|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **MSc Occupational Therapy (pre-registration)**  **Practice Experience - PE2**  **Assessment Booklet** | | | | | | |  |
| Student name: | | |  | | | |
| Student ID number: | | | |  | | |
|  | | | | | |
| Final mark: | | **(F / P / P+ / P++)** | | |  |
| Hours: | |  | | |  |

**Contents**

[Summary of grades and placement details 3](#_Toc524602619)

[Module Aims 5](#_Toc524602620)

[Learning Outcomes 5](#_Toc524602621)

[Using this assessment form 5](#_Toc524602622)

[Placement assessment booklet - induction checklist 6](#_Toc524602623)

[Learning Contract (to be completed by student at start of placement) 8](#_Toc524602624)

[Occupational Therapy Process (marking grid) 10](#_Toc524602625)

[Professional Communication (marking grid) 12](#_Toc524602626)

[Personal & Professional Development (marking grid) 14](#_Toc524602627)

[Working Practices (marking grid) 16](#_Toc524602628)

[Supervision Log - Week 1 19](#_Toc524602629)

[Supervision Log - Week 2 21](#_Toc524602630)

[Supervision Log - Week 3 23](#_Toc524602631)

[Supervision Log - Week 4 25](#_Toc524602632)

[Supervision Log - Week 5 27](#_Toc524602633)

[Placement halfway checklist 29](#_Toc524602634)

[Formative Feedback - Week 6 31](#_Toc524602635)

[Learning Contract for Second Half of Placement 34](#_Toc524602636)

[Supervision Log - Week 7 37](#_Toc524602637)

[Supervision Log - Week 8 39](#_Toc524602638)

[Supervision Log - Week 9 41](#_Toc524602639)

[Supervision Log - Week 10 43](#_Toc524602640)

[Supervision Log - Week 11 45](#_Toc524602641)

[Supervision Log - Week 12 47](#_Toc524602642)

[End of placement checklist 49](#_Toc524602643)

[Report on overall achievement 51](#_Toc524602644)

[Comments by student 53](#_Toc524602645)

*This page is left intentionally blank*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MSc (pre-registration) Occupational Therapy**  **PRACTICE EXPERIENCE - PE2 - ASSESSMENT FORM**  *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 | |  | |

*This page is left intentionally blank*

Practice Experience - PE2

Module Aims

This practice learning experience will enable the student the opportunity to apply and evaluate the occupational therapy process with the support and guidance of a practice educator. The student will use this practice experience to consolidate their practice based and theoretical knowledge about the occupational therapy process and philosophy and begin to articulate professional reasoning behind the practice. The student will be beginning to work more independently and be learning to use supervision as the means of reflection and analysis of their practice and the health and social care frameworks within which they are based.

Learning Outcomes

By the end of the placement the student will be able to:

* Apply and evaluate the occupational therapy process in a client centred way with the support and guidance of their practice educator, demonstrating professional reasoning to justify choice of assessment and treatment intervention.
* Communicate with clients and carers appropriately and sensitively and with the support of the practice educator be able to produce written and verbal reports for other members of the inter-professional staff team.
* Behave in a professional and safe manner at all times, showing self-motivation and insight into their level of abilities. With the support of their practice educator, demonstrate an understanding of professional ethics and boundaries.
* Use and evaluate a range of time and caseload management strategies to enable them to begin prioritising their work and learning and with the support of their practice educator and to demonstrate an understanding of the impact of the wider inter-professional and health and social context within which they are working.

**Using this assessment form**

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 |  |

*This page is left intentionally blank*

**MSc (pre-registration) Occupational Therapy**

**Practice Experience - PE2**

**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 - PE2 (please differentiate clearly on the grid the halfway mark and the final mark)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | 1. Assessment | 1. Identification and prioritisation of need | 1. Intervention Planning | 1. Intervention Implementation | 1. Evaluation and Planning |
| **PASS ++** | Selects and uses a range of assessments appropriately. Analyses their use and justifies choice in terms of OT process. | Identifies and prioritises more complex client needs independently and realistically. Understands and applies the underpinning theoretical concepts of occupational therapy practice with assistance. | Can independently establish client-centred goals and independently plan appropriate intervention programmes with a range of clients. | Independently able to select and implement intervention programmes. Incorporates a range of therapeutic media as appropriate. Justifies choices with professional reasoning. | Evaluates and analyses intervention programmes in a client-centred way. Can use analysis to change and modify future treatment interventions accordingly. |
| **PASS +** | Able to select and use appropriate assessments to identify client centred health and social care needs. Becoming confident in justifying their use in OT process. | Able to identify basic needs of client and to prioritise these with minimum assistance. Understands and applies the underpinning theoretical concepts of occupational therapy practice with assistance. | Able to establish client centred goals and able to use activity analysis to plan intervention packages accordingly. | Able to select and implement appropriate intervention programmes to maximise support, learning and change. Can adapt treatment media according to client need. | Can evaluate a range of intervention programmes and implement appropriate modifications or changes. |
| **PASS** | Implements basic assessments to identify client centred health and social care needs with support from PPE. Able to explain and analyse their use in OT process. | With assistance can identify and prioritise a range of client needs. Understands and applies the underpinning theoretical concepts of occupational therapy practice with assistance. | Can establish and prioritise client centred goals/aims and able to use activity analysis to plan a basic programme of intervention with assistance from PPE. | Is able to select and implement interventions to maximise support, learning and change with assistance. Can justify decisions with reference to OT process and philosophy. | With assistance can evaluate basic intervention programmes and suggest modifications or changes as required. |
| **FAIL** | Unable to select and use appropriate assessment tools. Cannot carry out assessments without maximum support of PPE. | Unable to consistently identify and prioritise clients' needs without maximum support. | Unable to establish goals and aims and consistently needs maximum support to plan a basic programme of intervention. | Unable to select or implement interventions appropriately even after feedback from PPE. Unable to justify choices and intervention strategies. | Unable to evaluate interventions. Cannot adapt intervention to changing circumstances. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| OCCUPATIONAL THERAPY PROCESS - PE2 | 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** FORM ON PAGE 31. | | | 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)**

|  |
| --- |
|  |
| **Please note: General final comments, including feed forward, should be completed on page 51** |

PROFESSIONAL COMMUNICATION - PE2 (please differentiate clearly on the grid the halfway mark and the 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 ++** | Sensitive interaction with clients and carers at all times. Able to deal with demanding situations and empathise with clients and carers. | Is able to participate in many forms of communication with team and other agencies and always has a positive in-put. Shows a clear understanding of group dynamics. | Respects self and others. Acts with courage as necessary. Sets clear boundaries and negotiates with skill. | Consistently demonstrates non-judgemental attitudes to others and works in a client centred context. | Independently writes concise and accurate notes. Is able to complete a limited range of other written reports to a high standard. |
| **PASS +** | Is confident in communicating with clients and carers. Establishes rapport easily. | Participates fully in team and other agency communications. | Open and clear approach. Is able to consider other view points in a positive and respectful manner and negotiate accordingly. | Able to demonstrate non-judgemental attitudes and discuss complexities and dilemmas involved. | Writes concise and accurate notes. Beginning to undertake other written reports with minimal support. |
| **PASS** | Is clear and sensitive in communicating with clients and carers understanding the importance of informed consent and confidentiality. Demonstrates care and compassion to others. | Helpful, positive interactions with team and other agencies. | Has an open and clear approach to self and others. Able to discuss issues in open, mature and professional manner. | Able to demonstrate ability to value difference in others and incorporate this into their practice. With assistance understands the impact of dysfunction and deprivation on service users, aware of socio-cultural diversity. | Beginning to take responsibility for documentation. Some assistance may be required to complete full range. |
| **FAIL** | Has problems communicating - may be withdrawn or too informal or inappropriate. May not be able to show empathy. | Has not understood or become involved in communications with team or other agencies. Has avoided communication or has done so inappropriately. | Is not able to discuss issues without becoming defensive. May manipulate or avoid situations. | May express negative attitude to others in a judgmental way. Has no insight into these attitudes. | Needs assistance or prompting to complete basic documentation. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PROFESSIONAL COMMUNICATION - PE2 | 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** FORM ON PAGE 31. | | | | 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)**

|  |
| --- |
|  |
| **Please note: General final comments, including feed forward, should be completed on page 51** |

PERSONAL & PROFESSIONAL DEVELOPMENT - PE2 (please differentiate clearly on the grid the halfway mark and the final mark)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | 1. Professional Suitability | 1. Self-Appraisal | 1. Self-Development | 1. Initiative and Motivation | 1. Reflective Practitioner | 1. Safety |
| **PASS ++** | Displays confidence, integrity and a responsible, mature, professional approach. | Perceptive level of insight into personal level of strengths and limitations and development needs. | Plans and develops self-development programme based on self-appraisal; identifies needs and goals and establishes means of monitoring outcomes. | High level of enthusiasm and ideas. Highly motivated and able to use initiative. Able to use own professional judgement. | Uses reflective practice to enhance evaluation of practice considering more complex and broader issues. | Demonstrates in-depth understanding of safety issues within working environments. Is pro-active in consideration of safety issues. |
| **PASS +** | Reliable, honest and trustworthy. Is confident and professional in approach. Takes appropriate responsibility. | Able to critically assess levels of personal strengths and limitations. | Identifies goals and plans for self-development based on self-appraisal and feedback. | Well-motivated and enthusiastic. Shows initiative. Mostly using own professional judgement. | Uses reflective practice to develop analysis of and ideas on practice. | Aware of safety issues in environment. Needs minimal advice to enforce. |
| **PASS** | Reliable, honest and trustworthy. Clear professional attitude and gaining in self-confidence. Accepts responsibility appropriate to level. Adheres to professional code of conduct. | Developing level of self-appraisal with reasonable insight into own abilities and limitations. | Able to identify and plan realistic and appropriate personal goals.  Beginning to maintain CPD. | Positive approach and use of initiative. Self-motivated. Beginning to use own professional judgement. | Uses reflection to evaluate practice. Making sound judgements based on reflective analysis. | Aware of safety and risks within immediate working environment. Practices within the legal and ethical boundaries of the profession with advice. |
| **FAIL** | Unreliable or irresponsible in approach or behaviour. Inappropriate behaviour which contravenes professional code of ethics. | Demonstrates lack of insight into own abilities and limitations. Over-estimates abilities. | Cannot identify personal learning goals. Needs constant prompting to identify needs. | Lacks initiative and appears disinterested in the work. Appears unmotivated. | Can only apply knowledge to familiar situations. Unable to use reflective practice to back up decision making. | Requires constant supervision and prompting regarding safety issues. Would place self or others at risk. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PERSONAL & PROFESSIONAL DEVELOPMENT - PE2 | 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** FORM ON PAGE 31. | | | 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)**

|  |
| --- |
|  |
| **Please note: General final comments, including feed forward, should be completed on page 51** |

WORKING PRACTICES - PE2 (please differentiate clearly on the grid the halfway mark and the final mark)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | 1. **Self-Management** | 1. **Workload Management** | 1. **Policies and Procedures** | 1. **Information Handling** | 1. **Inter-professional working** |
| **PASS ++** | Demonstrates good time management and organisational skills. Is calm and well organised. Takes opportunity to gain new skills. Is self-motivated. | Demonstrates good WLM applies theory to practice. Works efficiently and effectively. Makes sound and well-reasoned judgements. | Applies and incorporates policy, procedure and legislation to daily practice. Keeps up to date and understand importance and effects of policy. Understands need for quality and audit. | Consistently gathers and processes appropriate information. Writes good appropriate reports. Seeks out relevant information and informs other where appropriate. | Relates own practice to inter-professional context. Consults and collaborates with inter-professional team where appropriate. |
| **PASS +** | Demonstrates good time management and organisational skills. Well-motivated. Can problem-solve. | Can prioritise and demonstrates good WLM. Is efficient and effective | Aware of importance of policy, procedures and legislation. Works safely and aware of health and safety measures. | Gathers and processes appropriate information. Maintains confidentiality and gives accurate reports. Keeps other informed and able to seek information where necessary. | Able to relate own practice to context of inter-professional working. Collaborates with inter-professional colleagues where appropriate. |
| **PASS** | Usually exhibits good time management and organisational skills. Makes good use of spare time and mostly meets deadlines. | Understands need for WLM. Demonstrates ability to apply theory to practice. Mostly works efficiently and effectively. Takes decisions appropriately. Understands need for prioritising | Aware of importance of policy, procedures and legislation and is usually able to apply them to practice with assistance. Works safely and corrects errors. Understands need for health and safety measures. | Gathers and processes information appropriately. Respects confidentiality. Aware of need to keep others informed and usually does so. Aware of principles of audit and quality. | Demonstrates awareness of need to work inter-professionally where appropriate. With assistance, is client centred, facilitating autonomy and empowerment of individuals and communities. |
| **FAIL** | Chaotic and disorganised. Unable to meet deadlines without constant prompting. | Cannot prioritise or apply WLM needs constant prompting to work efficiently. Makes inappropriate decisions and lacks insight. | Unaware of need to apply policy and legislation and its impact on practice. Works in isolation and can be unsafe because of this. | Unable to gather and process information. Unaware of need for confidentiality. Does not report to others. | Works in isolation. Unable to demonstrate understanding of inter-professional context of care. Does not consult or so-operate with inter-professional colleagues. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WORKING PRACTICES - PE2 | 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** FORM ON PAGE 31. | | | 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 51** |

*This page is left intentionally blank*

SUPERVISION LOG: - WEEK 1

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

*This page is left intentionally blank*

SUPERVISION LOG - WEEK 2

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

*This page is left intentionally blank*

SUPERVISION LOG - WEEK 3

|  |  |
| --- | --- |
| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 3 |  |
| Date: | |
| Signed: | |
| Signed: | |

*This page is left intentionally blank*

SUPERVISION LOG - WEEK 4

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

*This page is left intentionally blank*

SUPERVISION LOG - WEEK 5

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

*This page is left intentionally blank*

**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. |  |

*This page is left intentionally blank*

FORMATIVE FEEDBACK - WEEK 6

(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 6** |  |

**Signed (PPE):**

**Signed (student):**

**Date:**

*This page is left intentionally blank*

**MSc (pre-registration) Occupational Therapy**

**Practice Experience - PE2**

**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:**

*This page is left intentionally blank*

SUPERVISION LOG - WEEK 7

|  |  |
| --- | --- |
| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 7 |  |
| Date: | |
| Signed: | |
| Signed: | |

*This page is left intentionally blank*

SUPERVISION LOG - WEEK 8

|  |  |
| --- | --- |
| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 8 |  |
| Date: | |
| Signed: | |
| Signed: | |

*This page is left intentionally blank*

SUPERVISION LOG - WEEK 9

|  |  |
| --- | --- |
| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 9 |  |
| Date: | |
| Signed: | |
| Signed: | |

*This page is left intentionally blank*

SUPERVISION LOG - WEEK 10

|  |  |
| --- | --- |
| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 10 |  |
| Date: | |
| Signed: | |
| Signed: | |

*This page is left intentionally blank*

SUPERVISION LOG - WEEK 11

|  |  |
| --- | --- |
| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 11 |  |
| Date: | |
| Signed: | |
| Signed: | |

*This page is left intentionally blank*

SUPERVISION LOG - WEEK 12

|  |  |
| --- | --- |
| Agenda | |
| Discussion points | |
| Action Plan | |
| Placement hours Week 12 |  |
| Date: | |
| Signed: | |
| Signed: | |

*This page is left intentionally blank*

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. |  |

*This page is left intentionally blank*

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 the form 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.

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>)

*This page is left intentionally blank*

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:**