|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **BSc (Hons) Occupational Therapy**  **Practice Placement Learning - PPL1**  **Assessment Booklet - Level 4** | | | | | | |  |
| Student name: | | |  | | | |
| Student ID number: | | | |  | | |
|  | | | | | |
| Final mark: | | (**P++** / **P+** / **P** / **F**) | | |  |
| Hours: | |  | | |  |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **BSc (Hons) Occupational Therapy**  **PRACTICE PLACEMENT LEARNING - PPL1 - ASSESSMENT BOOKLET**  *This page is left intentionally blank* | | | | |
| SUMMARY OF GRADES (i.e. P++ / P+ / P / F) | **GRADE** | **PLACEMENT DETAILS** | | |
| 1. OCCUPATIONAL THERAPY PROCESS |  | STUDENT |  | |
| 1. PROFESSIONAL COMMUNICATION |  | PRACTICE PLACEMENT EDUCATOR |  | |
| 1. PERSONAL & PROFESSIONAL DEVELOPMENT |  | NAME OF TRUST/PLACEMENT PROVIDER  (Please confirm with your Placement Educator) |  | |
| ADDRESS |  | |
| 1. WORKING PRACTICES |  | TELEPHONE NO. |  | |
| UNIVERSITY LIAISON TUTOR |  | |
| 1. STUDENT RECORD OF PLACEMENT ATTENDANCE | Student to complete electronic hours on **Record of Placement Attendance** form and print hardcopy for their PPE. PPE to confirm placement hours and record on Assessment Form and sign. Student to submit electronic **Record of Placement Attendance** to [HWB-AHPTimesheets-mb@exchange.shu.ac.uk](mailto:HWB-AHPTimesheets-mb@exchange.shu.ac.uk) for recording. | | | |
| NB: In order to gain a pass in each of the above sections, all components of that section must be passed. A fail in any section at the final report will constitute an overall fail of the placement. | CLIENT GROUP | |  | |
| DATE OF PLACEMENT (FROM / TO) | |  |  |
| HOURS COMPLETED  (Includes study time, but not lunch breaks or Bank Holidays) | |  | |
| PE SIGNATURE TO CONFIRM HOURS | |  | |

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Practice Placement Learning - PPL1

Module Aim

The module will help you develop an understanding of the purpose of continuing professional development (CPD), practice learning and how this relates to you as a developing practitioner, your service users and the profession as a whole. It will introduce you to processes that can be used to identify and address your development needs by drawing on your learning from other modules and practice learning.

Module Learning Outcomes

By engaging successfully with this module you will be able to:

1. *demonstrate application of required practice competencies within a placement setting as stated in the practice assessment document for this level*
2. *describe the skills required of an occupational therapist and reflect on your development of these*
3. *identify the required professional behaviours of an occupational therapist and reflect on your development of these*
4. *describe relevant influences on the profession and how these impact on practice*

**Using this assessment booklet**

Please read the section in the practice experience handbook. It is important that you indicate, in the boxes provided, a **final level** of competency. You can either use a coloured highlighter to indicate the boxes which most represent the level of performance you have observed, or you may draw (in thick pen preferably) around the boxes to indicate the appropriate level.

**Please do not use the boxes for halfway assessment; this is in the supervision log.**

The **pass** / **pass +** and **pass ++** grades do not affect the student's degree award. However, it is an acknowledgement of achievement on placement which may be useful for CPD and recruitment evidence. A placement commendation will be given to students who pass three out of four placements with an overall grade of pass ++.

The overall mark for a placement is determined by the marks given for the individual sections. It is suggested that the PPE take the most commonly given mark, across all areas, as the overall mark if there are other issues which have affected the mark given (e.g. attendance, general attitude etc.). The PPE can use their discretion, but will need to explain this in the placement final report.

**Please refer to Assessment Processes in the Placement Handbook for more details.**

**Placement assessment booklet - induction checklist**

|  |  |  |
| --- | --- | --- |
| **When** | **Task** | **Completed (🗸) or N/A** |

|  |  |  |
| --- | --- | --- |
| **Pre-Placement  (if applicable)**  **STUDENT** | Learning Contract and reasonable adjustments (in relation to disability support), if applicable, negotiated and agreed between student, PPE and visiting tutor |  |
| **Start of Placement**  **STUDENT AND PPE** | Learning objectives negotiated and agreed between student and educator |  |
| **Start of Placement**  **STUDENT** | Learning objectives written into assessment booklet |  |

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**BSc (Hons) Occupational Therapy**

**Practice Placement Learning - PPL1**

**LEARNING CONTRACT (to be completed by student at start of the placement)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Initial Learning Objectives:  Specific, Measurable, Attainable, Realistic and Timed (S.M.A.R.T.)  What do you want to learn or develop during this placement? | Learning Resources:  What resources do you need in order to achieve these? | Evidence: How can you show yourself and your practice placement educator that you have met these objectives? | | Date set | Date achieved |
|  |  |  | |  |  |
|  |  |  |  | |  |

**Student:** **Practice Placement Educator:**

**Date:**

OCCUPATIONAL THERAPY PROCESS - PPL1 (please differentiate clearly on the grid the halfway mark and final mark)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | 1. Assessment | 1. Identification and prioritisation of need | 1. Intervention Planning | 1. Intervention Implementation | 1. Evaluation and Planning |
| **PASS ++** | Understands assessment principles and able to implement and evaluate methods used. | Independently able to identify and prioritise clients' needs. | Can plan a basic programme of intervention. Is analytical in planning and has a flexible approach. | Selects the appropriate model of practice/ approach and implements a relevant programme of intervention. | Consistently analyses and evaluates individual intervention programmes. Amends intervention programmes accordingly. |
| **PASS +** | Good understanding of assessment principles and is beginning to understand how and when methods are used. | Beginning to be able to identify and prioritise clients’ needs and through discussion able to justify their decisions. | Can plan a basic programme of intervention to fulfil appropriate goals and aims. Is able to justify their decisions. | Selects the appropriate interventions and implements intervention programme with minimal assistance. | Able to evaluate all intervention programmes and able to make recommendations for change. |
| **PASS** | Basic understanding of reason for assessment to identify client centred health and social care needs. Has knowledge of different methods. | Has an awareness of fundamental needs and with assistance can begin to prioritise client’s needs. Has an awareness of the underpinning concepts of OT practice. | Can establish and prioritise goals/aims and with assistance, can use activity analysis to plan a programme of intervention. | With assistance, is able to select the appropriate interventions and implement the intervention programme, maximising support, learning and change. | Able to evaluate intervention programmes with assistance and after discussion is able to modify intervention plans accordingly. |
| **FAIL** | Lacks understanding of reasons for and role of assessment in OT process. | Has difficulty identifying fundamental needs and is unable to prioritise. | Unable to prioritise goals and aims, and even with assistance is unable to plan appropriate interventions. | Has difficulty selecting an appropriate interventions; unable to carry out programme without maximum assistance. | Is unable to evaluate intervention programmes or implement appropriate changes on the basis of that evaluation. |

Please note that a fail in one box, equates to an overall placement fail.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| OCCUPATIONAL THERAPY PROCESS - PPL1 | OVERALL HALFWAY MARK:  PASS++ / PASS + / PASS / FAIL |  |  | OVERALL FINAL MARK:  PASS++ / PASS + / PASS / FAIL |  |
| PLEASE INDICATE LEVEL OF HALFWAY MARK AND WRITE YOUR HALFWAY COMMENTS ON THE [**FORMATIVE FEEDBACK**](#Formative) FORM ON PAGE 25. | | | PLEASE INDICATE LEVEL OF FINAL MARK | | |
| 1. **Assessment** | |  |  | |  |
|  | |  |  | |  |
| 1. **Identification and prioritisation of need** | |  |  | |  |
|  | |  |  | |  |
| 1. **Intervention Planning** | |  |  | |  |
|  | |  |  | |  |
| 1. **Intervention Implementation** | |  |  | |  |
|  | |  |  | |  |
| 1. **Evaluation** | |  |  | |  |

Comments: **(This box is for the completion of the final report. Please include your comments here or attach separate sheets)**

|  |
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|  |
| [**Please note: General final comments, including feed forward, should be completed on page 37**](#Report) |

PROFESSIONAL COMMUNICATION - PPL1 (please differentiate clearly on the grid the halfway mark and final mark)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | 1. **Communication with Clients/Carers** | 1. **Communication with Occupational Therapy Team and other agencies.** | 1. **Assertiveness** | 1. **Anti-Oppressive Practice** | 1. **Documentation** |
| **PASS ++** | Good rapport always maintained. Able to understand complex situations and respond sensitively. | Fully understands dynamics of team and been able to contribute positively. | Respects self and others. Thinks carefully about position of others and acts with courage when necessary. | Achieves client centred practice within constraints of working environment. | Independently gathers relevant information. Is able to complete a range of written communication. |
| **PASS +** | Achieves good rapport. Is clear and sensitive in communication style. Trusted by clients. | Achieved rapport with team. Keeps everyone fully informed and listens in return. | Is open and clear in their dealing with others. Takes responsibility for self. | Has demonstrated ability to value all clients, carers and staff. | Able to complete basic documentation. Requires minimal assistance to gather information. |
| **PASS** | Sees beyond own perspective. Listens well. Aware of the importance of informed consent and confidentiality and the need to exercise a duty of care. Demonstrates care and compassion towards others. | With support, relates well and communicates with team and other agencies. | Open and clear approach towards others. Seeks help and feedback when unsure. | Is learning to take account of others' differences and apply this to practice. Aware of the impact of occupational dysfunction and deprivation on service users. | Needs minimal assistance to gather information, and complete basic documentation. |
| **FAIL** | Needs to listen to clients/carers more carefully. May be remote or too informal, withdrawn or excessively flippant. Unable to alter communication style after feedback. | Rarely questions or asks for information from team or other agencies. Unable to communicate efficiently with team and other agencies even with support and prompting. | Sometimes avoids situations that need to be addressed rather than seek help. May allow own feelings to dominate situations. Lacks insight into consequences. | Can be patronising or negative in attitude to others. Does not recognise own negative attitudes to others. | Unable to complete basic documentation and gather essential information. |

Please note that a fail in one box, equates to an overall placement fail.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PROFESSIONAL COMMUNICATION - PPL1 | OVERALL HALFWAY MARK: PASS++ / PASS +/PASS/FAIL |  | |  | OVERALL FINAL MARK: PASS++ / PASS +/PASS/FAIL |  |
| PLEASE INDICATE LEVEL OF HALFWAY MARK AND WRITE YOUR HALFWAY COMMENTS ON THE [**FORMATIVE FEEDBACK**](#Formative) FORM ON PAGE 25. | | | | PLEASE INDICATE LEVEL OF FINAL MARK | | |
| 1. **Communication with clients/carers** | | |  |  | |  |
|  | | |  |  | |  |
| 1. **Communication with the Occupational Therapy team and other agencies** | | |  |  | |  |
|  | | |  |  | |  |
| 1. **Assertiveness** | | |  |  | |  |
|  | | |  |  | |  |
| 1. **Anti-Oppressive Practice** | | |  |  | |  |
|  | | |  |  | |  |
| 1. **Documentation** | | |  |  | |  |

Comments: **(This box is for the completion of the final report. Please include your comments here or attach separate sheets)**

|  |
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|  |
| [**Please note: General final comments, including feed forward, should be completed on page 37**](#Report) |

PERSONAL AND PROFESSIONAL DEVELOPMENT - PPL1 (please differentiate clearly on the grid the halfway mark and final mark)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | 1. Professional Suitability | 1. Self-Appraisal | 1. Self-Development | 1. Initiative and Motivation | 1. Reflective Practitioner | 1. Safety |
| **PASS ++** | Consistently reliable, honest and trustworthy. Has a very confident, responsively mature professional approach. | Demonstrates an honest insight and awareness of own personal qualities, strengths, level of ability, limitations/weaknesses. | Identifies and sets appropriate goals and outcomes for self within a well-planned programme and steadily worked towards them. | Very enthusiastic (appropriately) and positive in approach. Highly motivated and demonstrates initiative. | Creatively links ideas. Makes effective use of problem solving skills. Uses reflection to effectively analyse complex situations. | Can evaluate own performance and practice. Is developing an awareness and ability to reflect on other intervention and practice and the effect this has on the client. |
| **PASS +** | Reliable, honest and trustworthy. Developing a confident professional approach. | Demonstrates a reasonable ability to assess own personal qualities, strengths, abilities and limitations. | Able to identify and plan realistic personal goals and monitor outcomes. | Positive, interested enthusiastic. Motivated with an ability to use initiative. | Actively seeks to link ideas. Uses reflective skills in supervision to seek understanding. | Can safely evaluate their own performance and practice. Works in a safe and reliable manner consistently. |
| **PASS** | Reliable and honest. Has an appropriate and caring approach. Has performed in relation to HCPC and COT standards of proficiency. Developing self-confidence. | Beginning to develop an ability to assess own level of ability, performance and personal qualities. | Developing an ability to identify and plan personal goals though may need assistance to make them realistic. Aware of need for CPD. | Acceptable level of interest and motivation. Positive approach. Developing some use of initiative. | Uses guidance to make clear judgements. Beginning to use reflection in supervision as a means of analysing practice. | Demonstrates awareness of need for safe working practice within the legal and ethical boundaries of the profession. Able to discuss implementation and follow instructions accordingly. |
| **FAIL** | Displays immature and/or inappropriate behaviour contravening professional code of ethics. Unable to modify behaviour even after feedback. Unreliable and / or irresponsible in approach. | Has a poor appreciation of actual level of personal ability and performance. Lacks insight and/or ability to assess personal level of ability and limitations. | Has not yet begun to develop an ability to identify personal development goals | Appears to lack enthusiasm and interest for this work. Demonstrates poor initiative. | Avoid decisions or makes hasty judgements. May focus on inessentials. Thinking often illogical or confused. Decisions are haphazard. | Can identify own areas of need but reluctant to seek out assistance. Little or no insight into own limitations and needs and unable to take up opportunities offered. |

Please note that a fail in one box, equates to an overall placement fail.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PERSONAL AND PROFESSIONAL DEVELOPMENT - PPL1 | OVERALL HALFWAY MARK PASS++ / PASS +/PASS/FAIL |  |  | OVERALL FINAL MARK PASS++ / PASS +/PASS/FAIL |  |
| PLEASE INDICATE LEVEL OF HALFWAY MARK AND WRITE YOUR HALFWAY COMMENTS ON THE [**FORMATIVE FEEDBACK**](#Formative) FORM ON PAGE 25. | | | PLEASE INDICATE LEVEL OF FINAL MARK | | |
| 1. **Professional Suitability** | |  |  | |  |
|  | |  |  | |  |
| 1. **Self-Appraisal** | |  |  | |  |
|  | |  |  | |  |
| 1. **Self-Development** | |  |  | |  |
|  | |  |  | |  |
| 1. **Initiative and Motivation** | |  |  | |  |
|  | |  |  | |  |
| 1. **Reflective Practitioner** | |  |  | |  |
|  | |  |  | |  |
| 1. **Safety** | |  |  | |  |

Comments: **(This box is for the completion of the final report. Please include your comments here or attach separate sheets)**

|  |
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|  |
| [**Please note: General final comments, including feed forward, should be completed on page 37**](#Report) |

WORKING PRACTICES - PPL1 (please differentiate clearly on the grid the halfway mark and final mark)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | 1. **Self-Management** | 1. **Workload Management** | 1. **Policies and Procedures** | 1. **Information Handling** | 1. **Inter-professional working** |
| **PASS ++** | Consistently demonstrates good time management and organisational skills well motivated and can problem solve. Is self-motivated, to gain new skills. | Demonstrates good work load management (WLM). Works efficiently and effectively and is able to prioritise. Takes appropriate decisions independently. | Understands need for policy and procedures and aware of the effects of legislation. Applies health and safety is aware of need for Quality Assurance. | Consistently gathers and processes appropriate information. Maintains confidentiality. Writes appropriate reports and keeps others informed. Seeks relevant information. | Able to integrate occupational therapy practice within inter-professional context and analyse roles and responsibilities accordingly. |
| **PASS +** | Usually demonstrates good time management skills, is motivated to develop these skills. | Demonstrates good WLM. Works efficiently and effectively, with minimal support. | Aware of importance of policy and procedures and is usually able to apply them. Is aware of need for quality and health and safety measures. Works safely, corrects errors. | Gathers and processes appropriate information. Respects confidentiality. Writes relevant reports. Aware of need to keep others informed. | Able to relate occupational therapy practice to inter-professional context and use to inform own practice. |
| **PASS** | Aware of self-management skills. Requires prompting to put them into action. | With support can apply WLM and take appropriate decisions. | Aware of quality, audit, health and safety and policy and procedures; student may need help to apply them. Works safely. | Demonstrates ability to gather and process information. Maintains confidentiality. Writes relevant reports. Sometimes needs prompting to keep others informed. | Demonstrates ability to relate occupational therapy practice to interdisciplinary context. |
| **FAIL** | Often chaotic and disorganised. Needs continual prompting to meet deadlines. | Needs maximum help to apply WLM. Often ineffective and inefficient. Often takes inappropriate decisions. | Consistently needs prompting to work safely and to apply legislation, policy and practice to daily work. Unable to correct errors when pointed out. | Needs prompting to gather process information and to keep others informed. Reports often inappropriate. Works in isolation. Breaches confidentiality. | Views occupational therapy practice in isolation. Unable to demonstrate awareness of health and social care context for client. |

Please note that a fail in one box, equates to an overall placement fail.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WORKING PRACTICES - PPL1 | OVERALL HALFWAY MARK: PASS++ / PASS +/PASS/FAIL |  |  | OVERALL FINAL MARK: PASS++ / PASS +/PASS/FAIL |  |
| PLEASE INDICATE LEVEL OF HALFWAY MARK AND WRITE YOUR HALFWAY COMMENTS ON THE [**FORMATIVE FEEDBACK**](#Formative) FORM ON PAGE 25. | | | PLEASE INDICATE LEVEL OF FINAL MARK | | |
| 1. **Self-Management** | |  |  | |  |
|  | |  |  | |  |
| 1. **Workload Management** | |  |  | |  |
|  | |  |  | |  |
| 1. **Policies and Procedures** | |  |  | |  |
|  | |  |  | |  |
| 1. **Information Handling** | |  |  | |  |
|  | |  |  | |  |
| 1. **Inter-professional working** | |  |  | |  |

Comments: **(This box is for the completion of the final report. Please include your comments here or attach separate sheets)**

|  |
| --- |
|  |
| [**Please note: General final comments, including feed forward, should be completed on page 37**](#Report) |

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SUPERVISION LOG: - WEEK 1

|  |  |
| --- | --- |
| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 1 |  |
| Date: | |
| Signed: | |
| Signed: | |

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SUPERVISION LOG - WEEK 2

|  |  |
| --- | --- |
| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 2 |  |
| Date: | |
| Signed: | |
| Signed: | |

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**Placement halfway checklist**

|  |  |  |
| --- | --- | --- |
| **When** | **Task** | **Completed (🗸) or N/A** |

|  |  |  |
| --- | --- | --- |
| Midway through placement  STUDENT | Student self-assesses on copy of assessment grids and gives to PPE before the halfway report |  |
| Gathering evidence for report  PPE | PPE considers how service user and carer feedback is incorporated into the report |  |
| Halfway report  PPE | PPE completes formative feedback and marks student progress on assessment grids. Comments and feedback given. Areas for development identified. University liaison tutor is contacted and visits if student is failing at this point. |  |
| After halfway report  STUDENT | After the halfway report the student considers the feedback given and areas for further development identified. The learning objectives for the remainder of placement are reviewed and written into the assessment booklet. |  |

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FORMATIVE FEEDBACK - WEEK 3

(This section must be completed by the Practice Placement Educator)

|  |  |
| --- | --- |
| Occupational Therapy Process | Tick |
| Working towards a pass |  |
| Some areas of concern |  |
| Failing |  |
| Comments (including areas for development): |  |
| Professional Communication |  |
| Working towards a pass |  |
| Some areas of concern |  |
| Failing |  |
| Comments (including areas for development): |  |
| Personal and Professional Development |  |
| Working towards a pass |  |
| Some areas of concern |  |
| Failing |  |
| Comments (including areas for development): |  |

|  |  |
| --- | --- |
| Working Practices |  |
| Working towards a pass |  |
| Some areas of concern |  |
| Failing |  |
| Comments (including areas for development): |  |
| Summary of progress and areas for development for remainder of placement: (PPE) |  |
| General comments: (student)  Please update your learning objectives taking into consideration the areas of development identified |  |
| **Placement hours Week 3** |  |

**Signed (PPE):**

**Signed (student):**

**Date:**

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**BSc (Hons) Occupational Therapy**

**Practice Placement Learning - PPL1**

**LEARNING CONTRACT FOR SECOND HALF OF PLACEMENT (To be completed by student following discussion with PPE)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Initial Learning Objectives:  Specific, Measurable, Attainable, Realistic and Timed (S.M.A.R.T.)  What do you want to learn or develop during this placement? | Learning Resources:  What resources do you need in order to achieve these? | Evidence: How can you show yourself and your practice placement educator that you have met these objectives? | Date set | Date achieved |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**Student:** **Practice Placement Educator:**

**University Liaison Tutor:**  **Date:**

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SUPERVISION LOG - WEEK 4

|  |  |
| --- | --- |
| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 4 |  |
| Date: | |
| Signed: | |
| Signed: | |

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SUPERVISION LOG - WEEK 5

|  |  |
| --- | --- |
| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 5 |  |
| Date: | |
| Signed: | |
| Signed: | |

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End of placement checklist

|  |  |  |
| --- | --- | --- |
| When | **Task** | **Completed (🗸) or N/A** |

|  |  |  |
| --- | --- | --- |
| Gathering evidence for report  PPE | PPE considers how service user and carer feedback is incorporated into the report. |  |
| Final Assessment  PPE | PPE completes final assessment and gives final report to student prior to end of placement. |  |
| Final Assessment  LINK TUTOR | University liaison tutor to attend if a fail grade is to be given. |  |
| End of placement  PPE | Assessment form needs to be signed, total number of placement hours completed needs to be given. All details on page 1 completed in full. PPE signs to confirm placement hours. PPE needs to complete date of most recent update (this can include using placement website). |  |
| End of placement  STUDENT | Student to keep copy of assessment booklet and original copy submitted to university by hand in date. |  |
| End of placement  STUDENT | Student to photocopy page 1 if claiming placement expenses as proof of placement dates. |  |
| End of Placement  STUDENT | Student to complete online evaluation form  (sent by Gillian Wheatley). |  |
| End of placement  STUDENT AND PPE | Student to complete electronic hours on  **Record of Placement Attendance** form and print hardcopy for their PPE. PPE to confirm placement hours and record on Assessment Form and sign. Student to submit electronic Record of Placement Attendance to  [HWB-AHPTimesheets-mb@exchange.shu.ac.uk](mailto:HWB-AHPTimesheets-mb@exchange.shu.ac.uk) for recording. |  |

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Report on overall achievement

**(This section must be completed by the Practice Placement Educator)**

Please address these comments to the student and include anything you have not previously commented on in this booklet including achievements throughout the placement, areas needing further learning or development, advice and any other details you may wish to note. Please be clear about how service user and carer feedback has been considered within the assessment and report process.

**The feedback provided in this assessment booklet may be used to inform references which are written for students.**

Areas for development and considerations for next placement/future practice

**(Please ensure that the student completes their comments on the final page)**

**Signature of Practice Placement Educator:**

**Date:** **Professional Qualification(s):**

**Date of last update on SHU OT course (curriculum/policy changes):**

(E.g. Practice Placement Educator meeting; SHU OT Placement Website

<https://www3.shu.ac.uk/HWB/placements/OccupationalTherapy/index.html>)

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Comments by student (you may find it helpful to reflect on the areas of development for your future practice that have been identified and consider how you might address these):

**TOTAL PLACEMENT HOURS:**

I received this assessment report on (date)........................................and have read and discussed this with my Practice Placement Educator.

**Signed:** **Date:**