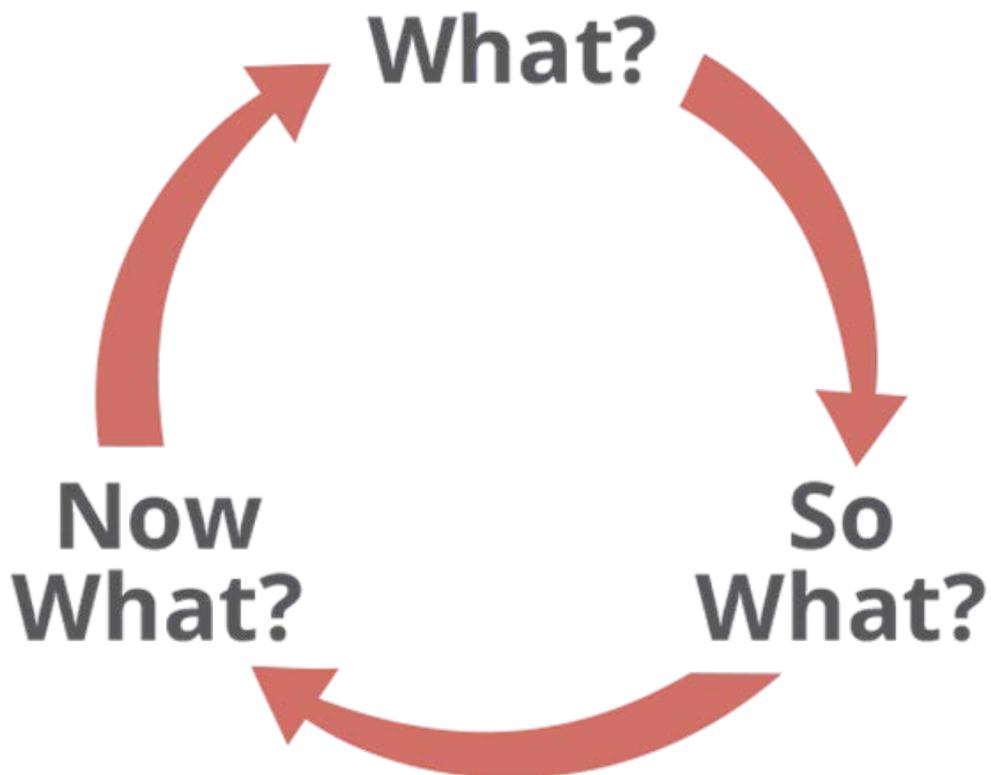
### 10.2 Gibbs Reflective Cycle (1988)



### 10.3 Johns Model of Reflection (1995)



### 10.4 Borton's Reflective Model (1970)



## 11. How students are assessed on placement

Placement is assessed in two ways. Students will receive a **PASS** or a **FAIL** grade for their placement based on your assessment of their abilities. For exceptional performance, you may achieve a Recognising Excellence award.

### 11.1 Learning outcomes and learning expectations

Each PLD identifies the **Learning Outcomes** for the placement, and the **Expectations** that students are required to meet. Each learning outcome is an overall indicator of student performance in key areas. Each learning outcome is set in relation to the expectation of the year of study and increases in complexity for each practice module. Learning expectations break down the learning outcome into measurable objectives and act as criteria to show that students have met the Learning Outcomes. These are detailed in the PLD. Achievement of all learning expectations demonstrates that the learning outcomes have been met, and therefore indicate a **PASS**. Failure to meet any expectation or learning outcome will result in a **FAIL**.

### 11.2 Formative and summative placement assessment

Students are given opportunities for both formative and summative assessment on placement:

- **Formative assessment** = assessment for learning = intermediate interview
- Formative assessment is intended to direct the student to be able to meet each of the learning outcomes by the end of the placement.
- **Summative assessment** = assessment of competence or achievement = final interview

### 11.3 Recognising excellence on placement

For students who have exceeded their PEs expectations, a Recognising Excellence award may be made. This indicates that the student has passed all expectations safely and competently but that they have exceeded expectations of their professional (academic) level.

To award this, please complete the form in the Practice Learning Document. You must give specific feedback related to the Learning Outcomes in which the student has excelled for this to be awarded. Students will receive a certificate "Recognising Excellence" with details of the specific learning outcome(s) exceeded on the back, which they can use to support their achievements when applying for jobs.

Please be aware that it is not appropriate to award a recognising excellence award if the student has also had a "Raising concerns" form completed during the placement.

This form should be used when practice educators are able to evidence that the student has exceeded the learning outcomes for the placement.

 <b>University of Worcester</b>		<b>RECOGNISING EXCELLENCE FORM</b> OCTH1000 PLACEMENT 1	
<b>STUDENT NAME:</b>		<b>PRACTICE EDUCATOR NAME:</b>	
<b>PRACTICE SETTING:</b>		<b>DATE:</b>	
<b>LEARNING EXPECTATION(S) EXCEEDED:</b>		<b>DETAILS:</b>	
<b>PRACTICE EDUCATOR SIGNATURE:</b>			

**THIS PAGE MUST BE SCANNED AND PRINTED / COPIED TO ALLOW A COPY TO BE RETAINED IN THE STUDENTS' RECORD**



This is to certify that

*Student Name*

has received a commendation for

**Excellence in Practice Learning**

during placement *x* on *date*

This award is a result of achieving a higher level of performance than required for the learning outcomes listed overleaf.

Terri Grant

Practice Education Lead, BSc (Hons) Occupational Therapy



This is to certify that

*Student Name*

has received a commendation for

**Excellence in Practice Learning**

during placement *x* on *date*

This award is a result of achieving a higher level of performance than required for the learning outcomes listed overleaf.

Dr. Helen Frank

Practice Education Lead, BSc (Hons) Physiotherapy

## 12. Placement assessment process

### 12.1 Initial Interview

This is the first opportunity to discuss with the student the opportunities that the placement offers, and any learning needs that they may have. You may also identify any specific goals for the placement to help the student meet the learning outcomes.

- It is normally conducted by the end of week 1
- You should use the modified SWOT analysis in the PLD to guide the discussion
- You and the student should complete the Declarations in the PLD to show that you are both aware of your roles and responsibilities on placement.

### 12.2 During placement

- Students must document within the PLD their evidence, which demonstrates progress towards and achievement of the learning outcomes. This evidence could include the supervision and spoke visits as below
- Students should record all supervision on the sheets provided
- Students should record their spoke visits on the sheets provided
- It is helpful if Practice Educators can set a culture of expecting to see new entries in the PLD each week.

### 12.3 Intermediate Interview – Formative assessment

- Before this interview, students should have completed their own evaluation of their progress in their PLD
- This is the first opportunity to be assessed (formatively) and ensures that students have formal feedback on their progress to date
- The intermediate interview is normally completed at approximately half-way through the placement
- You will provide feedback on the student's progress towards and achievement of:
  - 1. Professional competencies.** For each placement, the professional competencies will be assessed at the intermediate interview and progress documented. If these competencies are met early on in the placement, they must be maintained through to the final interview. Please do not be afraid to tell a student that they have met the competencies early on!
  - 2. Learning outcomes and expectations.** Students must demonstrate their achievement of each learning outcome by providing evidence that shows that they have met each expectation. At this intermediate point, these are assessed as *demonstrated*, *progressing* or *not achieved*. Any expectation marked as "not achieved" at this point is indicative of an Identified Concern. This may suggest the student may not meet the required expectations at the end by the placement. Conversely, it may be that the student has not yet had the opportunity to demonstrate this and that this needs to be planned into the remainder of the

placement. Please discuss this with the student and ZA as this may trigger the process for identifying concerns.

- 3. Attendance:** attendance should be discussed as this may affect the student's ability to meet the expectations and learning outcomes.

At this point, you may choose to identify or modify any specific learning goals for the remainder of the placement.

## **12.4 Final Interview - Summative Assessment**

This is a formal, mandatory assessment that takes place at the end of the placement.

Students are assessed on:

- 1. Professional Competencies:**  
You must sign off competencies as maintained / achieved at the final interview to pass the placement. Any competency not achieved will result in failure of the placement.
- 2. Learning Outcomes:**  
Students must provide evidence that they have met each documented expectation. These must be assessed as demonstrated in order to pass the placement. Any expectation marked as "not achieved" at this point will result in placement failure.
- 3. Attendance:**  
You must sign off the completed timesheet at the final interview.

### **As the Practice Educator, you must:**

- Complete the **PASS/FAIL** box
- Sign the completed Time Sheet

## **12.5 Practice Learning Document Submission**

Students must submit the PLD to the university on completion of the placement. This must not therefore be retained by Practice Educators. You may take copies with the student's consent for future use – i.e., if asked to provide a job reference.

### **13. Identifying Concerns Process**

If students are not making satisfactory progress on your placement, or are at risk of failing to meet the learning outcomes this must be identified at the earliest opportunity. This process is used to initiate support for the student and for the PE to resolve areas of inadequate performance. It does not disadvantage the student in any way. It is most likely that concerns will be identified during the intermediate interview, however this process can commence at any stage during the placement if concerns are identified.

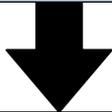
Please see overleaf for a flowchart documenting the process.

Practice Educator identifies a concern regarding the student's performance.

Practice Educator identifies which learning outcomes or expectations are not being met.

Practice Educator highlights concerns with student and informs them that Zoned Academic support will be sought.

Practice Educator contacts Zoned Academic to arrange visit.



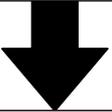
Zoned Academic or Placement Team contacts Practice Educator as soon as practicable.

A meeting is arranged with student and Practice Educator.

Formal supervision is arranged to discuss the learning outcomes causing concern. This is documented using the Identifying Concerns form and supervision documentation.

Zoned Academic meets with student on 1:1 basis to ensure there are no mitigating circumstances impacting on performance.

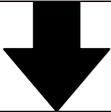
Zoned Academic supports development of Action Plan as required.



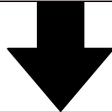
Student is provided with opportunities to meet action plan

Regular supervision to monitor student progress and achievement of goals

Zoned Academic provides opportunities for ongoing support as required



**Student Progresses Satisfactorily**



**Concerns persist**

If the student progresses satisfactorily	If concerns persist
<ul style="list-style-type: none"> <li>• You complete final interview as scheduled and sign learning outcomes as “demonstrated”</li> <li>• You inform Zoned Academic that sufficient progress is being made</li> <li>• Student passes the placement and no further action is required.</li> </ul>	<ul style="list-style-type: none"> <li>• Your Zoned Academic may attend the Final Interview to support you and your student.</li> <li>• Practice Educator completes final interview and provides feedback on ALL learning outcomes.</li> <li>• Practice Educator indicates clearly which learning expectations were not passed and provides justification.</li> <li>• Practice Educator signs PLD as “<b>FAIL</b>”</li> <li>• Student submits PLD and documentation as normal</li> <li>• Where the student’s professional suitability is in question, the University of Worcester Fitness to Practice procedure may be invoked.</li> </ul>

### **13.1 Failure of a placement**

In the event that students have not met all of the learning outcomes or expectations and have failed a placement, an opportunity for re-sit may be provided. Only one re-sit attempt per academic year is permitted for placements. A formal process, known as the Practice Panel, exists to review all fail grades and determines the type of re-sit required as appropriate. The decisions of the practice panel are reported to the Board of Examiners. Re-sit placements cannot start until Practice Panel decisions are known.

Students are not allowed to be re-assessed in practice more than 3 times throughout the whole course (once at each level).

**In the event of failure in the original and reassessment opportunity in practice based learning modules, the Practice Placement Panel will discuss the failure and make recommendation to the Examiners Board that the student's course of study is discontinued.**

**Failure in excess of one placement per academic year will lead to automatic discontinuation from the course without reassessment opportunity.**

Students have the right of appeal to the Academic Board against a decision of the Board of Examiners however; specific guidance should be sought from the registry department in these circumstances. Where an appeal is lodged, students will not be permitted to attend placement or university until the outcome of the appeal is known. [Student Academic Appeals Procedures](#).

### **13.2 What will happen to the student's practice hours if they fail?**

If the student fails a placement, those hours will not be counted towards the 1000 hours they need to qualify as an occupational therapist or a physiotherapist. Only successful hours that have been completed on a passed placement will count.

### 13.3 Re-sits of placements

There are many reasons why a student might need to re-sit a placement. Re-sits occur at the following times:

<b>OCTH / PTHY 1100</b>	During the summer / re-assessment period as a block. Dates to be confirmed.
<b>OCTH / PTHY 2100</b>	Semester 2 (at usual time of OCTH/PTHY2105)
<b>OCTH / PTHY 2105</b>	During the summer / re-assessment period as a block. Dates to be confirmed.
<b>OCTH / PTHY 3100</b>	Semester 2 (at usual time of OCTH/PTHY3105)
<b>OCTH / PTHY 3105</b>	During the summer / re-assessment period as a block. Dates to be confirmed.

Common reasons for re-assessment on placement include, but are not limited to:

- Previous failed placement
- Mitigating circumstances
- Sickness
- Inability to complete a placement due to personal issues

University staff will NOT disclose this information to practice educators when requesting placement offers. The responsibility for disclosure of reasons for re-assessment of placement lies with the student, and occurs at their discretion. However, we will encourage students to take an open and honest approach to the sharing of information that may affect their learning.

On some occasions, an action plan may be in place. If this is the case, you will be made aware of the details with the student's consent after the allocation of the student to the placement. This might include any reasonable adjustments or development plans which have been recommended by the Practice Panel.

## 14. Process for Retrieval of Fails (without mitigating circumstances)

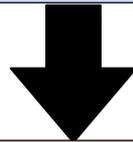
Failure in any **one** Learning Expectation, will lead to failure of a Learning Outcome.

Failure of any **one or more** Learning Outcomes **will** lead to fail overall.

Written evidence must be provided by Practice Educator clearly explaining the reason for failure.

Fails are reviewed by **Practice Placement Panel**.

Placement hours completed in a failed placement may not be counted towards the final award.



### RE-ASSESSMENT OF PLACEMENT

Usually full placement hours will be recouped before the student moves on to the next planned placement. Re-assessment placements may therefore occur at varying times throughout the academic year.

Re-assessments will occur in a different practice learning environment.

The Practice Educator, in conjunction with the student and Zoned Academic, will agree and document an action plan to facilitate achievement of the learning outcomes for the module.

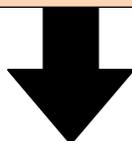
The student will be given opportunity to successfully meet the module expectations.

Students must pass the module retake to progress into the next year of study.

**The Re-Assessment Placement is the final opportunity to successfully complete the practice learning module.**

Students can only resit a placement once.

Only one resit placement is allowed at each academic level.



## ASSESSMENT OF RE-SIT

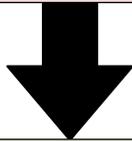
The practice learning process for a re-sit is the same as outlined for other placements.

The intermediate and final interviews may include the Zoned Academic.

Students must be prepared for this interview with evidence of achievements as required by the action plan.

The Practice Educator will complete, sign and date the final interview form and will comment on the student's performance to justify their decision.

**The student should submit their PLD and documentation as normal**



Failure in the re-sit placement will result in withdrawal from the course. Students will be notified of this decision in writing.

No opportunities exist to retake re-sit practice learning modules – students are entitled to **1 re-sit attempt at each level only** unless a successful claim for mitigating circumstances exists.

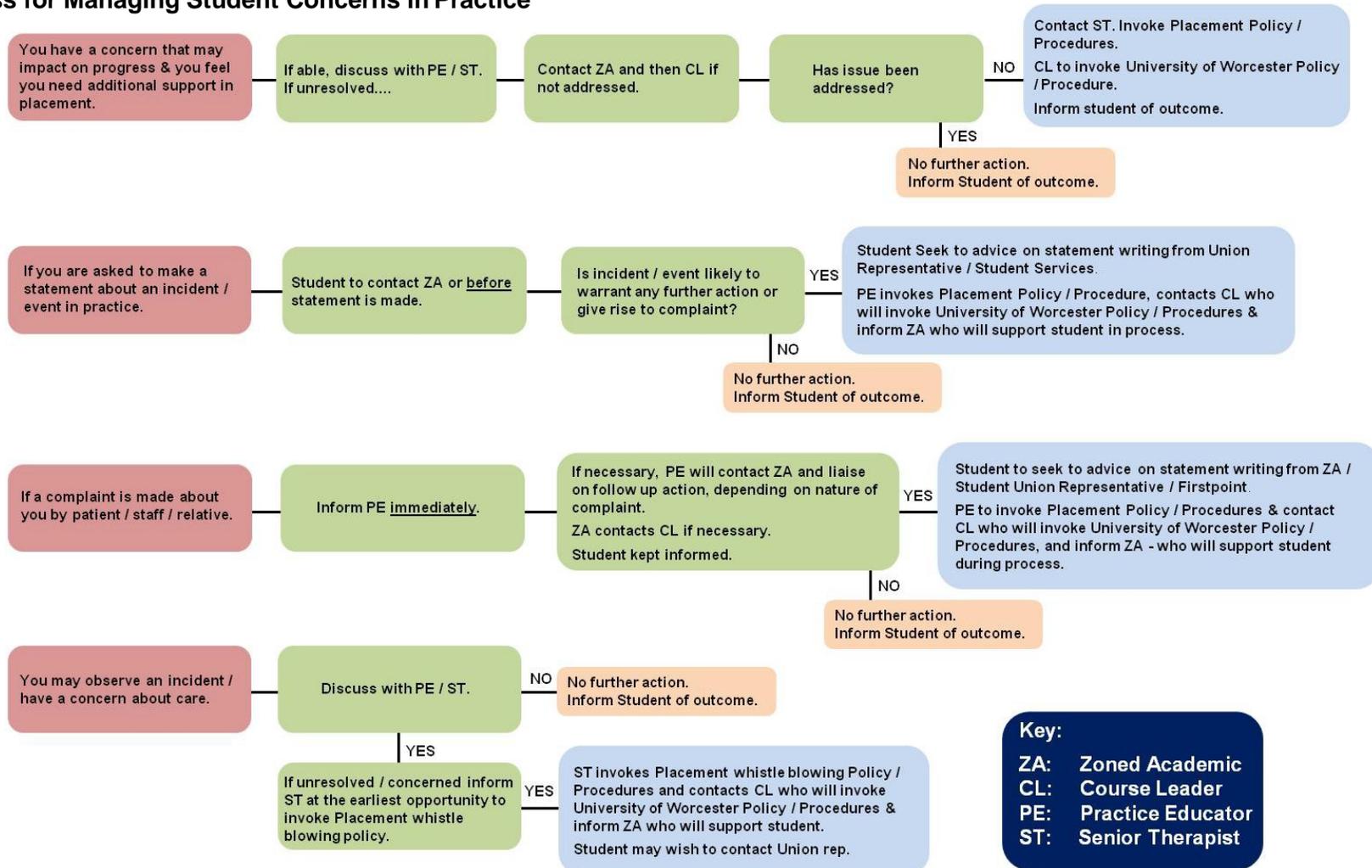


If a student is successful in the re-sit final interview, they will continue on the course and complete remaining theory and practice learning modules at the next academic level.

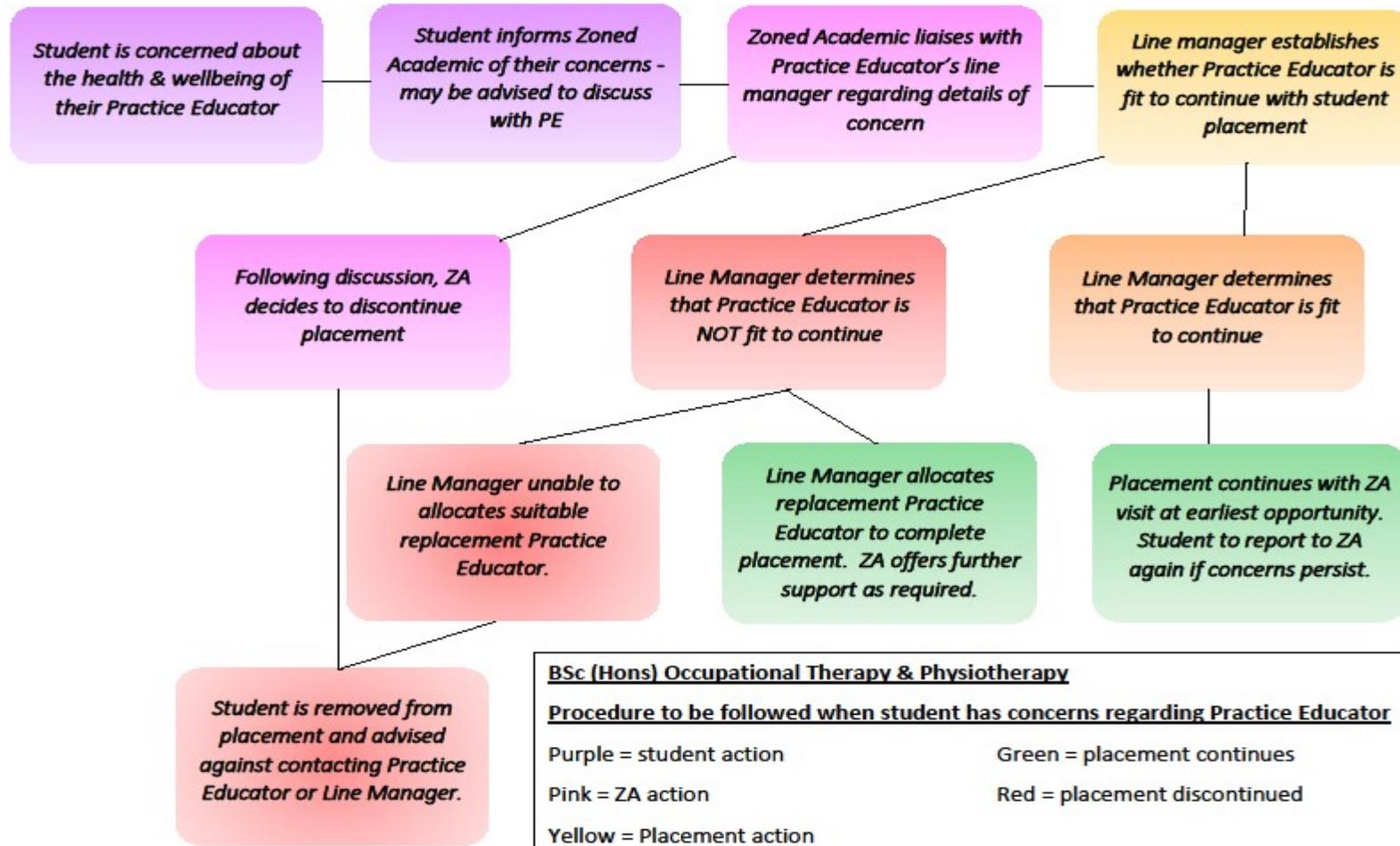
## 15. Raising Concerns in Practice

If a student believes that a service user's care is being compromised due to poor, illegal or dangerous practice, they have a responsibility to report this to the most appropriate person. This may be the Practice Educator, senior therapist, Head of Department or ward manager. In any event, the Practice Educator and Zoned Academic should be notified at the earliest opportunity.

### 15.1 Process for Managing Student Concerns in Practice



15.2 Procedure for raising concerns regarding a Practice Educator:



**NB:**

1. Once the decision has been made to replace the Practice Educator (PE), it is the responsibility of the Line Manager to ensure that all available information is shared with the new PE. Any intermediate assessment results and plans already in place must be taken into consideration when completing the final interview to ensure that the student is not disadvantaged. Ad-hoc training in Worcester documentation will be provided by the ZA in conjunction with the Practice Education team.
2. Should the original Practice Educator remain at work, it is the responsibility of the Line Manager to ensure that any initial communication between student and educator is managed appropriately and then kept to a minimum in order to support the student.
3. Students must not make or return contact with the Practice Educator whilst they are on sick leave. Line managers should support this.
4. Any student asked to produce written documentation regarding an incident should follow the usual procedures for raising concerns in practice. Where possible the ZA should act as the conduit for any written information.
5. If a decision is taken to remove the student from placement, every effort should be made to enable the student to re-start the placement in a different setting as soon as possible. This may mean that a re-start occurs whilst the decisions of the Practice Panel are awaited, and / or that the student takes the placement module over a compressed period (if the placement is part-time).

## 16. Practice Placement Panel terms of reference

### TERMS OF REFERENCE

Exam boards ratify the provisional grades provided for practice related assessment. In cases where Registry have asked for advice in respect to a student's claim for exceptional mitigating circumstances, the Institute of Health and Society will convene a practice placement panel.

#### Context

The purpose of the Practice Placement Panel is to review the evidence and documentation in light of a practice fail. This is to ensure that the policy for practice assessment has been adhered to, reflecting University and professional body guidelines.

The panel does not decide on the merits of a pass or fail decision. This is the responsibility of the active mentor or the person responsible for the assessment of practice.

#### 1. Membership:

- Chair (University representative – minimum of Programme Leader level)
- A representative(s) from practice (which could include the Lead Practice Facilitator/ Educator or their nominated representative and may include other representatives such as mentors or other relevant persons associated with the students' learning in practice)
- A representative(s) from the Institute of Health and Society (which could include the module leader, module teaching team, academic tutor, clinical educators and any other relevant persons associated with the students' learning)

#### 2. Lines of Reporting:

Completed reports from this panel will be received by:

- The Registry department (in order to present at Board of Examiners)
- Programme Leader
- Lead Practice Facilitator or person responsible for the student in practice
- Work Based Learning Support Office

#### 3. Schedule of Meetings:

As required (scheduled in time for Board of Examiners and prior to progression points).

#### **4. Terms of Reference:**

1. To review the case of any student that has failed to meet the standards or progression outcomes during a practice placement experience;
2. To review student claims of exceptional mitigating circumstances in relation to a practice learning experience;
3. To discuss any related issues that may have impacted on the student failing in the practice placement;
4. To ensure that the assessment processes have been followed in line with University and professional body guidance;
5. To advise, and make recommendations to the Board of Examiners that enable the student to progress on the programme (as appropriate, or to defer the decision and seek advice);
6. To advise the Registry Department as to whether assessment requirements have been met;
7. To report the Panel's decisions to the Board of Examiners via a formal set of minutes;
8. To report the Panel's decision to the student in a formal letter, which relays the Panel's requirements and timescales involved.
9. Where appropriate, provide feedback to the practice areas and those responsible for the student in practice, thereby enabling effective communication about decisions made;
10. To identify any trends in relation to practice assessment (for quality assurance purposes) that demonstrate good practice and identify any issues that need addressing through mentor education and updates;
11. To report the activities of this panel annually through the Annual Evaluation Reports.

## 16.1 Practice Placement Panel Flowchart

1. Co-ordinate Panel dates\* with course leaders, and identify Chair. Book venues. Circulate dates to all involved. (Teresa Harrison, WBLSO)  
\*Panels normally take place approximately one week prior to the scheduled Board of Examiners.

2. Course Leader provides Link WBLSO Administrator with names of students to be considered by Panel.  
3. Course Leader contacts Registry Services to establish whether students have claimed mitigation.  
4. Course Leader/ WBL Tutor establishes other key information e.g. hours to complete etc.

5. Linked WBLSO Administrator prepares and circulates agenda and other papers. Colleagues from placement area may be invited.  
6. Agenda and minutes are uploaded to Blackboard – accessible by course leaders and work based tutors.

6. Course Leader/WBLT source required information and complete columns A-G of the *Practice Panel Recording Template* and bring this to the Panel meeting.  
7. WBLSO Administrator attends Panel to take minutes and note decisions. Circulates draft minutes and Practice Panel Recording Template to Chair for agreement.

9. Course Leader prepares formal letter to student within 5 working days conveying outcome of Practice Panel (this can be done prior to formal ratification unless the case is complex and requires further advice), and arranges for placement area to be advised of the outcome.  
10. WBLSO Link Administrator finalises and sends letter to student, noting any resit placement required and resulting WBLSO action if placement resit is required. Letter is uploaded to SITS.

10. Practice Placement Panel documents are based on the WBLSO O: drive but available to colleagues through Blackboard.

**N.B. Requests for short extensions to a placement should not use this process – please refer to the *Placement Extensions Request Form*.**

## **17. Effective Training for Practice Educators**

**Accreditation:** Practice Educators supporting students in Occupational Therapy are able to undertake an accreditation scheme known as the Accreditation of Practice Placement Educators Scheme (APPLE), which is a Royal College of Occupational Therapy member benefit (COT 2011).

### **Overall programme aims:**

The programme aims to equip Occupational Therapists and Physiotherapists with the skills and knowledge required to become effective practice educators who base their practices on adult learning theory and best practice. It recognises the benefits of multi-professional education and allows for shared learning between therapists working in differing clinical specialities.

### **Learning Outcomes:**

The clinical educator should provide evidence that s/he is able to:

1. Describe the role and critically evaluate the attributes of an effective practice educator
2. Critically apply learning theories that are appropriate for adult and professional learners
3. Plan effective strategies to implement and facilitate learning in the practice placement setting
4. Apply sound principles and judgement in the assessment of performance in the practice placement setting
5. Critically reflect on and evaluate the quality of practice education learning
6. Critically reflect on experience and formulate action plans to improve future practice

### **Programme of Learning for Practice Educators:**

Two full-day sessions will be offered to all NEW educators. This 2 day programme will enable the educator to be registered on the University of Worcester database as an accredited Practice Educator. This training will take place on University premises to encourage critical reflection away from the workplace.

Practice Educators who currently educate students from other institutions can attend a one half day "Worcester Way" session to familiarise them with the course & placement structure, and assessment requirements for University of Worcester students. Where possible this training will take place in the workplace. All practice educators will be expected to complete a course prior to accepting students in practice.

All Practice Educators will be required to attend an update session every 2 years. This session aims to support educators to address challenges and share good practice with others, whilst also providing details of new & emerging methods in Practice Education. Training takes place after every Practice Education review morning and additional sessions will be arranged as required, in the workplace where sufficient numbers permit.

### **Contact details:**

Occupational Therapy: [occupationaltherapyplacements@worc.ac.uk](mailto:occupationaltherapyplacements@worc.ac.uk)

Physiotherapy: [physiotherapyplacements@worc.ac.uk](mailto:physiotherapyplacements@worc.ac.uk)

## Session outline for NEW Practice Educators

<b>SESSION LENGTH</b>	<b>LEARNING OUTCOME</b>	<b>TOPIC</b> ( <i>May be subject to change</i> )
Day 1 - 6 hours		Registration, introductions & existing knowledge / experience and how this supports high quality practice education.
	<b>LO1</b>	Understanding the role & attributes of a Practice Educator <ul style="list-style-type: none"> <li>• Explore perceptions of <i>your</i> role and responsibilities</li> <li>• Explore perceptions of <i>the students'</i> role and responsibilities</li> <li>• Critically review own attributes in relation to what makes an <i>effective</i> practice educator</li> <li>• Explore challenges presented by the role &amp; generate solutions</li> </ul>
	<b>LO3</b>	Planning and implementing strategies to facilitate learning in the practice learning setting <ul style="list-style-type: none"> <li>• Explore challenges perceived by delegates in practice; share experiences &amp; concerns, generate solutions</li> <li>• Creating effective learning environments for your students - facilitating active and reflective learning</li> <li>• Planning for a placement – key dates &amp; quality assurance</li> </ul>
	<b>LO2</b>	Critically apply learning theories that are appropriate for adult and professional learners <ul style="list-style-type: none"> <li>• How do adults learn? Introduction to learning theory for practice (followed by structured independent learning)</li> <li>• Establish &amp; review importance of lifelong learning</li> <li>• Teaching, learning &amp; facilitating</li> <li>• Deep vs surface learning &amp; progression through the academic levels</li> </ul>
2 hours	Independent Study	Complete personal learning styles questionnaires Consider & plan ways of supporting a student with different learning preferences Research & learn about one of three adult learning models
Day 2 - 6 hours	<b>LO2 &amp; 3</b>	Sharing of independent study work Review of methods of supporting students with different learning preferences

	<b>LO4</b>	<p>Apply sound principles and judgement in the assessment of performance in the practice placement setting</p> <ul style="list-style-type: none"> <li>• Assessing the Occupational Therapy and Physiotherapy student – learning outcomes, criteria, expectations</li> <li>• Making justified decisions – evidencing the learning outcomes</li> <li>• Using the assessment documentation to record feedback and enhance student learning</li> <li>• Learning outcome activity</li> <li>• Utilising formal supervision</li> <li>• Providing useful feedback to enhance practice – consideration of written, visual and verbal feedback</li> <li>• Supporting students with difficulties on placement, including the failing student, disability awareness and equal opportunities</li> <li>• Integrating practice – using the PLD to prepare students for their next practice experience</li> </ul>
	<b>LO5</b>	<p>Critically reflect on and evaluate the quality of practice education learning</p> <ul style="list-style-type: none"> <li>• The role of the practice placement panel</li> </ul>
	<b>LO6</b>	<p>Critically reflect on experience and formulate action plans to improve future practice</p> <ul style="list-style-type: none"> <li>• All delegates offered the opportunity to participate in critical reflection</li> </ul>

The following additional sessions are available to Occupational Therapists who are members of the Royal College and who wish to pursue APPLE accreditation only.

1 hour	<b>Assessment workshop</b>	Occupational Therapists provided with an additional session looking at using the assignment to evidence these LOs and introducing them to the technology required to complete this.
	<b>Assessment</b>	<p>Successful accreditation with APPLE requires delegates to complete and submit a 3000 word Pebble Pad reflective portfolio demonstrating evidence of your ability to meet each learning outcome. This will comprise approximately 4-500 words per learning outcome explaining how you have reviewed and updated your practice and will be supported by formal reflections, plans, evaluations and other evidence in the form of assets.</p> <p>Attendance at an additional, 1-hour Pebble Pad workshop will be required for those wishing to apply for accreditation. Support will be provided and applicants are reminded that this work carries no academic credit.</p>

**“The Worcester Way”**

**Session outline for experienced or current Practice Educators new to UW**

<b>SESSION LENGTH</b>	<b>TOPIC</b> <i>(May be subject to change)</i>
3 hours	<p>Overview of the BSc (Hons) Occupational Therapy and Physiotherapy programmes</p> <ul style="list-style-type: none"> <li>• Staffing &amp; philosophy</li> <li>• Structure of the course and academic modules taught</li> <li>• Structure &amp; rationale underpinning part time placements</li> <li>• Preparation for Practice Learning</li> <li>• Coaching for Practice</li> </ul> <p>Supporting and assessing UW students in practice</p> <ul style="list-style-type: none"> <li>• Introduction to the Practice Learning Document – use and completion in practice.</li> <li>• Induction for your student</li> <li>• Practice Educator Handbook</li> <li>• Initial, intermediate and final interview</li> <li>• University support processes – support for Practice Educators from the University</li> <li>• Assessment competency exercise</li> <li>• Providing useful feedback to enhance practice – consideration of written, visual and verbal feedback</li> <li>• Formal supervision</li> <li>• Recognising Excellence</li> </ul> <p>Module credit &amp; grading</p> <ul style="list-style-type: none"> <li>• The Pebble Pad assignment</li> </ul> <p>Supporting students with difficulties on placement</p> <ul style="list-style-type: none"> <li>• Reasonable adjustments for disabled students</li> <li>• Disability awareness and equal opportunities</li> <li>• Supporting the failing student</li> <li>• Challenging the high achieving student</li> </ul>

**Session outline for two-yearly update training:**

<b>SESSION LENGTH</b>	<b>TOPIC - <u>Managing challenges in practice</u></b>
3 hours	<p>Training is learner-led and centres on ensuring Practice Educators remain confident and competent in their role. It is therefore not possible to define topics, however common themes are:</p> <ul style="list-style-type: none"> <li>• Supporting and assessing UW students in practice</li> <li>• Assertive communication</li> <li>• Providing feedback</li> <li>• Clarifying student expectations</li> <li>• Coaching techniques</li> <li>• Supporting students with difficulties on placement</li> </ul>