



School of Allied Health and Community

**PRE-REGISTRATION
BSc (Hons) OCCUPATIONAL THERAPY
MSc OCCUPATIONAL THERAPY
BSc (Hons) PHYSIOTHERAPY
MSc 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**



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Glossary and abbreviations

Assessment: Assessments can be practical (such as performance on placement) or written (such as coursework). The purpose of assessment is to evaluate student learning and performance against placement learning outcomes and criteria. Assessments can be formative (mainly for giving feedback on performance and not included in the mark for a module) or summative (contribute to a module mark). Formative and summative assessment of student learning and achievement takes place with the Practice Educator within the practice setting, and not at University. The module mark, therefore, is determined by student performance in the remaining module assessments. 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.

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 4 placements in each Occupational Therapy programme, 4 placements in the MSc (Pre-registration) Physiotherapy programme and 5 placements in the BSc (Hons) Physiotherapy programme.

Practice Educator (PE): A qualified Health Professional 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. Where the Practice Educator is NOT from the same profession as the student, alternative arrangements will be made for in-profession support.

Practice Education Lead: Substantive member of University staff who is a registered Occupational Therapist or 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 Education Co-ordinator: An identified and trained health professional within a practice organisation who is responsible for co-ordinating all practice learning placements with the University.

Practice Learning Document (PLD): The assessment document for each placement, which provides the specific expectations and learning outcomes. 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. PLDs are currently provided electronically using the PebblePad platform

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” (Royal College of Occupational Therapists, 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 should be designated for supervision, which may take place in a variety of ways including individually or in groups, in person or via videoconferencing. Alternative supervision models, such as team or coaching approaches, may also be used as appropriate.

Zoned Academic (ZA): An identified member of the University team who provides a direct link between the University, the student and the Practice Educator during placement. They will usually offer a virtual visit to the student on placement and may visit in person if required. They will provide support to students and educators as needed and will respond to any concerns raised.

1. Introduction

This practice learning handbook is a guide for Practice Educators to all student practice placements across the following programmes at the University of Worcester.

- BSc (Hons) Occupational Therapy
- BSc (Hons) Physiotherapy
- MSc (Pre-registration) Occupational Therapy
- MSc (Pre-registration) Physiotherapy

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 Therapy Placements Team?

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

- **Practice Education Lead** There is one Practice Education Lead for both occupational therapy and physiotherapy, whose role is to oversee placement sourcing and provision and to ensure quality. The Practice Education Lead works very closely with the practice education lecturers and the Placement Support team (PLAST).
- **Practice Education Lecturers** 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.

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

therapyplacements@worc.ac.uk

This email address is managed by the therapy placement team 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. General information can also be found on our placement website www.worcester.ac.uk/therapy-practice-education

1.2 Placement Support Team (PLAST)

The PLAST team support placement administration for all health and social care courses in the University. They allocate students to the placement locations, communicating information with them and you about the placement. They check students' driver status, whether they have professional membership of the RCOT or CSP and ensure that your placement profile is correctly uploaded to the ARC portal. They also monitor student hours and attendance and manage travel expenses.

PLAST can be contacted by telephone (01905 855545) or by e-mail (PLAST@worc.ac.uk)

2. Course Structure – theory and practice learning modules

All of our Occupational Therapy and Physiotherapy 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.

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 HCPC, RCOT and CSP require that all students complete a minimum of **1000 successful hours of practice** prior to graduation. This is completed in different ways depending on which course the student is studying. Please refer to the appropriate table below for the corresponding course.

BSc (Hons) Occupational Therapy

Place ment	Module/Level	Hours	Placement Structure
1	Essential Occupational Therapy Practice 1 (Level 4)	204	Year 1, Semester 2 6 weeks 34 hours/week
2	Essential Occupational Therapy Practice 2 (Level 5)	340	Year 2, Semester 1 10 weeks 34 hours/week
3	Essential Occupational Therapy Practice 3 (Level 6)	238	Year 3, Semester 1 7 weeks 34 hours/week
4	Essential Occupational Therapy Practice 3 (Level 6)	238	Year 3, Semester 2 7 weeks 34 hours/week
Total:		1020	

MSc (Pre-registration) Occupational Therapy (all Level 7)

Placement	Module	Hours	Placement Structure
1	Essential Occupational Therapy Practice 1	272 hours	Year 1, Semester 2 8 weeks full-time
2	Essential Occupational Therapy Practice 1	272 hours	Year 1, Semester 2 8 weeks full-time
3	Essential Occupational Therapy Practice 2	204 hours	Year 2, Semester 1 6 weeks full-time
4	Essential Occupational Therapy Practice 2	272 hours	Year 2, Semester 2 8 weeks full-time
Total:		1020	

BSc (Hons) Physiotherapy

Placement	Module/Level	Hours	Placement Structure
1	Principles of Physiotherapy Practice 1 (Level 4)	204	Year 1, Semester 2 6 weeks 35 hours/week
2	Principles of Acute Management and Rehabilitation (Level 5)	204	Year 2, Semester 1 6 weeks 34 hours/week
3	Integrated Community Physiotherapy Practice (Level 5)	204	Year 2, Semester 2 6 weeks 34 hours/week
4	Contemporary and Developing Physiotherapy Practice (Level 6)	204	Year 3, Semester 1 6 weeks 34 hours/week
5	Challenging Pathologies and Complex needs (Level 6)	204	Year 3, Semester 2 6 weeks 34 hours/week
Total:		1020	

MSc (Pre-registration) Physiotherapy (all Level 7)

Placement	Module	Hours	Placement Structure
1	Essential Physiotherapy Practice 1	272 hours	Year 1, Semester 2 8 weeks full-time
2	Essential Physiotherapy Practice 1	272 hours	Year 1, Semester 2 8 weeks full-time
3	Essential Physiotherapy Practice 2	204 hours	Year 2, Semester 1 6 weeks full-time
4	Essential Physiotherapy Practice 2	272 hours	Year 2, Semester 2 8 weeks full-time
Total:		1020	

2.2 Practice Learning Modules

All placements are situated within an academic module. The assessment of practice learning contributes to successful completion of the module.

Please be aware that until summer 2026, some students will be following the previous (2018) course pathway and placement dates and module codes will be significantly different. Please retain or request a copy of the 2018 Practice Educator Practice Learning Handbook for your reference or visit the website www.worcester.ac.uk/therapy-practice-education

2.3 Practice Learning Documents (PLD)

Each placement will use a Practice Learning Document (PLD) which will be available for students to access via PebblePad. Students must download the correct PLD for each placement, submit it to the correct workspace and share it with you.

The therapy placement team will create a PebblePad account for each Practice Educator so that you can complete your student's assessment. It is therefore vital that the correct details (name and email address) are provided when making a placement offer. Additional educators can be added once the placement is underway – the student needs to email therapyplacements@worc.ac.uk with the Practice Educator's name and email address to do this, which may take up to 48 hours to action.

[This "PebblePad" page](#) will show you how to access the platform and PLD and you may wish to [download this guide for reference](#). You are also welcome to download the relevant PDF versions from the website for reference only – please be aware that these look slightly different to the online versions, but contain all the same information.

3. The focus of placements in each academic year

BSc (Hons) Occupational Therapy & Physiotherapy

On the BSc programmes, 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. The foci below refer to both Occupational Therapy and Physiotherapy courses.

3.1 BSc 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 BSc Year 2

The focus of Placement 2 (& Physiotherapy placement 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 BSc Year 3

The focus of Placements 3 & 4 (Occupational Therapy) or 4 & 5 (Physiotherapy) 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 profession 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

MSc (Pre-registration) Occupational Therapy and Physiotherapy

On the MSc programmes, whilst the level of academic study remains the same, the placements continue to increase in complexity as students move through the course.

3.4 MSc Year 1

The focus of Placements 1 & 2 is to enable you to develop your 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 / cases
- Choose, implement and document range of safe, effective and sustainable treatments / interventions under supervision

- Demonstrate professional / clinical reasoning processes at a beginning level

3.5 MSc Year 2

The focus of Placements 3 & 4 is to enable you to become an autonomous practitioner 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 profession 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

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

The mandatory training that students complete complies with Health Education England's Core Skills Training Framework (England). Placements may be delayed if the student cannot evidence that they have completed their mandatory training. Practice Educators can ask the student for evidence of this at any time, as a record is included within the Practice Learning Document. A guide to the requirements as of 2022 is provided below.

Subject (A-Z)	Level of training	Required frequency	Acceptable methods of delivery	UW method of delivery	UW timing of delivery
Conflict Resolution	N/A	Every 3 years	E-learning for delivery of knowledge aspects only. Practical instruction also required.	External provider uses a blended learning approach	1st year only
Equality, Diversity & Human Rights	N/A	Every 3 years	E-learning	e-LfH	1 st year essential Refresh before each placement
Fire Safety	N/A	Every 2 years	E-learning for delivery of knowledge aspects only Practical instruction also required (site-specific)	e-LfH Site specific training is the responsibility of the placement provider	Students should access online learning before the start of each academic year
Health, Safety & Welfare	N/A	Every 3 years	E-learning	e-LfH	1 st year essential Refresh before each placement
Infection Prevention & Control	Level 2	Every year	E-learning	e-LfH Practical session in 1 st year	Students should access online learning before the start of each academic year
Information Governance & Data Security	N/A	Every year	E-learning	e-LfH	Students should access online learning before the start of each academic year
Moving & Handling	Level 2	Every 2 years	E-learning for delivery of knowledge aspects only. Practical instruction also required.	Students are advised to access e-LfH modules External provider delivers face to face learning.	Refresh e-learning before each placement 1 st year & 2 nd year practical learning
Preventing Radicalisation	Basic	Every 3 years	E-learning	e-LfH	1 st year essential Refresh before each placement
Resuscitation (BLS)	Level 2	Every year	E-learning for delivery of knowledge aspects only. Practical instruction also required.	e-LfH for theory Practical sessions supported by UW staff	Annual practical. Students should access online learning before the start of each academic year

Subject (A-Z)	Level of training	Required frequency	Acceptable methods of delivery	UW method of delivery	UW timing of delivery
Safeguarding Adults	Level 2	Every 3 years	E-learning	e-LfH	1 st year essential Refresh before each placement
Safeguarding Children	Level 2	Every 3 years	E-learning	e-LfH	1 st year essential Refresh before each placement

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 Therapy Placements 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 Personal Academic Tutor who will be able to arrange for a Practice Placement Adjustment Plan (Appendix 1) to be completed in conjunction with the University's [Disability and Dyslexia Support](#). This plan will be shared with the Therapy Placement Team and is intended for the student to share with the Practice Educator in order for appropriate support strategies to be put in place to optimise practice learning. 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 duration of their course, students will gain four or 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):

- Occupational therapy for people with physical health needs
- Occupational therapy for people with psychosocial needs
- Occupational Therapy within Facilitation of Learning; Leadership; and Evidence, Research and Development (including role emerging placements)
- We also endeavor 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
- Physiotherapy within Education; Leadership; and Research (including role emerging placements)

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 role emerging 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. 'SCiP' 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. Whichever type of placement you offer, students must be made fully aware of who the educator is, and how their supervision and learning will be facilitated during placement.

5.3 Sourcing Placements

Placements are sourced via collaboration with local practice partners. 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. The therapy placement team may follow up any non-returns via email or telephone. Every attempt is made to communicate via NHS co-ordinators or practice facilitators where these are in place.

5.4 How are placements chosen for individual students?

The therapy placement team work closely with PLAST 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 notification of the 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 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. Practice Educators will need to log in to their ARC-PEP account to view student details. The email notification will include information about how to do this.

Occupational Therapy & Physiotherapy Placement Request Process

Therapy placement team send out request form via email. Practice education lecturers 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 PLAST and therapy placement team. 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, the therapy placement team may contact individual organisations and new providers. Placement allocations will occur when 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 through the NHS Learner Support Fund to claim back travel and accommodation expenses, providing they travel further to placement than they would normally to university, and they meet the eligibility criteria for this funding.

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 PLAST 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 by many, but not all, students from the NHS Learner Support Fund as above, however this is outside of the University's control.

5.11 What are role-emerging placements?

We have a wide range of placements that expand students learning outside of the pillar of clinical practice. Some placements may be within other pillars of practice such as leadership, education or research and are supervised by an occupational therapist or physiotherapist in their substantive role. Role-emerging placements involve working with clients in areas where there is currently no occupational therapy or physiotherapy input. Such placements are supervised by a long-arm Practice Educator (PE) and an in-house supervisor. There are many benefits of completing a role emerging 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 Placement Support Team (PLAST).

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 Therapy Placements 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 and inform the therapy placement 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.
- Ensure the Practice Educator follows due process in the event of a failed placement.

6.4 The roles and responsibilities of the placement support team (PLAST):

- 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 ARC-POW
- To keep a record of student attendance and absence / sickness.
- To process travel claims

6.5 The roles of responsibilities of the therapy placement 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.
- Formal supervision meetings should be scheduled for 1 hour per week
- Lengthy supervision meetings sometimes suggest that there is a disconnect between your Practice Educator's expectations and your performance. Please contact the University if this happens regularly.



- **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.
- 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 Placement Support Team (PLAST) 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
- Daily reflection

Half Way

- Intermediate Interview
- Zoned Academic Visit

Last Week

- Final Interview

7. Before placement starts

Students are required to...

- Ensure that term-time address and contact details are up to date
- Inform PLAST 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 PLAST and appropriate insurance for occasional business mileage is held. Submit to PLAST a copy of insurance certificate and MOT (if appropriate).
- Ensure they have appropriate, clean and well-fitting uniform. 1st 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
- Discuss any disabilities with their PAT and complete a PPAP
- Complete all Mandatory Training
- Attend Preparation for Practice Sessions
- Complete modified SWOT analysis in the PLD (and reflection on key learning at 2nd and 3rd year)
- Contact Practice Educator as soon as placement details appear on ARC-POW.
- 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 Therapy Placement 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, including any "made up" hours, are accurately 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 PLAST by telephoning the absence line on 01905 855 444 or emailing plast@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. We recognise that there may be a difference in expectations between students and clinicians and therefore encourage you to discuss these expectations with your student early on in their placement, and ahead of any expected poor weather conditions.

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** PLAST 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 PLAST on the absence line (01905 855 444) and / or by email plast@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 arrange a virtual visit once during the placement and can be contacted in the event of any difficulties. The name of the Zoned Academic will be available to students via their Blackboard pages.
- The Zoned Academic is your first point of contact with the University for any challenges or problems that cannot be satisfactorily resolved within the placement.
- 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 meeting.
- If the PE would like to speak to the Zoned Academic independently (i.e., without the student present) this should be requested prior to the scheduled meeting to enable the ZA to allocate sufficient time to the visit.
- Whilst Microsoft Teams visits are usual, it may be necessary occasionally to conduct a face to face visit.
- Face to face visits will always be maintained when requested by a Practice Educator in the event of difficulties on placement, particularly if they are new to supervising University of Worcester students.

Who should I contact?

Zoned Academic

- **General placement queries**
- **Queries regarding learning outcomes**
- **Discussion about student well-being (if urgent and unable to contact zoned academic,**

please contact therapy placements)

Therapy Placements

- Urgent concern around student well-being (please also contact zoned academic)
- Discussion regarding new placement opportunities

FirstPoint

- Urgent concern about student wellbeing and unable to contact therapy placements/zoned academic

Students have been informed that in the case of an emergency, such as a medical emergency, their next of kin will be contacted. If a student does not arrive at placement or is unable to be located by their practice educator, the university will contact the student's next of kin.

Where necessary, in any emergency, emergency services will be contacted.

8.5 The Zoned Academic visit process

Who has a Zoned Academic	Every student can expect an allocation to a zoned academic. This may change for each placement and will be notified through Blackboard.
Who has visits	<p>Students on their first placement, resit students and new practice educators should all expect a routine zoned academic visit. This should usually constitute a Microsoft Teams visit, but there might be occasions where a face to face visit is appropriate. All academic staff are involved in conducting zoned academic visits.</p> <p>Zoned academic visit(s) may also be made on request by the student or the Therapy Placements Team for students who may require additional support.</p>
Timing of Visit	Visit(s) should occur around the mid-point of each placement unless requested earlier by practice educator or student. It is not practicable to visit every student exactly half way through the placement.
Arranging ZA visits	Students are responsible for booking their ZA visit in, by accessing the ZA bookings calendar.
During ZA visit	<p>The ZA will expect to meet with the student alone before being joined by the PE. If the PE requires a private meeting, they are asked to inform the ZA beforehand.</p> <p>ZA will complete appropriate form in student's PLD.</p>

8.6 The Zoned Academic role

Communication:

- 8.6.1 Communicate directly with the student and Practice Educator during placement
- 8.6.2 Monitor consistency of practice learning environments and inform the therapy placement team of any issues arising
- 8.6.3 Complete pre-placement visits with students when required
- 8.6.4 Support students who are experiencing learning difficulties with identifying particular problems and solutions
- 8.6.5 Facilitate conversations with Practice Educators regarding challenges and signpost students to additional support available
- 8.6.6 Feedback any issues regarding placement quality to the Practice Education Lead
- 8.6.7 Feedback any issues/problems/difficulties to the Practice Education Lead
- 8.6.8 Attend Practice Panel to present student failure
- 8.6.9 Communicate with the student's personal academic tutor if indicated Teaching Support
- 8.6.10 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
- 8.6.11 Check the placement induction checklist and initial interview within the Practice Learning Document
- 8.6.12 Complete the zoned academic review form within the Practice Learning Document
- 8.6.13 Discuss the students' progress towards achievement of the learning outcomes and expectations
- 8.6.14 Facilitate the students learning by using appropriate questioning techniques
- 8.6.15 Support the student to identify and document evidence of their progress towards learning outcomes
- 8.6.16 Provide student centred educational support, exploring learning experiences and opportunities with students and strengthening the integration of theory with practice
- 8.6.17 Liaise with practice educator regarding expected level of student performance, identification of specific areas of difficulty, development and review of action plans
- 8.6.18 Provide a written summary of each Zoned Academic Visit in the students Practice Learning Document

Support of Student Assessment

- 8.6.19 Support the Practice Educator with completion of documentation as required
- 8.6.20 Support the Practice Educator and student with the identifying concerns process as required
- 8.6.21 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
- 8.6.22 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. This allows for formal feedback, which supports your assessment process. More frequent formal supervision may be required if a student is struggling.

Please ensure that supervision is fully documented. This protects both you and the student in the event of a difference of opinion, particularly when a student does not pass their placement. Supervision should be arranged and, where possible, planned in advance, for the duration of the placement.

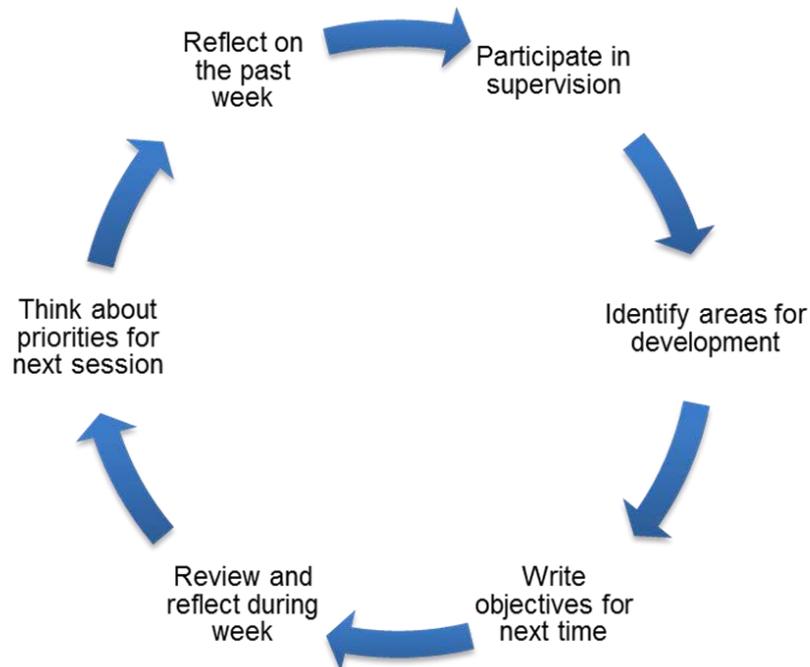
9.2 Facilitating reflection in practice - reflective models

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)



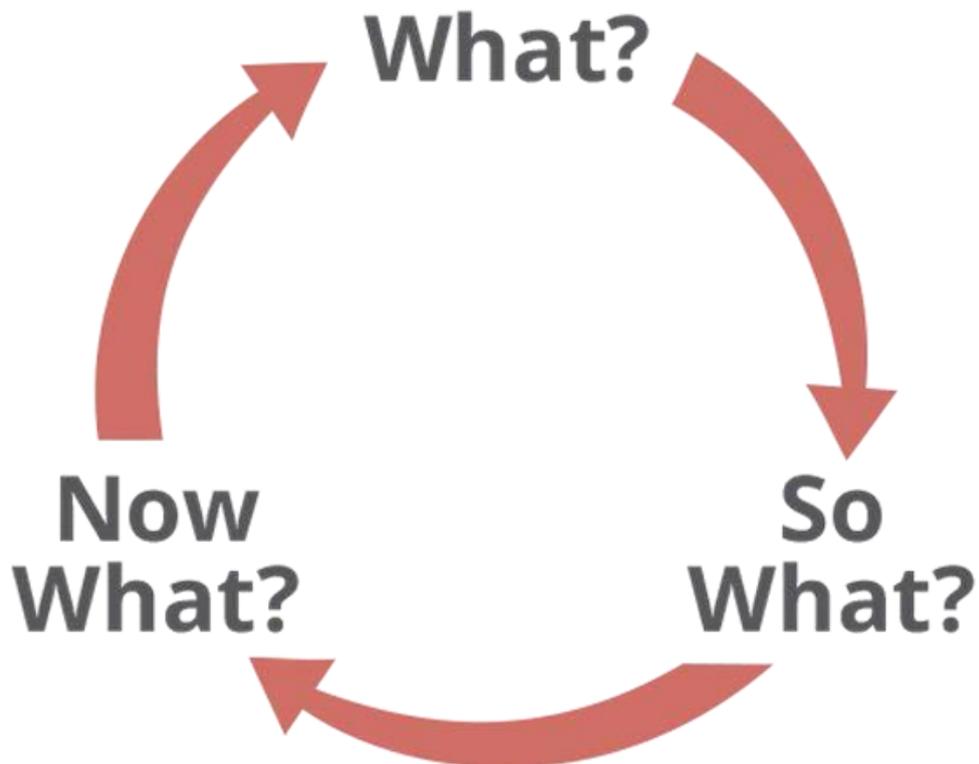
10.2 Gibbs Reflective Cycle (1988)



10.3 Johns Model of Reflection (1995)



10.4 Borton's Reflective Model (1970)



11 How students are assessed on placement

Students will receive a **PASS** or a **FAIL** grade for their placement based on your assessment of their abilities. For exceptional performance, you may request 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:

11.2.1 Formative assessment = assessment for learning = intermediate interview

11.2.2 Formative assessment is intended to direct the student to be able to meet each of the learning outcomes by the end of the placement.

11.2.3 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 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.

Practice Education Lead

12 Placement assessment process

Occupational Therapy students:

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.

12.1.1 It is normally conducted by the end of week 1

12.1.2 You should use the modified SWOT analysis in the PLD to guide the discussion

12.1.3 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

12.2.1 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

12.2.2 Students should record all supervision on the sheets provided

12.2.3 Students should record their spoke visits on the sheets provided

12.2.4 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

12.3.1 Before this interview, students should have completed their own evaluation of their progress in their PLD

12.3.2 This is the first opportunity to be assessed (formatively) and ensures that students have formal feedback on their progress to date

12.3.3 The intermediate interview is normally completed at approximately half-way through the placement

12.3.4 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 electronically on completion of the placement.

Physiotherapy Students

12.6 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.

- 12.6.1 It is normally conducted by the end of week 1
- 12.6.2 You should use the modified SWOT (SWOC) analysis in the PLD to guide the discussion.
- 12.6.3 The student should complete the Personal Development Plan within the CPAF following the initial interview
- 12.6.4 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.

12.7 Intermediate (Halfway) Interview – Formative assessment

- 12.7.1 Before this interview, students should have completed their own evaluation of their progress in their PLD
- 12.7.2 This is the first opportunity to be assessed (formatively) and ensures that students have formal feedback on their progress to date
- 12.7.3 The intermediate interview is normally completed at approximately halfway through the placement
- 12.7.4 You will provide feedback on the student's progress towards and achievement of:
 1. **Professional Behaviours and Responsibilities.** For each placement, the professional behaviours and responsibilities will be assessed at the intermediate (halfway) 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 Domains and Learning Outcomes.** Students must demonstrate their achievement of each learning domain by providing evidence that shows that they have met each learning outcome. At this intermediate point, these are graded to give the student an indication of the progress and performance. Any learning outcome marked as "Fail" at this point is indicative of an Identified Concern. This may suggest the student may not meet the required expectations by the end of 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.

12.8 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 Behaviours and Responsibilities:**

You must sign off the professional behaviours and responsibilities at the final interview to pass the placement. Any competency not achieved will result in failure of the placement.

2. **Learning Domains and Learning Outcomes:**

If a learner is awarded a 'fail' within one of the three learning outcomes within a learning domain, an overall pass mark for the learning domain is awarded

If a learner is awarded a 'fail' within two or more learning outcomes within a learning domain, an overall pass mark for the learning outcome is not awarded and they will be unable to achieve an overall pass mark.

A learner can fail up to three learning outcomes across different learning domains and still achieve an overall pass mark. If they fail four or more learning outcomes across the ten learning domains, they will be unable to achieve an overall pass mark

Students at Level 4 must achieve a minimum of 40% within each learning domain to pass placement. Students at Level 5 and 6 must achieve a minimum of 50% within each learning domain to pass placement.

3. **Attendance:**

You must sign off the completed timesheet at the final interview.

As the Practice Educator, you must:

- Complete the Final Assessment Summary and confirm the Overall Learning Domain Assessment as 'Pass / Fail'.
- Sign the completed Time Sheet

12.9 Practice Learning Document Submission

Students must submit the PLD electronically on completion of the placement.

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.

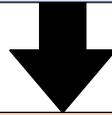
Please see overleaf for a flowchart documenting the process.

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.



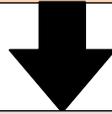
Zoned Academic contacts Practice Educator as soon as practicable.

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.

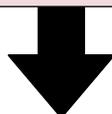
Zoned Academic supports development of Action Plan as required.



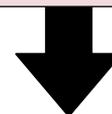
Student is provided with opportunities to meet action plan

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

13.1 Failure of a placement

In the event that students have not met all of the summative assessment requirements 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 of more than one placement per academic year, failure of consecutive placements at first attempt (Occupational Therapy only) , or failure on grounds of professional unsuitability will lead to automatic discontinuation from the course without reassessment opportunity (RCOT, 2019).

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

Students must pass each placement before progressing to the next. Resit placements will therefore be sought at varying times throughout the academic year.

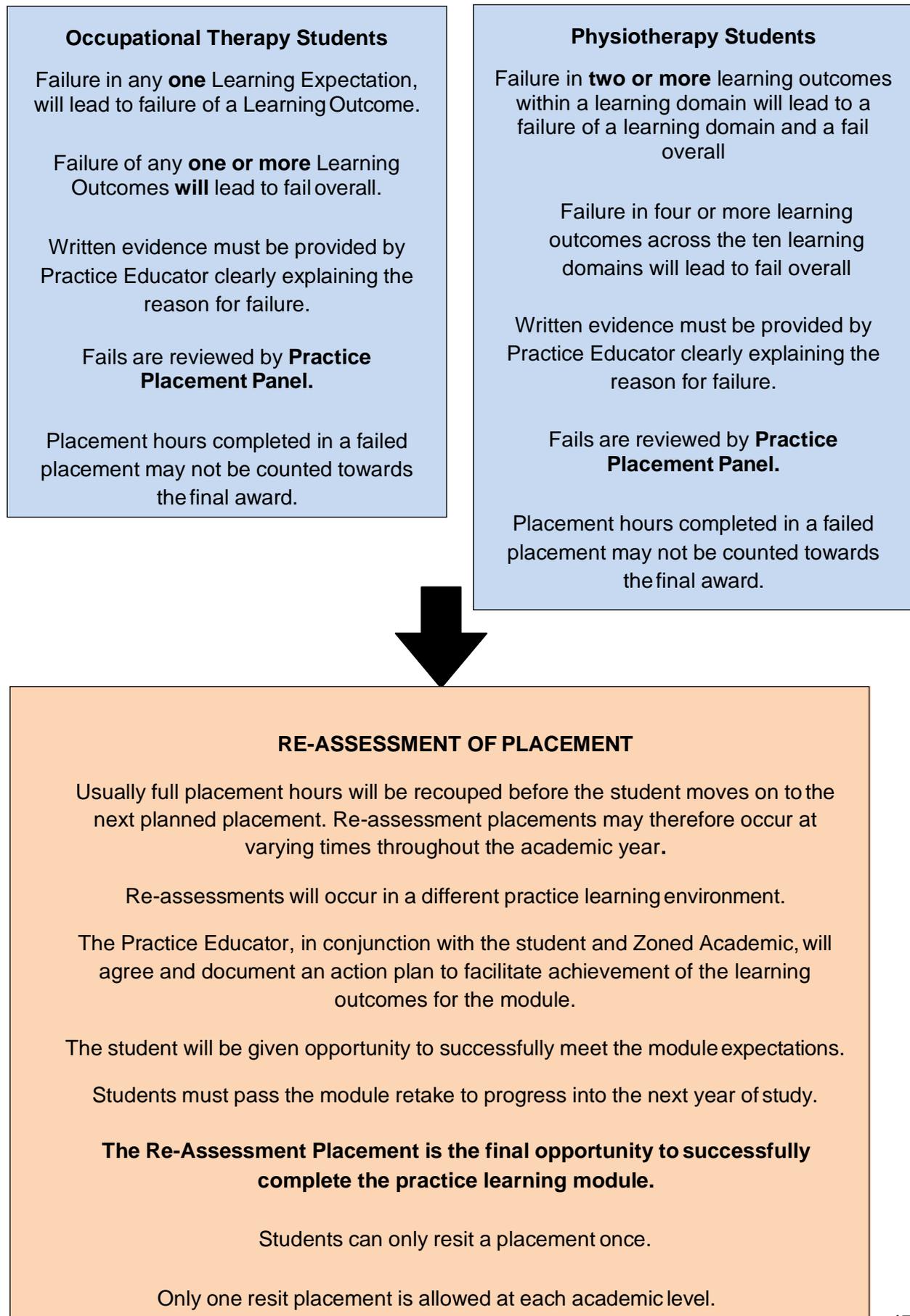
Common reasons for re-assessment on placement include, but are not limited to:

- 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)



ASSESSMENT OF RE-SIT

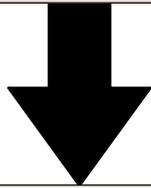
The practice learning process for a re-sit is the same as outlined for other placements.

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.

Occupational Therapy students are not entitled to a re-sit attempt if they failed the previous placement at first attempt

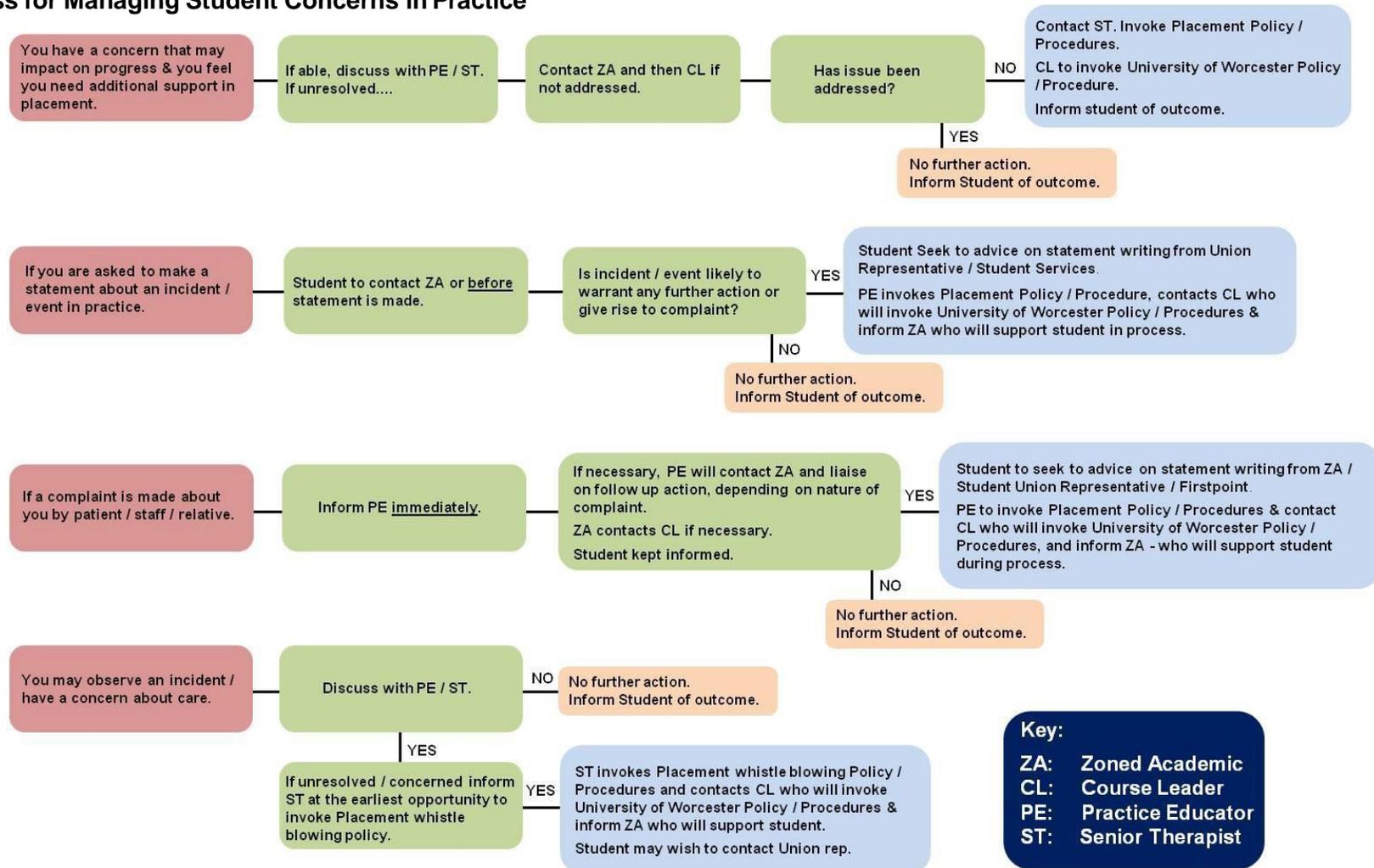


If a student is successful in the re-sit final interview, they will continue on the course and complete remaining theory and practice learning modules at the next academic level.

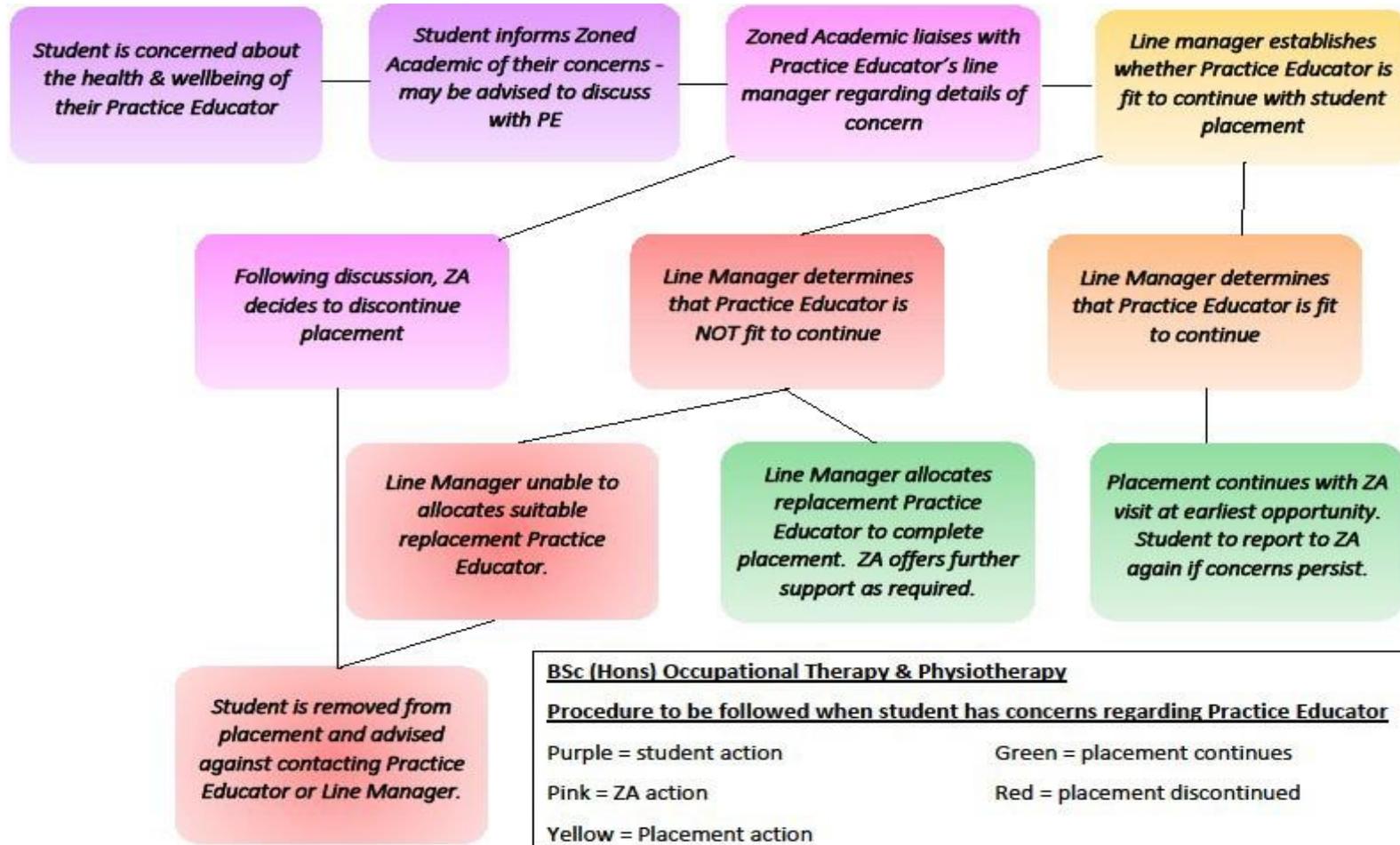
15 Raising Concerns in Practice

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 therapy placements 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

November 2022 update

1. Context:

Examination boards ratify the provisional grades provided for practice related assessment. Practice Placement Panels are convened as Registry require advice in respect to a student's practice claims for exceptional mitigating circumstances and to facilitate an overview of student progression and achievement, including reviewing all practice learning fails.

2. Purpose:

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

The Panel provides a forum for the discussion of each student and will make recommendations for progression. The panel does not decide on the merits of a pass or fail decision.

3. Membership:

- Independent Chair (University representative – minimum of Course Leader level)
- Lead Practice Facilitator/ Educator (or their nominated representative) where appropriate
- Nominated member of the course team for all students in the cohort being considered by the Panel, as appropriate
- The Course Lead (or their representative) and other relevant representatives from the course team associated with the student's learning, (which could include the practice learning module lead)
- Representative from the Placement Support Team – Nursing, Midwifery, and Allied Health

4. Lines of Reporting:

Completed reports from this panel will be received by:

- The Registry department (in order to present at Board of Examiners)
- Course Lead and their representative
- University staff member responsible for the student in placement
- Placement Support Team – Nursing, Midwifery, and Allied Health

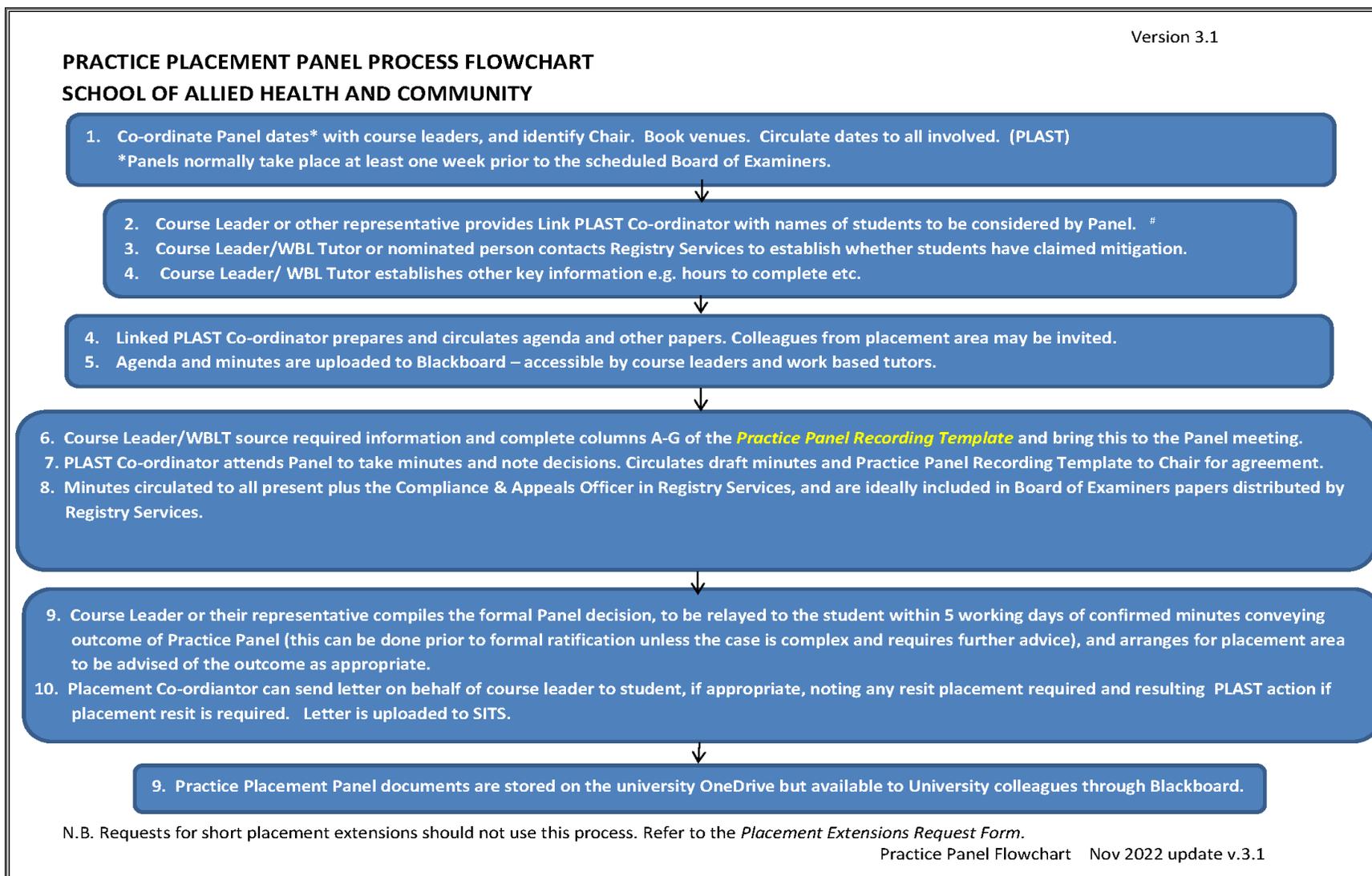
5. Schedule of Meetings:

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

6. 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 via formal notification which relays the Panel's requirements and timescales involved.
 9. Where appropriate, provide feedback to the placement areas and those responsible for the student on placement, thereby enabling effective communication about decisions made;
 10. To identify any trends in relation to placement assessment (for quality assurance purposes) that demonstrate good practice and identify any issues that need to be addressed;
 11. To report the activities of this panel annually through the Annual Evaluation Reports.
-

16.1 Practice Placement Panel Flowchart



17 Effective Training for Practice Educators

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 on 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.

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. 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.

Session outlines for practice educator training can be found at:

www.worcester.ac.uk/therapy-practice-education

Contact details:

therapyplacements@worc.ac.uk