

BSc (Hons) Occupational Therapy Degree Apprenticeship

**PRACTICE-BASED LEARNING
EDUCATOR AND LEARNER HANDBOOK
(NEW VALIDATION)**

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PURPOSE OF THIS HANDBOOK

The purpose of this handbook is to provide a source of key information relating to placement roles, responsibilities and processes for Occupational Therapy at Sheffield Hallam University; it should be read in conjunction with the information on the [Occupational Therapy Placement Website](#), which has the most current and up to date information.

Regardless of the course programme, the roles and processes are exactly the same across all programmes, however, there are key differences in the structure of the placements, and these are recorded within this document under specific course titles; please refer to these for your course.

This handbook is made available to learners at the outset of the course and available to all learners and Practice Educators via an electronic version available on the [Occupational Therapy Placement Website](#).

PRACTICE-BASED LEARNING USEFUL CONTACTS

Administrative Support ahpotplacements@shu.ac.uk 0114 225 5013	Educator Training (including dates for workshops, placement briefings, and updates) ahptraining@shu.ac.uk
Abby Stanford HPCP registered Occupational Therapist Senior Occupational Therapy Lecturer and Practice-Based Learning Lead a.stanford@shu.ac.uk Tel: 07810898688	
Student support officers hallamhelp@shu.ac.uk 0114 225 2222	

If you need to contact a member of staff urgently and you have been unsuccessful, please contact the administrative support team. Up to date information and contact details are available on the [OT Placement Website](#). The website contains all the information included in this handbook, staff contact details, assessment information, policies and procedures, useful websites, CPD and accreditation information. This site will be updated regularly.

The University run a series of **workshops for educators** throughout the year on issues and topics related to practice-based learning. Please contact your placement co-ordinator or email ahptraining@shu.ac.uk for details of the current programme. Attendances at these workshops give you the opportunity to feedback and reflect on your experience as a practice educator and to debate and discuss current issues in practice education. Attendance at these workshops can be used as evidence in your CPD portfolio.

PRACTICE-BASED LEARNING ATTENDANCE AND ABSENCE

You are expected to attend 100% of your allocated practice-based learning, and annual leave during practice-based learning will not be authorised.

If you are absent from practice-based learning you should report it directly to the university using [this form](#) AND telephone your Practice Educator AND inform your employer. It is essential that sickness/absence is recorded.

For more detailed information about attendance and absence, please refer to the attendance and absence section of the placement website [SHU Placement Attendance and Absence](#)

Practice education is assessed on a pass/fail basis. In order for a fair assessment to be made of the apprentice's capabilities, the apprentice must aim to attend 100% of the designated number of days allocated to the practice-based learning experience. Practice educators are expected to sign records of the apprentice's attendance which, under normal circumstances, is expected to be 100% of the scheduled time to enable the 1000 hours to be accumulated.

PRACTICE-BASED LEARNING: PHILOSOPHY, RATIONALE, STRUCTURES AND OBJECTIVES

Philosophy

Practice experience provides an integrated continuum of learning throughout the course that both links into and out of the academic modules. It provides apprentices with the opportunity to develop their knowledge, skills, and behaviours, including understanding of theoretical concepts, skills, analysis and critical evaluation and apply these to occupational therapy with initiative, creative thought, vision and resourcefulness, both independently and as part of a team.

Practice-based learning cover a range of settings, including health, social care, community and non-statutory settings, research, leadership, and education. This is in line with the [Principles of Practice Based Learning](#) co-produced by the Royal College of Occupational Therapy and the Chartered Society of Physiotherapy. Learners will have the opportunity to work with a range of different client groups and use a variety of occupational therapy assessments, treatment interventions and models of practice.

In keeping with the philosophy of the course, apprentices will be expected to develop their skills to be self-directed, independent, and autonomous learners - using the opportunities afforded by the practice experience and the supervision of their practice educator, to apply and integrate the theory and the practice of occupational therapy. The personal and professional development process will be actively employed to encourage this integration and the practice-based learning debrief sessions will incorporate knowledge, skills, and behaviours, plus portfolios and employability to summarise learning and identify action plans.

Rationale

The intention of the practice-based learning programme is to provide an opportunity for apprentices to develop their understanding of the theoretical concepts, skills and attitudes required of an Occupational Therapist. Practice education enables apprentices to demonstrate this through observation, analysis, reflection and critical evaluation.

Apprentices will be using their communication skills and reflecting on their personal and professional development to establish organisational and management strategies to enable them to adapt to the changing needs of clients within a range of environments. The assessment forms ensure the development of learning throughout the course and provide a clear identity for Sheffield Hallam University structure and practice hours.

Structure

The practice-based learning modules are a compulsory element of the programme allowing the apprentice to apply knowledge, skills, and behaviours acquired up to a certain point in their learning in selected real-world settings. The positioning of these blocks within the overall programme are critical to the integration of theory and practice. Academic modules inform practice-based learning and practice-based learning provides the medium for investigating ways in which theory and practice inter-relate and for applying theory in practice and to practice. The practice-based learning experiences also provide the foundation for academic discussions around personal stories of people with disabilities and case management.

In order to be awarded the BSc (Hons) Occupational Therapy Degree Apprenticeship learners must have completed and passed all the mandatory academic modules of the course and have accumulated not less than **1000 hours** of practice-based learning experience.

In the BSc (Hons) Occupational Therapy Degree Apprenticeship, the 1000 hours are achieved through four practice learning experiences.

Objectives

The design and structure of the programme with regards to apprentice learning in practice ensures that learners:

- Experience practice at specific times within the course to inform subsequent studies.
- Demonstrate their ability to put their previous learning into practice.
- Demonstrate their developing competence in the profession as required at their academic level.

- Develop their knowledge, skills, and behaviours required to meet the apprenticeship standard.
- Confirm their fitness and suitability for the profession of Occupational Therapy.

PRACTICE-BASED LEARNING PROCEDURES

Pre-placement: Preparation for Practice Learning:

Prior to the practice learning experience, the apprentice is required to engage in practice-based learning induction and preparation sessions which sit within a relevant academic module at the university that covers individual learning needs, personal responsibilities and expectations pre-placement. These sessions are intended to prepare the learner for the forthcoming practice learning experience and ensure that they fulfil their personal obligations prior to practice. These include: supervision and learning contracts, assessment handbook, minimum competency levels for practice placement, reflective practice, professional reasoning and professionalism, amongst others.

The apprentice will also have practice skills sessions within other relevant modules throughout the course.

Allocation:

Practice-based learning experiences are sourced and allocated in line with university procedures, which are outlined to learners at practice-based learning induction. Learners who have extenuating circumstances that may affect their allocation should ensure both the administrative team and Practice-Based Learning Leads are aware of their circumstances.

Placement offers are made in a wide variety of ways by employers, other providers, and the third sector. All offers and allocations are checked by academic staff before they are confirmed, to ensure they meet the needs of learners and offer a variety of practice-based learning experiences.

Occupational therapy learners from Sheffield Hallam University will go on placement over a wide geographical area. These placements can be in a variety of settings including the voluntary sector, the university, research settings, and leadership settings.

Learners should not attempt to self-source a placement. Learners should contact their employing organisation with any questions about self-sourcing in any geographical area, and should not self-source without authorisation.

Contact from apprentice:

Apprentices are advised that they should send an email containing their CV to their placement educator and email/phone them to arrange a pre-placement visit where this is practical. This visit is an opportunity to give the learner any pre-placement information or reading that may assist them with their learning experience on placement. It is also a chance for the educator to outline the normal working week to the learner so that they can make any arrangements for travel and childcare.

It is the expectation of the university that placements work an average 37½ hour week, but it is explained to apprentices that there are variations on this if they do not normally work full-time.

Study time granted on placement is a MAXIMUM of 3.5 hours a week (pro-rata for part-time apprentices). When and how study leave is taken is at the discretion of educators and integrated into the placement at a time appropriate for apprentice learning. For example, study time may be after a significant learning experience, such as an assessment, intervention, or meeting to allow for timely reflection, or this may be timetabled at a time when the educator is not available to support the apprentice. This is to allow for greater flexibility with educators.

Study leave is not for general assignment work but may be used for tasks that are related to placements, such as reflection or for reading around issues encountered on placement. The focus of study leave should be agreed with and reviewed by the educator, and the apprentice may be expected to evidence what they have done with their study time.

During placement: Induction

The Health Care Professions Council Standards of Education expect placement induction processes to indicate how apprentices will be told about risks and safety issues on placement. It is good practice for evidence to be if learners have received this induction information, for example, a signed record.

A checklist is provided in the assessment form, but is not exhaustive, so local areas may wish to develop their own:

	Date	Learner signature
Orientation to team and workplace		
Named person to go to with difficulties.		
Relevant emergency numbers and procedures		
Policies and procedures including: <ul style="list-style-type: none"> - Incident reporting - Health and safety - Manual handling - Infection control - Fire - Bullying and harassment - Equal opportunities - Safeguarding - Consent 		
Expectations of professionalism in this setting e.g., use of mobile phones, dress code.		
Contact details for university and name of Academic Advisor provided to Practice Educator.		

Risk assessment:

The educator should undertake a risk assessment of apprentices if required just as you would a new member of your department/ team. Learners should be able to provide the educator with information of their studies at university and details of the content of their practice placement education preparation sessions, if requested. The educator should consider where relevant the apprentice's level of manual handling training and any need for additional training and implement this where necessary or adapt the placement experience accordingly.

Supervision:

It is a requirement of the Royal College of Occupational Therapists that all apprentices receive supervision from a qualified Occupational Therapist (this is normally recommended to be weekly). Timetabling this at the start of the placement for a set time each week will assist you both in planning for this, as

feedback should be given by educators in a timely manner in order for the learner to respond and act upon this feedback. Supervision should ideally take place weekly.

Writing a short supervision contract which outlines the boundaries, scope, expectations and style of supervision may help both parties.

During supervision sessions apprentices should be given feedback on their practice and any issues dealt with as they arise. Learners should be encouraged to use supervision as a way of applying and refining their reflective skills.

It is the apprentice's responsibility to make sure that sessions are recorded accurately, weekly hours recorded and signed by both parties within the assessment paperwork. It is advisable for educators to check these supervision records and add to or amend as necessary prior to signing them off. This documentation is evidence of the content of the supervision sessions, educator feedback and concerns and action plans that arise from this. It is important that the supervision records are an accurate reflection of this.

University review:

Learners' performance on placement will be reviewed on or around the midway point. This will normally be via an email or a survey, however, phone calls and visits will be offered in specific circumstances as required.

Contact details for all placement staff are available on the OT Placement website:

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

The OT Placement admin office (0114 225 2553) will be able to get hold of a member of the team if you need to contact a tutor urgently.

Study time and placement hours:

On the placement request forms sent out to educators from the university, they are asked to state their usual working hours. Sometimes an apprentice may request to change these hours because of personal circumstances (for example they do not normally work full-time). This should always be negotiated with the educator, the apprentice, the employer, and the university before an agreement is reached. In some areas this flexibility is not a problem but in others it may mean that the apprentice would miss crucial parts of their practice experience and it cannot be agreed. The practice education module tutors at the university need to be aware of

the hours that the apprentice is on the placement and to monitor this across the four placements for the learners.

It is the expectation of the university that apprentices are on placement for an average 37½ hour week, but there are variations on this if they do not normally work full-time. This is normally to extend the length of the placement block to ensure the correct number of placement hours are completed over the course of the degree apprenticeship.

Placement hours:

Time taken for job interviews, lunch breaks, bank holidays and sick or compassionate leave is not included in placement hours. Placement time missed due to not being able to get to placement due to bad weather or train strikes (for example) are also not included. However, the educator has discretion in setting work for the apprentice to undertake during this time which could count towards placement hours.

An apprentice's practice-based learning contact hours are recorded in the assessment form and signed by both the learner and the practice educator. The apprentice needs to record weekly hours and absences.

Please note, any Special Leave or Compassionate Leave whilst on placement should be agreed by the placement team alongside the student support officer or course management team (placement or course lead) and reported through the usual absence report process. If the learner has been granted Special Leave/Compassionate Leave they must keep a hardcopy of the approval so that it can be handed to their Practice Educator along with a hardcopy of the practice-based learning contact hours at the end of the learner's placement, as confirmation of their hours. **Holidays will not be approved during practice-based learning blocks.**

The completed Assessment Booklet, including placement hours, needs to be submitted to the relevant blackboard site by the learner, following the guidance provided on the relevant Blackboard site.

Practice Placement Absence:

It is expected that 100% attendance is the 'norm' unless sickness absence is notified.

Learners should inform their placement educator by phone on the morning of their first day of absence. In line with professional working practice, failure to do this would be viewed as a serious issue and dealt with accordingly. Learners have a responsibility to their placement educator and the service of which they are a part when they are on placement, as well as to inform their employer.

Learner absence form:

The process for informing Sheffield Hallam University of a learner absence from placement is to complete a **Google®** form which can be accessed via the following link: [Learner Absence Form](#)

The link only allows Sheffield Hallam University users to complete the form and therefore a learner will be required to login to **Google Drive®** by using their learner e-mail address as per the following example; b2058763@my.shu.ac.uk. This will take them to the Sheffield Hallam University login page where the learner should login using their Sheffield Hallam University login details. The HWB - Learner Absence Form will then open for completion.

Period of absence due to illness:

The apprentice's Academic Advisor, and the placement lead for degree apprenticeships, should be informed as soon as possible when a learner feels their illness is likely to make them absent from placement for more than 5 days.

After a lengthy period of absence due to illness, the university has the right to liaise with the learner's employers about their fitness to return to placement. Learners who have a period of absence due to illness prior to their placement may also be required to obtain occupational health clearance stating that they are fit to start their placement, normally via their employer.

Pregnancy:

Learners may go on placement when pregnant. A risk assessment will be undertaken by the placement provider, if required, or may be shared by the employer. Local work-based regulations will apply as to how far into the pregnancy a learner may continue to attend; any illness during the placement will be considered in the light of such procedures.

Travel and accommodation costs:

Apprentices are not entitled to claim travel or accommodation costs arising from practice-based learning.

When allocating placements, the university try to take these factors into account and not place apprentices in placements where they will incur significant costs but **this cannot always be guaranteed**. Information from placement providers about the need for a car on that practice-based learning experience and accommodation availability is asked for in advance on the placement request form.

ASSESSMENT OF PRACTICE-BASED LEARNING

Practice-based learning is fully integrated into the academic programme whereby practice and academic learning become mutually supportive in the development of the learner's fitness and competence to practice.

Practice-based learning is embedded within the following modules:

BSc (Hons) Occupational Therapy Degree Apprenticeship

- DA Occupational Therapy Practice Based Learning 1 (PBL1)
- DA Occupational Therapy Practice Based Learning 2 (PBL2)
- DA Occupational Therapy Practice Based Learning 3 (PBL3)
- DA Occupational Therapy Practice Based Learning 4 (PBL4)

Placement	Academic level	Placement Duration	Placement hours
Practice Based Learning 1	4	8 weeks	300
Practice Based Learning 2	5	6 weeks	225
Practice Based Learning 3	5	6 weeks	225
Practice Based Learning 4	6	9 weeks	337.5
1087.5			

Practice-based learning is identified as a compulsory professional requirement and assessed as a Pass or Fail using clear, pre-determined criteria on a designated assessment form (mapped against the [Standards of Proficiency](#) for HCPC registration).

It is essential that learners demonstrate their fitness for the profession at each practice-based learning experience. Whilst developing academic ability may have been verified by success in academic modules, there can be no assurances about potential fitness for the profession unless practice-based learning has been successfully passed.

The criteria are framed in two sections:

Professional Conduct	Professional Practice
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A practice educator supervises the practice-based learning experience. They assess the learner against the set criteria, providing formative and summative assessments as appropriate and providing clear written feedback on performance. Learners must attain a pass in all sections to gain an overall pass for the practice-based learning experience.

In the case where the educator is unsure of where to mark the learner, they may seek advice from the university. The educator should ensure that they have awarded a final overall mark (pass/fail) at the end of the practice-based learning experience.

ASSESSMENT PROCESSES: GUIDANCE FOR PRACTICE EDUCATORS

Completing the practice placement assessment forms:

The learner will bring their copy of the assessment forms with her/him. The final copy that will be completed and returned to the University will be shared with the placement educator. The assessment forms are also available on the [OT Placement Website](#)

Learning objectives:

The learner should come to the placement with some learning objectives already set, as described earlier.

Learners should arrive at placements having identified some of the areas they wish, or need to, work on during their placement experience. The 'learner preparation for practice-based learning' document in the assessment form assists learners to consider this, and apprentices are encouraged to link their objectives to the knowledge, skills, and behaviours they need to evidence as part of their apprenticeship. These can be negotiated and refined further with the appropriate levels of support from the educator and should take account of the following:

- The personal learning needs and learning style of the learner.
- The course requirements for that particular level of learner as outlined in the placement learning outcomes and the placement assessment criteria.
- The learning opportunities in your particular practice area.

It is good practice to review these learning objectives at the halfway point and modify them according to the progress the learner has made in the first half of the placement.

Supervision:

Supervision is structured within the assessment forms so that learners can take responsibility for setting the agenda for supervision and recording the content. The action plan formulated during the supervision session should also be recorded by the learner. Learners on their first placement may require more support from their educators.

Involvement of service users and carers, and MDT, in feedback for learners:

It is good practice for service users and carers, and other members of the MDT, to be given the opportunity to offer feedback which informs the assessment of the learner. Methods of obtaining this feedback will vary according to the placement setting and needs of the client group but may include asking directly for verbal feedback, using a written form to gather feedback (provided as part of the assessment document), and/or documenting informal feedback offered throughout the placement. This should be referred to in the final report.

Criteria for levels of competency:

Within the assessment form there are specific criteria to assist you in assessing whether your learner is demonstrating competency over the time they are with you. There is also a definition of terms to aid your understanding of the pass criteria. For further detail please refer to [HCPC Standards of Proficiency](#).

Your assessment of the learner at the end point is your assessment of their over-all abilities during the period of time they have been with you. The competencies described need to be demonstrated over a consistent period of time rather than as a one-off achievement.

Halfway (formative) assessment:

At the halfway point the educator should mark the grade for the formative assessment under both Professional Conduct and Professional Practice, comments on areas of strength, areas for development, and general comments on progress should be written in the Half-Way (Formative) Assessment section. At this point the educator will be asked to identify whether:

- A learner is working towards a pass and achieving the learning outcomes of the placement; the competencies described need to be demonstrated over a consistent period of time rather than as a one-off achievement.
- The educator has some concerns over certain areas. The university will normally be contacted.
- The learner is failing in some areas. The university must be contacted.

The criteria are there to assist the placement educator and are often worded in a very general manner for them to be applicable to the wide variety of placement

settings. They are not absolute markers of learner abilities; they are there to guide the professional judgement of the practice educator.

If one or more of the assessment items are not appropriate to the area of work the practice educator may put N/S (not seen) instead of a Pass/Fail. It would be advisable however to review this together and to think of ways in which the learner could demonstrate their abilities in this area in a different way, or perhaps by gaining experience in an associated area of practice. This may be something the educator and/or learner could discuss with the university if required.

Educators can ask learners to rate themselves on to the assessment grid prior to the feedback session at halfway and at the end of the placement, however this is not mandatory, it is up to individual educators to request this if they feel it would assist in their assessment of the learner.

Final (summative) assessment:

The final assessment is normally completed in the final week of the practice-based experience and must reflect the learner's overall learning and development during that experience.

When giving final feedback the practice educator must select pass or fail for each of the assessed criteria, under the headings of professional conduct and professional practice, which matches the learner's abilities.

At the end of the form there is space for the practice educator to put three areas of strength, three areas for development, and any general comments or advice they have for the learner and their future placements or career. This should be addressed to the learner and should clearly indicate where a learner has exceeded expectations and worked above the pass criteria. In this way the learner can have more detailed feedback about where their learning has developed and where they still need to do more work. This can then form the basis of the learner's learning objectives for the next placement.

The learner should be given the assessment form to read and to fill in their comments on the back page.

The assessment form should be signed and dated by both parties, including all supervision records, learning objectives, half-way and final assessment, record of placement details, record and educator verification of total hours, record overall mark

(pass/fail). It is the learner's responsibility to submit the completed booklet to the relevant blackboard site, following the guidelines provided.

If there are other issues which have affected the mark (e.g., attendance, general attitude etc.) the placement educator can use their discretion but will need to explain this in the placement final report. Where a practice educator is unsure how to grade a learner, they can seek advice from the university.

The learner must pass each criterion within both Professional Conduct and Professional Practice to pass the practice-based learning experience. A fail grade in any box will constitute a failed placement.

LEARNER WITHDRAWAL DUE TO EXTENUATING CIRCUMSTANCES

Where a learner needs to leave the practice-based learning experience early due to ill-health or other valid cause (for example, bereavement or other serious family circumstance), if at that point the university and practice educator agree they have completed sufficient hours to be assessed, the assessment can be completed.

If a learner withdraws from a practice learning experience owing to ill-health or other cause and at that point the university and practice educator agree they have NOT completed sufficient hours to be assessed a submission regarding these extenuating circumstances must be made to the university, with appropriate evidence. A learner whose extenuating circumstances are accepted by the university, will undertake another practice experience as soon as practicable (this is called a defer). Where a learner has withdrawn on health grounds, the university may need to liaise with the employer to ensure the learner is assessed and receive Occupational Health clearance and confirmation of being fit to undertake practice learning before arrangements are made for their next practice-based learning experience.

Learners who are deferred will be supported in the management of their extenuating circumstances by the Student Support Officer. Once the situation is stable and, in the case of ill health, the learner has provided evidence of fitness to do the placement, the practice-based learning experience will be planned, in conjunction with the employer, and the learner supported in their efforts to succeed.

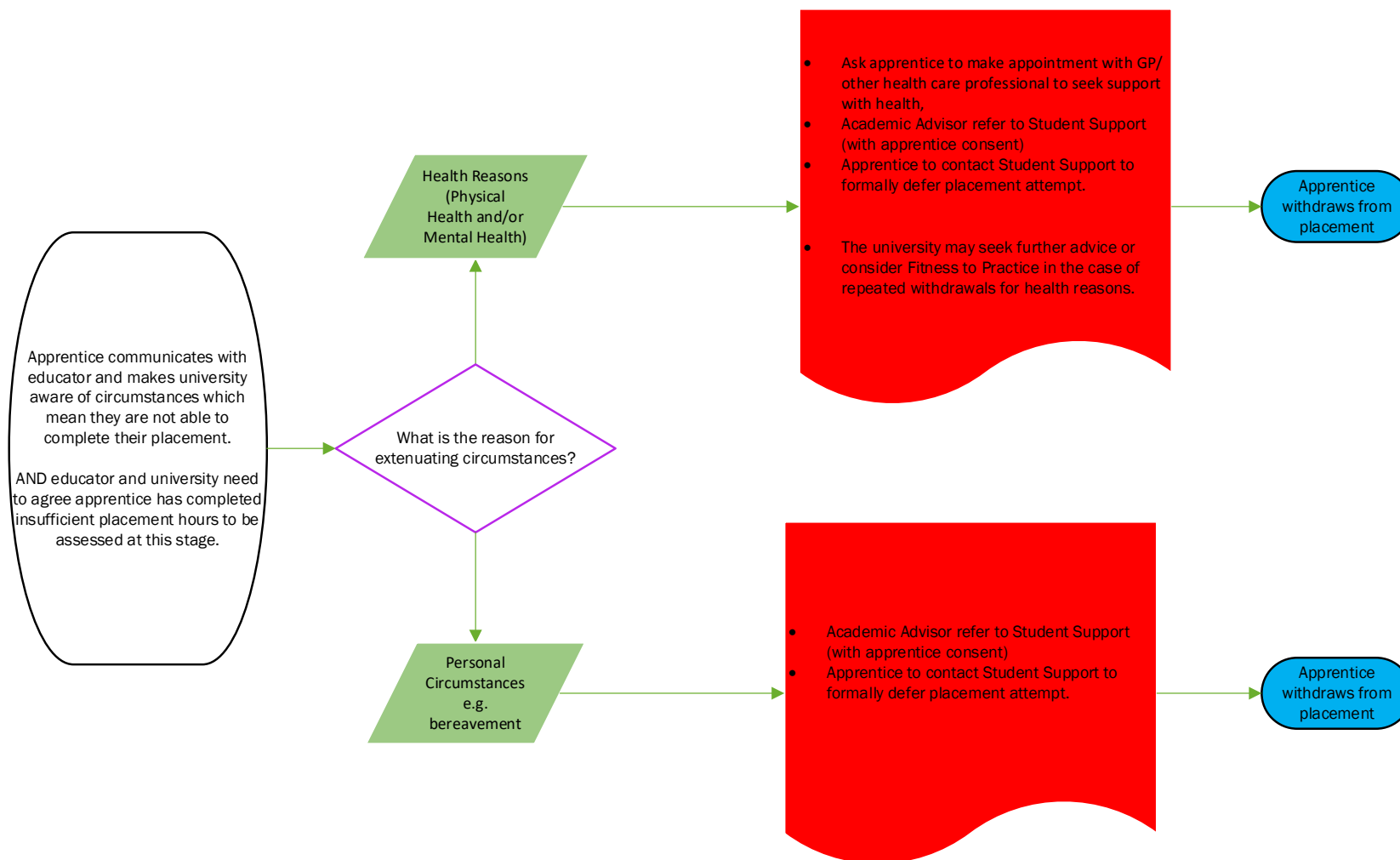
If a learner withdraws from a practice learning experience owing to ill-health or other cause and at that point the university and practice educator agree they have NOT completed sufficient hours and the extenuating circumstances are not accepted by the university then the learner will have been deemed to have failed (referred), the practice-based learning experience block, and normal placement retrieval processes will apply.

In rare circumstances learners may be required to withdraw from a practice-based learning experience because the placement itself is no longer able to support learner learning. The practice-based learning experience may no longer be viable due to for example, service reconfiguration or staff shortages. In these situations, the placement tutor will, where possible, seek an alternative opportunity for the learner to continue in another suitable area where they can continue to achieve their learning outcomes, or, where this is not possible due to the type of placement experience needed or availability of placement, the learner will be offered a deferred placement. This decision will be made in liaison with the employer.

The university may seek further advice, or consider Fitness to Practice, in the case of repeated withdrawal from practice-based learning on ill health.

Please see the Extenuating circumstances policy below.

Occupational Therapy Extenuating Circumstances Policy



AREAS OF CONCERN DURING PRACTICE-BASED LEARNING

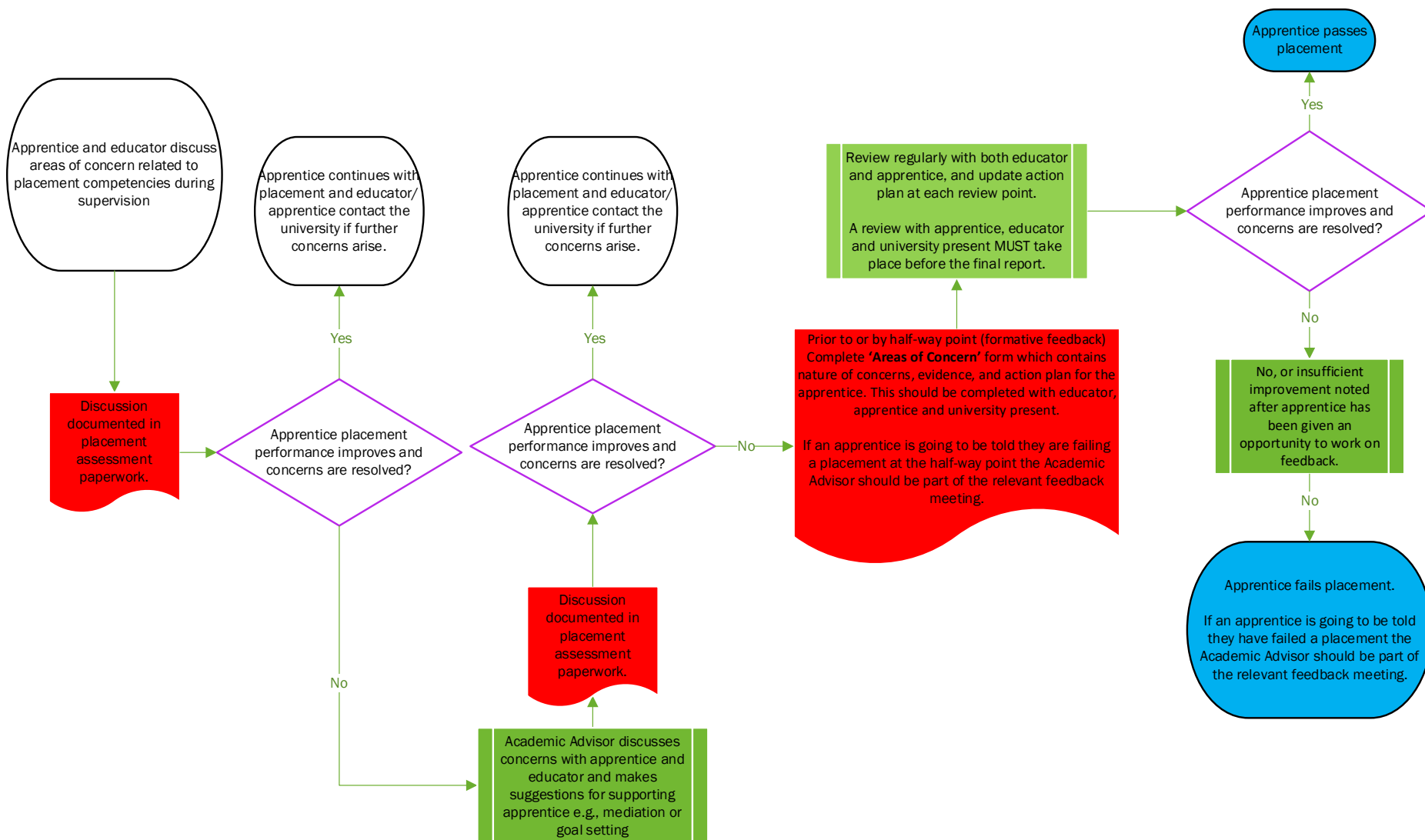
Where a learner during a practice learning experience is identified as not achieving a pass at the half-way stage in any of the assessment categories identified on the assessment form, the practice educator is required to contact the university to arrange a visit to discuss the issues and complete processes with the learner and practice educator in accordance with Faculty procedures. Process follows (see appendices for areas of concern form used as part of this process).

Where it is identified that the learner is not achieving the pass standard towards the end of the practice-based learning experience, the practice educator is expected to contact the university again to arrange a visit to discuss the learner's performance; this will normally be the learner's Academic Advisor. The Academic Advisor will normally be present if a learner is to be told that she/he has failed the experience.

However, there may be circumstances in which a learner's needs, expectations or demands are adversely affecting service delivery and the validity of the placement. In these circumstances, if the university and practice educator agree the learner has completed sufficient hours to be assessed, and it is clear that the learner is going to be unable to achieve the necessary standard to meet the pass criteria by the end of the experience, may, with the agreement of the university and the practice educator, be given the final report at this point in the practice learning, and be required to leave before the scheduled end date. Liaison will also take place with the employer so they are aware of the situation.

Where professional suitability is called into question and there are risks perceived to be associated with the continuation of practice-based learning experience, the practice-based learning experience may be terminated at any time either by the practice educator or by the Academic Advisor and a fail (refer) recorded. The learner will then be referred to the Faculty Professional Conduct Panel, and the employer will be alerted. All aspects of the situation will be fully investigated and may subsequently be dealt with using current university procedures regarding misconduct or professional suitability/unsuitability.

Although the assessment of learners' practice is delegated to the practice educator, who has the 'final say' concerning learner's performance on placement, the ultimate responsibility for practice education rests with the university. The decision to award a pass or fail will always be taken in consultation with those with whom the learner has been closely working in the practice situation.



RETRIEVAL OF FAILED/WITHDRAWN PRACTICE-BASED LEARNING

Any practice hours accumulated during a practice-based experience that is failed, or from which the learner withdraws before the final assessment, will not count towards the 1000 hours of practice that must be successfully passed prior to qualification.

A learner can fail a practice-based learning experience once and this can be retrieved. If a learner fails a retrieval attempt they will be unable to progress and will be withdrawn from the course and their employer informed.

Retrieval of failed Practice Placement Learning - BSc (Hons):

Level 4 - PB1

The retrieval of the practice learning experience PBL1 is normally scheduled for the next placement block.

Level 5 – PBL2 and PBL3

The retrieval of the practice learning experiences PBL2 and PBL3 is normally scheduled for following placement block(s).

Level 6 – PBL4

The retrieval of the practice-based learning experience is normally scheduled for immediately after the course completion date. This may delay graduation until all level 6 modules have been passed. Only then will graduates be able to apply for registration with the Health and Care Professions Council.

Arrangements for Full Time Practice and Retrieval

Placement	Academic level	Placement Duration	Placement hours	Timing of Retrieval
Practice Based Learning 1	4	8 weeks	300	In the next placement block
Practice Based Learning 2	5	6 weeks	225	In the next placement block
Practice Based Learning 3	5	6 weeks	225	In the next placement block
Practice Based Learning 4	6	9 weeks	337.5	Immediately after course completion
	1087.5			

PROCEDURES FOR DEALING WITH CONFLICT ON PLACEMENT

The learners and the placement educators have the right to expect to be treated with dignity and respect. In the event of one feeling that they are being discriminated against or treated in a less favourable manner because of any protected characteristic, health status, or other factor, then the university must be contacted immediately, and the issue discussed. If there is evidence of unacceptable discriminatory practice by the learner then this may be considered as unprofessional behaviour and dealt with as such. If the learner feels they have been treated in an unacceptable and discriminatory way, then the university should be contacted and brought in to investigate the situation and take appropriate action.

In the event of any party having a serious issue of disagreement (whether about assessment, behaviour or attitude), the university should be involved at the earliest possibility. The SHU guidance on the complaints procedure where learners raise concerns is on the SHU OT placement website <https://www.shu.ac.uk/health-social-placements/policy-library/learner-guidance-policieshttps://www3.shu.ac.uk/HWB/placements/OccupationalTherapy/index.html>

Professional suitability:

Learners are expected to conform to the current [Professional standards for occupational therapy practice, conduct and ethics](#) of the Royal College of Occupational Therapists (RCOT) and are made aware of the Health and Care Professions Council (HCPC) Standards. The HCPC standards are available at <https://www.hcpc-uk.org/standards/standards-of-proficiency/> Breaches of the 'Code' may be construed as professional unsuitability.

Professional unsuitability is a matter of professional judgement that may be informed by, for example, lack of respect for the law, human beings, physical resources, professional codes, guidelines and standards or organisational policies and procedures. It is also informed by attitudes and behaviour that are incompatible with commonly accepted, appropriate professional behaviour and practice.

Professional unsuitability may be dictated by unprofessional behaviour or professional misconduct.

Examples of unprofessional behaviour include, but not limited to:

- behaviour contrary to the spirit or intention of the current Code of Ethics and Professional Conduct of the Royal College of Occupational Therapists
- conduct or attitude that could bring into disrepute the profession of occupational therapy
- conduct or attitude that is prejudicial to the best interests of service users or service providers
- continuing inability to interact in a constructive and appropriate manner with colleagues or service users
- inadequate application to professional education; irresponsibility in matters of attendance, punctuality or conduct or unacceptable conduct such as cheating or plagiarism
- discriminatory communication or behaviour or disrespect for others
- lack of concern for the safety or welfare of others.

Examples of professional misconduct include, but not limited to:

- breaches of confidentiality or misuse of confidential material relating to colleagues, service users or service providers
- theft or deliberate falsification of facts or records
- inappropriate emotional involvement with service users
- negligence that causes unacceptable loss, damage or puts people at risk
- theft or deliberate misuse of, or damage to, equipment, materials or structure in any setting relating to education or practice
- incapacity for work due to the influence of substance misuse.

There may be times in practice when the placement educator feels that the learner's behaviour is so unprofessional, or that contravenes the code of ethics and professional conduct in such a way that the educator cannot continue to support the learner in practice. In such cases, and in consultation with the university practice placement team, the educator may require the learner to withdraw from the placement, and the employer would be informed. The educator will document all relevant details and make them available to university tutors. Particular note will be made of any incident where any person may have been put at risk.

Records of performance:

Practice educators are required to maintain detailed records of the learner's performance and behaviour, particularly in relation to examples of professional unsuitability, contraventions of the Code of Ethics and Professional Conduct of the Royal College of Occupational Therapists and incidents that relate to risk or the potential safety of any person. These may be required should the learner subsequently be called to a university panel investigating such matters. The assessment paperwork has an area for educators to record their concerns, feedback provided, and actions agreed.

A learner who fails (refers) a practice learning experience on grounds of safety, professional unsuitability or misconduct will be referred to the Faculty Professional Conduct Panel, and the employer informed. All aspects of the situation will be fully investigated and may subsequently be dealt with using current university procedures regarding misconduct or professional suitability/unsuitability.

Learners may not re-register for any of the four modules that embed practice-based learning experience.

SUPPORT FOR LEARNERS WITH LEARNING CONTRACTS AND/OR DISABILITIES IN PRACTICE-BASED LEARNING

Any learner with a disability is referred to Student Support Services for an assessment of learning needs. The disability team draw up a learning contract, in conjunction with the learner, which is then sent to the course team for implementation.

Learners with disabilities receive on-going support from their Academic Advisors, the Student Support and the disability team, but are nevertheless still required to develop self-reliance as the course progresses and to attain the level of skills and competence to practise as an autonomous practitioner and to the level required to meet the [HCPC Standards of Proficiency](#).

Practice educators should adhere to guidelines for accommodating learners with disabilities by making reasonable adjustments. When health problems are disclosed by the learner, appropriate arrangements are made by practice tutors, educators and the learner to enable the learner to participate in practice and fulfil the requirements of the placement and the assessment.

The central disability team supports course tutors and student support officers by providing guidance on the interpretation of the Equality Act and appropriate accommodation and support mechanisms.

It is the university tutor's role to facilitate the placement and make provision for any additional support needed. Once the placement has been allocated, the university and the learner may need to meet prior to the placement to discuss the support required and a Practice-Based Learning Agreement (see appendices) completed and signed by the learner, placement educator and the academic advisor. The process for supporting learners follows.

Learners are encouraged to disclose anything which may affect their ability to carry out the requirements of placement, whether the issues are physical or mental health ones or personal circumstances. If the learner has a physical or mental health disability and chooses not to disclose this information to their practice placement educator, they will not receive the practical support to which they may be entitled. It may also be difficult to make the appropriate reasonable adjustments within the workplace to meet their specific needs.

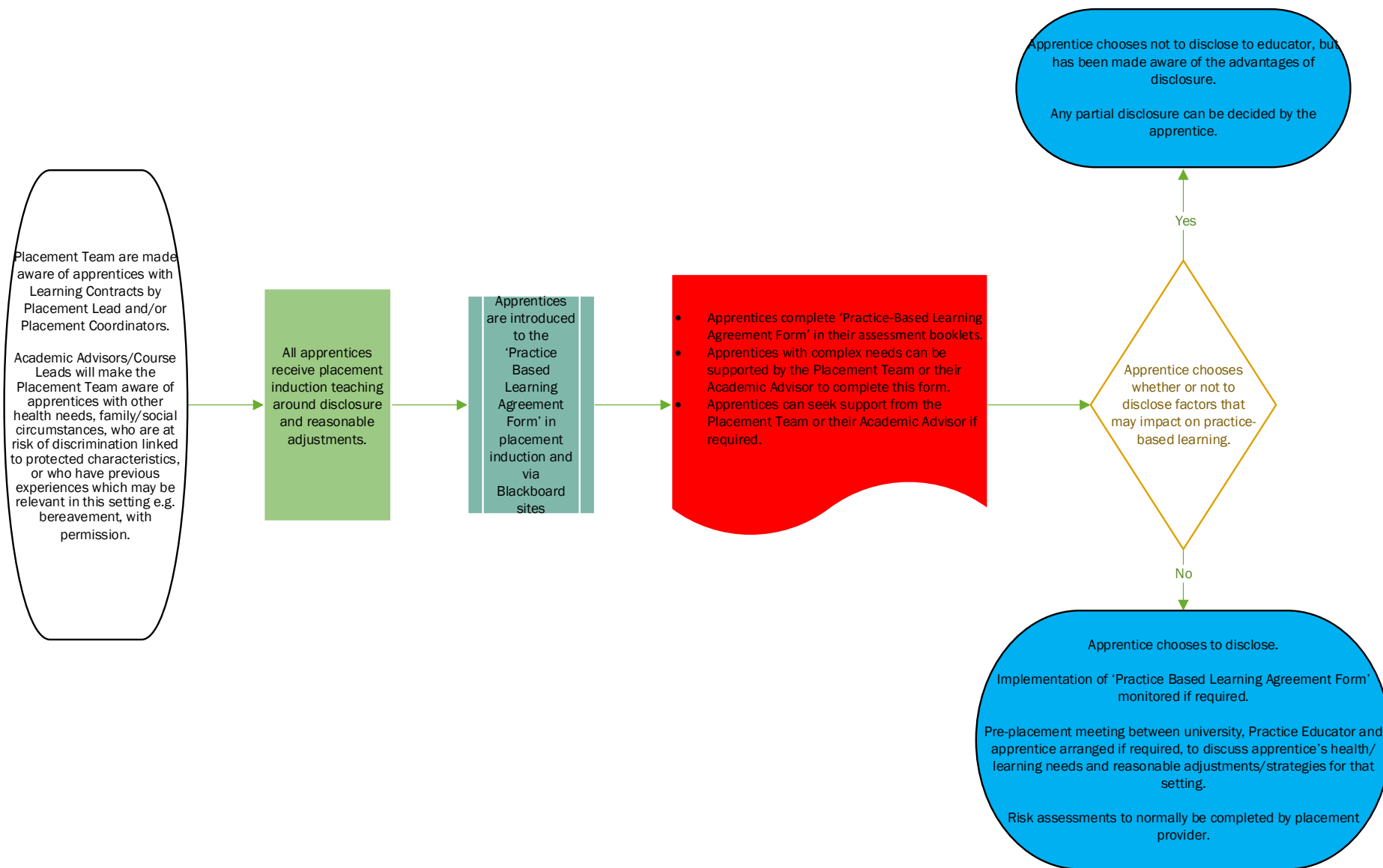
Learners may not give permission for personal and sensitive information to be disclosed either to the placement provider from the University or vice versa. In these situations, it is important to note that confidentiality can only be breached where the learner, staff or service users could be at severe risk or where the issues relating to the learner are having a severe impact on the viability of the placement. If the educator is made aware of confidential information then it is advisable that they follow the procedures of their own organisation unless they have permission to disclose to the University from the learner.

It is important that learners practice within the legal and ethical boundaries of the profession, regardless of disability, in order to safeguard theirs and the client's wellbeing.

If the learner does have any questions regarding their rights to disclose or any general questions on what the University is able to provide to make reasonable adjustments, then please feel free to call; Learner Academic Services

<https://www.shu.ac.uk/myhallam/help-and-support>.

Sheffield Hallam University strives to provide the services and equipment to all learners to ensure a successful academic career.



PRACTICE-BASED LEARNING MODULE AIMS

DA Occupational Therapy Practice Based Learning 1 (BSc Level 4)

Module aim

The aim of this module is for you to give you a foundation in practice-based learning which will give you the opportunity to apply the knowledge gained in the course so far across the RCOT four pillars of practice, with the close support of a practice educator.

Module learning outcomes:

1. Observe and participate in assessment, decision making, and interventions in that area of practice, with support from practice educator.
2. Demonstrate interpersonal skills, including a range of communication skills and an ability to work with others, with support from practice educator.
3. Demonstrate professional behaviour and safe practice, including reflection, and organisational skills, showing an ability to identify own learning needs, with support from practice educator.

DA Practice Based Learning 2 (BSc Level 5)

Module aim

The aim of this module is for you to give you an opportunity to apply and evaluate assessment, decision making, and interventions across the four pillars of practice, with support of a practice educator.

This module aims to give you the opportunity to articulate your practice-based reasoning based on previous learning and theoretical knowledge, learning to use supervision as a forum for reflection and analysis of your practice.

Module learning outcomes:

1. Participate in and demonstrate abilities in assessment, decision making, and interventions in area of practice, developing independence and practice – based reasoning, with support from practice educator.
2. Demonstrate interpersonal skills, including a range of communication skills and an ability to work with others, with support from practice educator.
3. Demonstrate professional behaviour and safe practice, organisational skills, evaluating own learning needs using reflective practice, and developing plans for learning with support from practice educator.

DA Practice Based Learning 3 (BSc Level 5)

Module aim

The aim of this module is to give you an opportunity to devise, apply, and evaluate assessment, decision making, and interventions across the RCOT four pillars of practice, with support of a practice educator.

This module aims to give you the opportunity to work more independently, showing self-motivation, insight into own abilities, and an ability to identify own learning needs.

Module learning outcomes:

1. Devise, apply, and evaluate assessment, decision making, and interventions in that area of practice, with support from practice educator.
2. Demonstrate appropriate interpersonal skills, including communication skills and an ability to work with others. Produce written and verbal reports with support of practice educator.
3. Demonstrate professional behaviour and safe practice at all times. Including reflection, organisational skills, self-motivation, insight, and identifying learning needs, with support from practice educator..

DA Practice Based Learning 4 (BSc Level 6)

Module aim

The aim of this module is to give you an opportunity to make the first steps from learner to newly qualified practitioner. It will enable you to develop into an independent practitioner, fit for practice, by providing you an opportunity to engage in complex situations with support from your practice educator.

This module aims to give you the opportunity to use reflection to review and develop your practice, to work in a client-centred way and to integrate your knowledge and experience from the course to critically appraise your own and current Occupational Therapy practice.

Module learning outcomes:

1. Apply, appraise and evaluate assessment, decision making, and interventions in that area of practice, including planning and carrying out assessments and interventions independently.
2. Demonstrate interpersonal skills, by communicating effectively, appropriately and sensitively with service users, carers, and colleagues, producing accurate and concise written and verbal reports.

3. Demonstrate professional behaviour and safe practice at all times, including effective management strategies, insight into abilities and learning needs, and reflection to synthesise learning experiences.
4. Critically appraise your own, and current Occupational Therapy practice, including the impact of policy and change in this practice setting.

Complete Module Descriptors can be found on module Blackboard sites.

POLICIES AND PROCEDURES

Learners on placement will be expected to follow the policies and procedures of the Trust or service provider where they are on placement. If there are none in place for the following areas, then learners will be expected to follow the SHU placement policies and procedures.

The following link to the SHU OT practice placement website will give you the up to date SHU Faculty of Health and Wellbeing policies and procedures that apply to occupational therapy learners on placement: <https://www.shu.ac.uk/health-social-placements/policy-library>.

These will include but not be limited to the following:

- Reporting incidents, accidents, or concerns.
- Health and safety
- Reporting concerns/complaints, including whistleblowing
- Data protection
- Inclusivity
- Staying safe on placement, including lone working and working remotely.
- Working hours
- Travel to and from placement
- Weather advice
- Uniform, including bare below the elbow guidance.

Reporting Accidents, Incidents, or Concerns

If you have an accident on placement, are involved in an incident or near miss, or have any concerns about your own or service user's safety, please contact your Academic Advisor or the Placement Lead Abby Stanford a.stanford@shu.ac.uk.

This is in addition to any local procedures the placement site has.

We will then follow a procedure to help you report this to SHU, so it can be investigated and responded to. This is to ensure the quality and safety of all placement learning, and of the service users you work with.

LOCAL APPROVED PRACTICE PLACEMENT EDUCATORS (L'APPLE)

The L'APPLE scheme is a local scheme for qualified occupational therapists and other health and social care professionals involved in the education of occupational therapy learners.

Sheffield Hallam University runs, in conjunction with the University of Derby and the University of Lincoln, a minimum of three Local Approval of Practice Placement Educators (L'APPLE) courses a year for new Practice Educators. Each year, 120-150 future educators will attend these courses.

When a Practice Placement Educator has successfully attended the new educator's course, the relevant Higher Education Institution will recognise their completion of the course.

Normally practice educators are Occupational Therapists who have undertaken an approved course (such as L'APPLE), but other appropriately qualified personnel may take responsibility for learner learning, supported by an Occupational Therapist from either a practice area or the university. Annual engagement with the University is required to ensure that practice educators have a current knowledge of the program, curriculum and placement processes.

L'APPLE Course Details:

Aim

This course is designed for new Practice Educators, experienced Practice Educators will be supported via local updates. This course aims to explore the challenges and consequences both personally and professionally of supervising Occupational Therapy learners in the practice placement setting. The course is designed incorporating learner-centred and distance learning with an e-learning course and a face-to-face session. The aim is to introduce the course participant to the concept of learner education within the practice placement setting, including the four pillars of practice within the [Principles of Practice Based Learning](#). Aspects of teaching and learning theories and assessment procedures will be explored through guided discussion and self-directed learning.

Learning Outcomes

The Practice Placement Educator should provide evidence that she/he is able to:

1. Describe the role and identify the attributes of an effective Practice Placement Educator.
2. Apply learning theories that are appropriate for adult and professional learners.
3. Plan, 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. Evaluate the learning experience.
6. Reflect on experience and formulate action plans to improve future practice.

Approval

Final approval will be on a pass or fail basis showing that the above learning outcomes have been met, through reflective discussion during course attendance, and completion of the e-learning module.

Approval Process

▪ Pre Course

- Will be an Occupational Therapist
- Normally have practised as an Occupational Therapist for a minimum of 12 months.
- Normally have been in post for 3 months prior to taking a learner on placement in that setting.
- Have indicated when you would be able to offer a learner placement to either a Derby, Lincoln or Sheffield learner.

NB. If there is a placement co-ordinator within the organisation you work for, please ensure you liaise with them regarding this.

- Identify a mentor/experienced practice placement educator within the workplace setting to offer support/guidance/supervision to you when taking first learner.

Course

- Attend and actively participate in e-learning and attend face-to-face session.
- Participate in reflective discussions (that demonstrates you have met the learning outcomes), with members of the academic team(s).

Providing a Practice Placement

- Active involvement in learner practice placement education for a minimum of 6 weeks.
- Devise a practice placement education programme including induction.
- Provide weekly supervision.
- Complete assessment of learner at halfway and end of placement.
- Liaise with mentor/experienced practice placement educator.

End of Placement

Reflect with mentor/experienced practice placement educator. Contact the university for further support if required. Maintaining Approval

Maintaining Approval

Approval via the L'APPLE course is for new Practice Educators.

After this it will be the responsibility of the Practice Placement Educator to demonstrate their continuing competence through attendance of local updates, SHU workshops, and CPD sessions (normally involving a university link tutor), and through taking a learner regularly. Details of CPD sessions and workshops can be found on the SHU OT Placements website, and local updates can be accessed via local placement coordinators. Practice Educators are normally expected to support the include the supervision and assessment of **at least one learner per year** unless their role in the education of learners involved a different function e.g. a practice placement co-ordinator, or, there were extenuating circumstances that prevented him/her from regularly taking a learner e.g. leave of absence.

Educators who have been approved via another university, outside of the South Yorkshire/Derbyshire/Lincolnshire area, need to follow their guidelines for maintaining approval.

PRACTICE-BASED LEARNING RESPONSIBILITIES

Practice-based learning relies on clear, agreed working arrangements between the university, the placement provider and the learner. In order to facilitate such a working arrangement, guidelines that outline the roles and responsibilities of all parties involved can be found below. Practice-based learning providers and the university tutors work with respect to the [Health Care Professions Council](#) and the [Royal College of Occupational Therapists \(COT\)](#) Standards of Education and Training and relevant Codes of Ethics.

The university will:	The placement provider will:	The learner will:	The employer will:
<ul style="list-style-type: none"> • Keep the placement providers informed of changes within the course that affect practice learning and the smooth running of the placement. • Provide names and contact number for the Placement Team, and a contact number for emergency situations. • Send out requests for placements at least three months in advance of a placement and will normally notify the placement providers of the potential use of the 	<ul style="list-style-type: none"> • Demonstrate that they have policies relating to equal opportunities and anti-discriminatory practice and indicate the ways in which these apply to learners. • Work in partnership with the University to ensure that a satisfactory audit has been completed and is valid for the duration of the learner placement. • Ensure practice educators are approved and supported in their work to take learners on 	<ul style="list-style-type: none"> • Contact the placement educator as soon as they receive their allocation of placement and before placement commences. • Attend the compulsory placement preparation sessions. • Ensure they are compliant with mandatory training. • Complete any preliminary reading required before placement. 	<ul style="list-style-type: none"> • Advise the university if they have a memorandum of understanding with another partner organisation, in which each party wishes to offer its apprentice the opportunities to gain clinical experience outside of their main base of employment in order to complete the course. • If part of an inter-organisational clinical placement partnership the employer will: <ul style="list-style-type: none"> ○ Identify clinical placements

The university will:	The placement provider will:	The learner will:	The employer will:
<p>placement at six weeks prior to the placement.</p> <ul style="list-style-type: none"> • Forward the name of the learner and all relevant paperwork to the practice educator or placement co-ordinator, at least six weeks before the commencement of the placement and will notify the placement lead as soon as possible in the event of any changes in circumstances which affect the placement. • Liaise with employers to confirm that all learners have all the required immunisations, criminal records clearance, and completed all professional issues requirements including 	<p>placement, this may include support for approval.</p> <ul style="list-style-type: none"> • Keep the university informed of any changes to placement educators which may affect the placements, such as cancellations or changes in staffing. • Take steps to ensure learner safety in the practice environment, including lone working in the community. • Work with the learner to make reasonable adjustments for learners with disabilities. • Provide relevant induction material for learners arriving on placement. • Take steps to ensure that the rights of patients, clients and 	<ul style="list-style-type: none"> • Formulate some placement learning objectives before the placement and be prepared to discuss these and develop them further in supervision with the practice educator. • Liaise with educator and named academic advisor when required. • Comply with the current Professional standards for occupational therapy practice, conduct and ethics. • Respect organisational rules and responsibilities with regards to health and safety including any issues related to their own health/illness. 	<p>with the university to ensure that they are appropriate for the required clinical placement experience.</p> <ul style="list-style-type: none"> ○ Agree placement offers with a minimum of 8 weeks' notice to inform off duty and rota planning for each partner organisation. ○ Ensure that appropriate levels of supervision and support are provided for apprentice undertaking a clinical placement within their organisation, including access and devices. ○ Provide the apprentice with contact details and required training/systems

The university will:	The placement provider will:	The learner will:	The employer will:
<p>mandatory training prior to enrolment.</p> <ul style="list-style-type: none"> • Collaborate with practice educators to identify any accommodation within the practice area that is required on account of a learner's declared health issue. • Review the learner on placement and review the learner's progress on the placement. • Provide additional support for the learner and practice educator in the event of a learner failing to meet the assessment requirements or in the event of emerging health or suitability issues. 	<p>service users are respected and that they are aware of the contribution that learners are making to their care management.</p> <ul style="list-style-type: none"> • Provide a range of relevant learning opportunities for learners to enable them to meet their learning needs and module requirements. • Inform the university immediately if any issues of concern about the learner arise during the placement. • Liaise with service users and carers, and other members of the multidisciplinary team to gain feedback relating to the learner's performance on placement. 	<ul style="list-style-type: none"> • Be aware of their general presentation (physical appearance as well as projected positive image). • Behave in a professional manner, with a client-centred, non-judgemental, responsible attitude. • Contact university if any serious concerns arise from placement. • Keep the university, their placement educator, and their employer informed of time off for sickness in accordance with procedures outlined in the practice education handbook. • Give written feedback to the placement provider at end of 	<p>access for their clinical placement at least 2 weeks prior to the start of the placement.</p> <ul style="list-style-type: none"> ○ Provide the apprentice with an appropriate documented induction to the placement setting. ○ Ensure the apprentice is partnered with a selected member of staff within the clinical placement (the "educator"), whose qualifications, experience, expertise and language skills are such that they are able to provide the necessary standard of supervision, coaching and support to each apprentice. • Ensure that apprentices are

The university will:	The placement provider will:	The learner will:	The employer will:
<ul style="list-style-type: none"> • Offer workshops and local updates throughout the year for placement educators to keep them informed of issues pertinent to course delivery and practice education. • Run a minimum of 2 approved courses per year (normally in association with The University of Derby and University of Lincoln) in order to approve new practice educators within the areas of East Midlands and Yorkshire and Humber. • Co-operate with any strategies initiated by the Local Education and Training Boards to enhance the 	<ul style="list-style-type: none"> • Ensure that written records of learner progress during the placement are kept, including details pertaining to any concerns about professional conduct or suitability. • Commit to keeping their practice educators up to date with current information about the BSc Occupational Therapy Degree Apprenticeship course. • Complete all paperwork required for the assessment of the learner. 	<p>placement, completing the written evaluation as soon as possible after finishing the placement.</p>	<p>adequately prepared for any inter-organisational clinical placements.</p> <ul style="list-style-type: none"> • Maintain regular and consistent liaison with the parties involved in the inter-trust clinical placement and with each apprentice with regard to: <ul style="list-style-type: none"> ○ Monitoring of an apprentice progress, performance and conduct. ○ Safeguarding the health, welfare and satisfaction of a apprentice. Informing the employing organisation immediately of any concerns and their outcomes. ○ Ensuring that the

The university will:	The placement provider will:	The learner will:	The employer will:
<p>provision or quality of practice learning experiences.</p>			<p>consistency and quality of an apprentice experiences are consistent with the standards and criteria laid down by the professional body, and Apprentices are not exposed to, or expected to participate in, activities that conflict with his/her professional requirements, ethics and codes of practice, or for which they are not professionally prepared or competent to undertake.</p> <ul style="list-style-type: none"> ○ That sufficient employment checks are carried out and that there is a process to share concerns.

The university will:	The placement provider will:	The learner will:	The employer will:
			<ul style="list-style-type: none"> • Ensure that each apprentice receives the most appropriate and beneficial learning opportunities, congruent with the apprentice own professional learning requirements and needs. • Have and maintain in full force with a reputable insurance company public liability insurance cover for any loss, injury or damage caused to apprentice during the clinical placement.

Other roles and responsibilities:

Team members accept administrative roles and responsibilities as well as academic duties. Other faculty members contributing to the practice learning modules include administrative and technical staff, as described below.

Currently one member of the team has the overall responsibility for the management of practice education.

Practice Learning Lead:

The Practice Lead is a member of the occupational therapy team who is:

- The main point of contact for the educational leads and academic staff and will work with the placement provider coordinator/education leads to coordinate practice-based learning coordinator activity within each placement provider organisation.
- Have an awareness of strategic issues and policy relating to work-based and placement learning,
- Organise and facilitate practice-based learning team meetings and coordinate a team approach with the practice-based learning coordinators to ensure that activities are planned, delivered and reviewed at regular intervals.
- Consult with employers, practice-based learning coordinators, practice educators and Placement Provider Educational Leads to support timely completion of quality assurance placement audits and ensure that all current and new placement areas are audited using systems agreed by the University and placement providers.
- Work with the employers, practice-based learning coordinators and the Placement Provider Coordinator/Education Leads within placement organisations so that the Practice Educator Update process/activity is planned, delivered and reviewed.
- Identify key issues resulting from learner evaluations and educational placement audits, and any cause for concern, ensuring that all practice-based learning coordinators and learners adhere to the SHU complaint procedure and that all identified issues are appropriately addressed.
- Support the placement team in their role of placement allocation and liaise with the placement team, placement provider coordinator/education lead, clinical areas and placement tutors to plan future placements and to explore and identify

potential new placements based on knowledge of the changing external environment.

- Assist and advise employers, practice-based learning coordinators, and placement providers in relation to responding to changes in the pattern of service delivery that may affect the availability and/or suitability of areas for learner placements, whether temporarily or permanently.
- Collaborate with all interested parties to identify, influence, develop and embed innovations for enhancing placement learning and employability for learners.
- Attend regular liaison meetings and development sessions with Employers/Placement Practice Educators/Placement Provider Co-ordinator/Education Leads as required.
- Keep course leader and course team informed of any issues related to placement activity, policy and innovation.
- Produce a report on practice-based learning coordinator activity six monthly and distribute to the Director of Practice Learning and the Subject Group Leaders which will be discussed at the Faculty Placement Learning Steering Group.
- Maintain the placement learning information website and subject area specific placement learning resources.
- Take responsibility as module leader for those modules that involve practice education.
- Work in partnership with occupational therapy services to identify, develop and support practice education.
- Take steps to ensure an adequate resource in practice areas to support learner learning, supervision and assessment and maintain safety in practice.
- Ensure that practice-based learning agreements are in place where required.
- Prepare the handbook for learners and practice educators.
- Ensure that placements are allocated appropriately to learners taking account of particular needs, for example, those of learners with disabilities and the requirement for learners to gain experience in a range of practice areas.
- Ensure that services are informed of learner allocations.
- Coordinates the delivery of a practice preparation programme, ensuring that necessary checks have been undertaken and that mandatory training sessions have taken place and attendance has been recorded.
- Ensure that services are made aware of changes to the curriculum that impact on them.

- Coordinate reviews of learners on placement, when required.
- Liaise with other HEIs to ensure a coordinated approach to the identification and take-up of placements locally.
- In collaboration with local Universities, plan and deliver online Local Approval of Practice Placement Educators (L'APPLE) training.
- Provide information and ongoing support for practice educators to ensure their capacity to supervise and assess learners and assure the quality of practice learning, as well as to ensure there are sufficient educators to support practice-based learning.
- Liaise with practitioners about developing practice areas and ensure that relevant observations from practitioners inform curriculum development and ongoing course delivery.
- Liaise with the Faculty Director for placement and implement required processes for assurance of quality placement learning opportunities.

Other members of the team are responsible for visiting learners on placement, developing practice learning opportunities and supporting educators within a designated geographical area.

Practice-Based Learning Coordinators:

Practice education tutors are members of the Occupational Therapy academic team who:

- Take responsibility as module leaders for those modules that involve practice education.
- Work in partnership with occupational therapy services to identify, develop and support practice education.
- Take steps to ensure an adequate resource in practice areas to support learner learning, supervision and assessment and maintain safety in practice.
- Liaise with placement administrators about the arrangements for practice education.
- Ensure that practice-based learning agreements are in place, where required.
- Prepare the handbook for learners and practice educators.
- Ensure that placements are allocated appropriately to learners taking account of particular needs, for example, those of learners with disabilities and the requirement for learners to gain experience in a range of practice areas.

- Ensure that services are informed of learner allocations.
- Deliver a practice preparation programme, ensure that necessary checks have been undertaken and that mandatory training sessions have taken place and been recorded.
- Ensure that services are made aware of changes to the curriculum that impact on them.
- Administer the practice assessment processes.
- Co-ordinate review of learners on placement.
- Liaise with other HEIs to ensure a coordinated approach to the identification and take-up of placements locally.
- In collaboration with The University of Derby and University of Lincoln, plan and deliver accreditation programmes for practice educators.
- Provide information and ongoing support for practice educators to ensure their capacity to supervise and assess learners and assure the quality of practice learning.
- Liaise with service managers about the wider development needs of practice educators.
- Ensure records are maintained for reporting purposes.
- Liaise with practitioners about developing practice areas and ensure that relevant observations from practitioners inform curriculum development and ongoing course delivery.
- Act as a representative of Sheffield Hallam University liaising with placement coordinators within a defined Trust
- Consult with the Practice Learning Lead, PLTs, practice educators and Placement Provider Educational Leads to support timely completion of quality assurance placement audits and ensure that all current and new placement areas are audited using systems agreed by the University and placement providers
- Take responsibility for the development of practice learning opportunities within a defined Trust.
- Develop working relationships with practice educators, support them in their role and promote opportunities for their continuing professional development.
- Encourage new educators and prompt their engagement with the L'APPLE training.
- Attend practice education meetings in the locality and keep educators informed of university and course developments.

- Ensure that any necessary accommodations are in place for their learners with additional needs.

Quality Assurance Coordinator:

- Identify key issues resulting from learner evaluations and educational placement audits, and any cause for concern, ensuring that all practice-based learning coordinators and learners adhere to the SHU complaint procedure and that all identified issues are appropriately addressed.
- Liaise with the Faculty Director for placement and implement required processes for assurance of quality placement learning opportunities.
- Coordinate the timely completion of quality assurance placement audits and ensure that all current and new placement areas are audited using systems agreed by the University and placement providers.

Course Leader:

This role is undertaken by an experienced occupational therapist appointed from within the occupational therapy team. This person has responsibility for:

- Ensuring that appropriate systems are in place for the maintenance of quality and standards of the course for which she/he is responsible.
- Liaising as necessary with appropriate administrative and technical staff about university and faculty processes and systems to promote the smooth running of the course.
- Liaising with admissions tutors about strategies for course marketing and about recruitment processes and outcomes.
- Liaising with the tutor responsible for timetabling to ensure that learners have access to an appropriate and timely programme of activity.
- Liaising with module leaders in relation to their contribution to overall course delivery.
- Monitoring learners' engagement with the course and ensuring appropriate retention strategies are in place.
- Ensuring appropriate and effective learner support.
- Ensuring that exit interviews are conducted with learners leaving the course.
- Ensuring that assessment processes and regulations are properly followed.
- Liaising with external examiners.

- Convening the course committee.
- Providing reports as required by the university, Workforce Deanery and Professional Body.
- Liaising with the Professional Lead for Occupational Therapy on matters relating to course delivery as necessary.

Academic Advisors:

Academic Advisors are appointed from within the course team. Each lecturer/ has responsibility as an academic advisor for a number of named learners.

The role of these individuals is to:

- Assist learners with preplacement agreements as required.
- To be the learner's link person whilst on placement, conducting check in and reviews whilst learners are on placement, and any additional meetings as appropriately required.
- Prompt reflection on the learner's performance, support the learner in identifying personal goals and development plans.
- To escalate any concerns or issues from either learner or educator to the academic advisor.
- Liaise regularly with, guide, support and encourage individual learners regarding their personal, academic and professional development.
- Enable individual learners to integrate their learning from different educational experiences and develop their personal and professional development portfolio.
- In the first instance, address with the learner any matters of concern about their attendance or behaviour on the course.
- Enable learners to find ways of managing any personal or professional issues of concern that they identify as interfering with their studies.
- Facilitate the learner's access to other support services, as necessary.
- Be a named person for the provision of a reference.
- Take steps to ensure that the learner/graduate advises the team of the first employment destination.
- Address issues of concern expressed by learners and/or practice educators that relate to the practice experience; negotiate and agree strategies for resolving the issues.
- Support practice educators in their role, particularly when a learner is failing, and ensure continued support after the learner has left.

- Attend any meeting when a learner is formally informed of their failure in practice learning or ensure the presence of another practice tutor for this event.
- Advise key members of the occupational therapy team of issues of concern relating to a learner's performance in practice.

Student support officer:

The role of this officer is to:

- Be a first point of contact for the learner about issues appertaining to the learner's engagement with the course.
- Address requests for extensions for assessment submission or the submission of extenuating circumstances and liaise with course team members and other administrative staff accordingly.
- Receive reports and evidence of learners' illness or other circumstances and liaise with the course or module leader as appropriate.
- Refer the learner to other personnel within the university as appropriate to the issue to be addressed.
- Normally conduct exit interviews with learners.

QUALITY ASSURANCE

Practice learning opportunities that enable learners to complete the practice requirements of the course are identified, approved and monitored by the university team responsible for practice-based learning. The audit process involves identifying the capacity of each potential practice-based learning environment to meet the given audit standards identified by Sheffield Hallam University for all placements.

These are as follows:

- Multidisciplinary learning
- Facilitating safe practice
- Health and safety
- Risk assessment of learner practice-based learning
- Learners environment and culture
- Educational governance and leadership
- Supporting learners
- Supporting educators

- Developing a sustainable workforce

The Placement Team liaises between the placement, the practice educator, the learners and the HEI. It is the responsibility of the placement educator/co-ordinator and Placement Team to carry out an audit before any learners are assigned to the practice setting and repeat the audit every two years thereafter. Learners will not be permitted to access the placement until there is a satisfactory audit in place. Those practice opportunities successfully audited will be identified on a database that is maintained either within the university or through the healthcare placements website. Where there are deficits identified in the audit process that suggest that the standards are not being adhered to, university tutors will offer guidance and support to enable the placements to meet requirements. Once they are met, learners will be (re)allocated to the placement.

Educators and providers are given an opportunity to feedback via quality assurance processes, and learners are encouraged to evaluate their practice-based learning experiences through this system.

Practice learning experiences must provide an environment which allows the learner to fulfil the requirements of the identified learning outcomes being assessed.

Practice learning sites are identified and visited and information about programme and the place of practice-based learning experiences within it are explained to key personnel, and core requirements of providers are outlined. This handbook provides the relevant information for providers, and this is accessible via the the [Occupational Therapy Placement Website](#).

Appendices

Name of Learner	
Name of Practice Placement Educator	
Name of Academic Advisor/Visiting Tutor	

A. Form initiated by		Role	
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B. Nature of Concern	Evidence for Concern

C. Agreed Actions

These actions should be SMART for example: 'Learner A to introduce themselves to each patient with 'hello my name is' and go on to describe to a patient the role of an OT in that clinical area.'

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D. Signatures Signature of Practice Placement Educator Signature of University Tutor Signature of learner	Date
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E. Monitoring of Progress (on agreed action AND updated action plan)	Dates of Review
F. Conclusion of Process	

G. Quality Assurance Check

	Yes	No
1. Are there any broader issues that affect quality assurance?		
2. Are there any issues related to safe practice		
3. Has the matter been referred to an appropriate Board/Committee?		

	Yes	No
1. Has the Trust co-ordinator been involved/informed?		
2. Has the academic advisor been informed (if not present to complete form)		

PRACTICE-BASED LEARNING AGREEMENT

Name of Learner		Name of Practice Educator	
Name of Academic Advisor/Practice Learning Coach		Dates of Placement	
Placement Setting		Placement Hours	
<p>There are factors that might impact on my practice-based learning.</p> <p><i>E.g., learning needs, family/social circumstances, at risk of discrimination linked to protected characteristics, previous experiences which may be relevant in this setting e.g. bereavement.</i></p>	<p>These are:</p>		
<p>I need this support and/or these adjustments: <i>Please detail who will be responsible for these.</i></p>			
Date agreed:			
Learner signature:			
Educator signature:			