

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

**PRACTICE-BASED LEARNING
EDUCATOR AND STUDENT HANDBOOK
(2026-27)**

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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 students at the outset of the course and available to all students and Practice Educators via an electronic version available on the [Occupational Therapy Placement Website](#)

PRACTICE-BASED LEARNING USEFUL CONTACTS

Administrative Support healthplacements@shu.ac.uk	
Blaine Robin HCPC registered Occupational Therapist MSc Placement Lead TBC	Katherine Garvey HCPC registered Occupational Therapist BSc Placement Lead k.garvey@shu.ac.uk
Student Support Officers 0114 225 2222 hallamhelp@shu.ac.uk	
L'Apple Training ahptraining@shu.ac.uk	Travel Claims healthoperations@shu.ac.uk

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 the placement team at the University 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. A newsletter is sent to educators, via placement coordinators, on a termly basis, with updates on the SHU curriculum and information on opportunities for educators.

PRACTICE-BASED LEARNING ATTENDANCE AND ABSENCE

You are expected to attend 100% of your allocated practice-based learning.

If you are absent from practice-based learning you should report it directly to the university using [this form](#) AND telephone your Practice Educator. 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 student's capabilities, the student 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 student'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 the students with the opportunity to develop their 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. Students 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, students 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 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 students to develop their understanding of the theoretical concepts, skills and attitudes required of an occupational therapist. Practice education enables students to demonstrate this through observation, analysis, reflection and critical evaluation.

Students 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 student to apply professional knowledge and processes 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 either the **BSc (Honours) Occupational Therapy**, or **MSc (pre-registration) Occupational Therapy**, students 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 both the BSc (Honours) Occupational Therapy and MSc (pre-registration) Occupational Therapy programmes, the 1000 hours are achieved through four practice learning experiences.

Objectives

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

- 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.
- 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 student is required to engage in practice-based learning induction and preparation sessions which sit within a relevant academic module at the university that covers **mandatory** requirements and individual learning needs, personal responsibilities and expectations pre-placement. These sessions are intended to prepare the student for the forthcoming practice learning experience and ensure that the student fulfils 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 students will also have practice skills sessions within other relevant modules throughout the course.

Before a student can be cleared for practice-based learning they must attend and complete mandatory training. Details of this can be found on the [Occupational Therapy Practice-Based Learning website](#). This includes:

Method of Training	Modules Completed	Minimum Frequency
E-Learning	Information Governance and Data Security Awareness	Yearly
	Fire Safety	Yearly
	Equality, Diversity and Human Rights	1 st year
	Prevent Radicalisation – Basic PREVENT Awareness	1 st year
	Conflict Resolution	1 st year
	Health, Safety and Welfare	1 st year
	Infection Prevention and Control	Yearly
	Resuscitation Adults Levels 1 and 2	Yearly
	Resuscitation Paediatric Level 2	Yearly
	Moving and Handling Level 1	1 st year
	Moving and Handling Level 2	Every 2 years

	Safeguarding Adults Levels 1 and 2	1 st year
	Safeguarding Children Levels 1 and 2	1 st year
Practical Training	Basic Life Support	Yearly
	Manual Handling	Every 3 years

Students who do not attend the mandatory training sessions will not be able to go out on practice-based learning until this is completed.

Students also require clearance for practice-based learning from the Professional Issues team, this includes a Disclosure and Barring Service check (DBS) and Occupational Health clearance. Students are advised that they are responsible for ensuring they can present their DBS certificate at any practice-based learning experience.

Allocation:

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

Occupational therapy students from Sheffield Hallam University will go on placement over a wide geographical area. Most of the placement providers for our students are in the Yorkshire and Humber and the East Midlands. This includes Sheffield and the surrounding areas, e.g., Barnsley, Rotherham, Doncaster, Chesterfield or further afield in Nottingham, Lincolnshire, and East Midlands. These placements can be in a variety of settings including the voluntary sector, the university, research settings, and leadership settings.

Students should not attempt to self-source a placement from within Sheffield Hallam University's local circuit. Students should contact placement administration with any questions about self-sourcing.

Contact from student:

Students are advised that they must 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 student 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 student 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 students that there are variations on this. Similarly, student study time should be negotiated within the week so that they have a ½ day (3.5 hours) per week, on a full time placement, at your mutual convenience. This can be calculated accordingly for those students on part time placements.

During placement: Induction

The Health Care Professions Council Standards of Education expect placement induction processes to indicate how students will be told about risks and safety issues on placement. It is good practice for evidence to be if students 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 have develop their own:

	Date	Student signature
Orientation to team and workplace		
Named person to go to with difficulties.		
Relevant emergency numbers and procedures		
Policies and procedures including: - Incident reporting - Health and safety - Manual handling - Infection control - Fire - Bullying and harassment - Equal opportunities		

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 students if required just as you would a new member of your department/ team. Students 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; this information is also provided in the assessment forms. The educator should consider where relevant the student'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 College of Occupational Therapists that all students 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 student 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 students should be given feedback on their practice and any issues dealt with as they arise. Students should be encouraged to use supervision as a way of applying and refining their reflective skills.

It is the student's responsibility to make sure that sessions are recorded accurately, weekly hours recorded and signed by both parties. 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:

Students' performance on placement will be reviewed on or around the midway point. This may be via an email, a survey, or a visit (in specific circumstances).

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:

Students should be given a half-day (3.5 hours) per full week study time which is included in their overall placement hours. Sometimes the student may wish to negotiate having one day a week off every alternate week (particularly if they are living away for the placement or travelling a long way to the placement). You can negotiate this, if it is convenient. Similarly, the time and day should be mutually agreed, where there is flexibility, given the requirements of the placement and the service.

On the placement request forms sent out to educators from the university, they are asked to state their usual working hours. Sometimes a student may request to change these hours because of personal circumstances. This should always be negotiated with the educator, the student 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 student 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 student is on the placement and to monitor this across the four placements for the students.

Placement hours:

Study time is included in the placement hours. Time taken for job interviews, lunch breaks, bank holidays and sick or compassionate leave is not included. 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 student to undertake during this time which could count towards placement hours.

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

Please note, any Special Leave or Compassionate Leave 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 student 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 student's placement, as confirmation of their hours. Holidays will not be approved practice-based learning blocks.

The completed Assessment Booklet, including placement hours, needs to be submitted to the relevant blackboard site by the student.

Practice Placement Absence:

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

Students 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. Students have a responsibility to their placement educator and the service of which they are a part when they are on placement.

Student absence form:

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

The link only allows Sheffield Hallam University users to complete the form and therefore a student will be required to login to **Google Drive**® by using their student 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 student should login using their Sheffield Hallam University login details. The HWB - Student Absence Form will then open for completion.

Period of absence due to illness:

The university practice liaison tutors should be informed as soon as possible when a student 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 require the student to obtain Occupational Health clearance stating that they are fit to return to placement. Placement providers, similarly, if they have concerns about a student's health may require a student to attend their Occupational Health departments to confirm their fitness to return to placement.

Students 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.

Pregnancy:

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

Travel and accommodation costs:

Students who receive a bursary are entitled to claim back travel to and from a placement if that is a greater distance than they would normally travel to university. They may also claim back for any travel they undertake as part of the placement, again, if they have a bursary. If students do not receive a bursary, they cannot claim back travel costs from the Department of Health. Similarly, if the student is in receipt of a bursary they may claim back accommodation costs. All costs are claimed retrospectively.

Further information is available on the NHS bursary website accessible on <http://www.nhsbsa.nhs.uk>.

When allocating placements, the university try to take these factors into account and not place non-bursaried students 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 student's fitness and competence to practice.

Practice-based learning is embedded within the following modules:

BSc (Hons) Occupational Therapy

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

MSc (pre-registration)

- MSc Occupational Therapy Practice Experience 1 (PE1)
- MSc Occupational Therapy Practice Experience 2 (PE2)
- MSc Occupational Therapy Practice Experience 3 (PE3)
- MSc Occupational Therapy Practice Experience 4 (PE4)

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 students 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 student against the set criteria, providing formative and summative assessments as appropriate and providing clear written feedback on performance. Students 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 student, 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 student 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 student should come to the placement with some learning objectives already set, as described earlier.

Students should arrive at placements having identified some of the areas they wish, or need to, work on during their placement experience. The 'student preparation for practice-based learning' document in the assessment form assists students to consider this. 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 student.
- The course requirements for that particular level of student 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 student has made in the first half of the placement.

Supervision:

Supervision is structured within the assessment forms so that students 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 student. Students on their first placement may require more support from their educators.

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

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 student. 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 student 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 student 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 student 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 student 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 student 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 student 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 student could discuss with the university if required.

Educators can ask students 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 student.

Final (summative) assessment:

The final assessment is normally completed in the final week of the practice-based experience and must reflect the student'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 student'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 student and their future placements or career. This should be addressed to the student and should clearly indicate where a student has exceeded expectations and worked above the pass criteria. In this way the student 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 student's learning objectives for the next placement.

The student 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 student's responsibility to submit the completed booklet to the relevant blackboard site.

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 student, they can seek advice from the university.

The student 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.

STUDENT WITHDRAWAL DUE TO EXTENUATING CIRCUMSTANCES

Where a student 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 student 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 student whose extenuating circumstances are accepted by the university, will undertake another practice experience as soon as practicable (this is called a defer). Where a student has withdrawn on health grounds, they may be 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.

Students 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 student has gained evidence of fitness to do the placement, including occupational health clearance, the practice-based learning experience will be planned and the student supported in their efforts to succeed.

If a student 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 student will have been deemed to have failed (referred), the

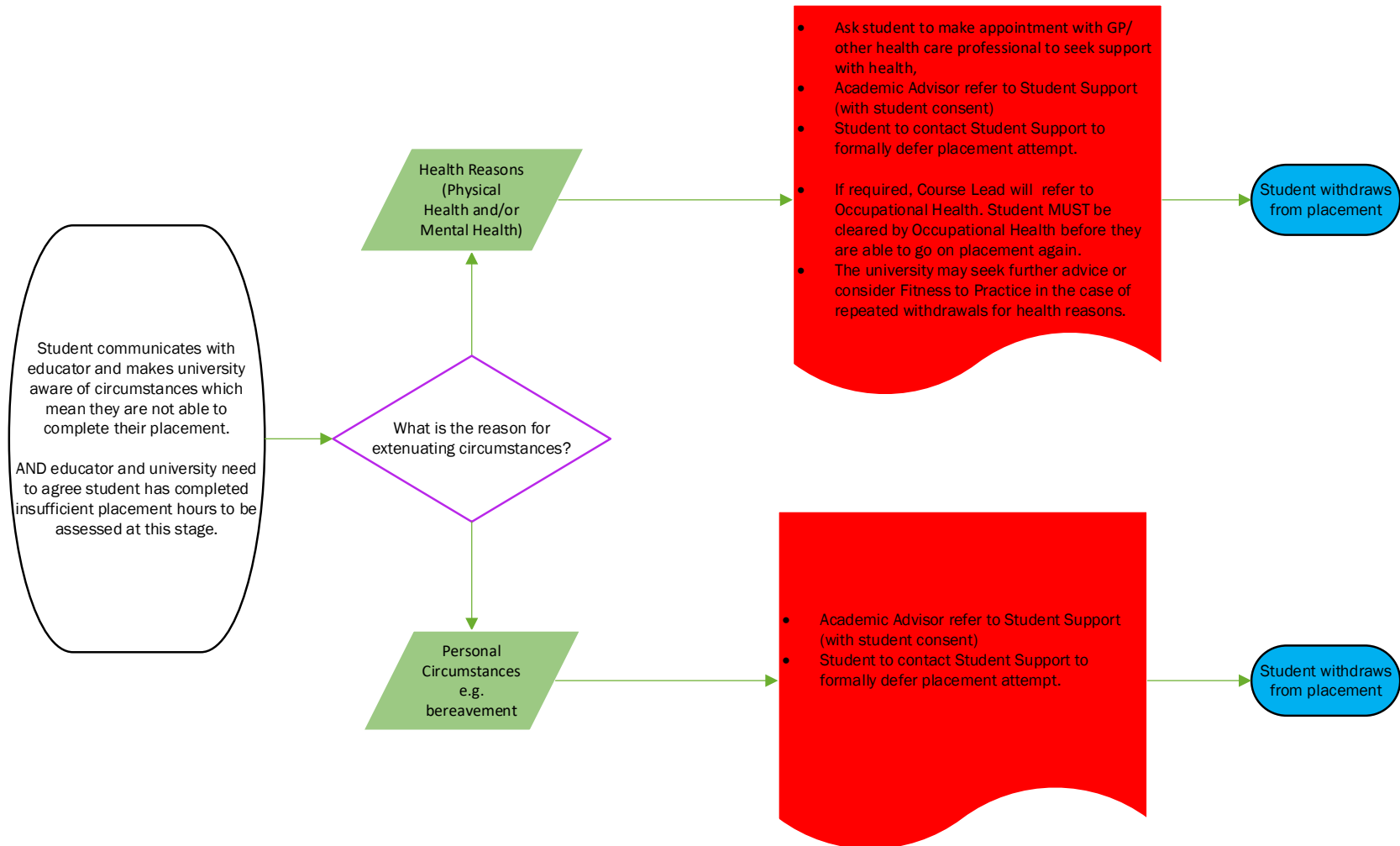
practice-based learning experience block, and normal placement retrieval processes will apply.

In rare circumstances students may be required to withdraw from a practice-based learning experience because the placement itself is no longer able to support student 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 student 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 student will be offered a deferred placement.

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 student 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 student 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 student 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 student's performance; this will normally be the student's Academic Advisor. The Academic Advisor will normally be present if a student is to be told that she/he has failed the experience. Where practically possible this meeting should be conducted face-to-face.

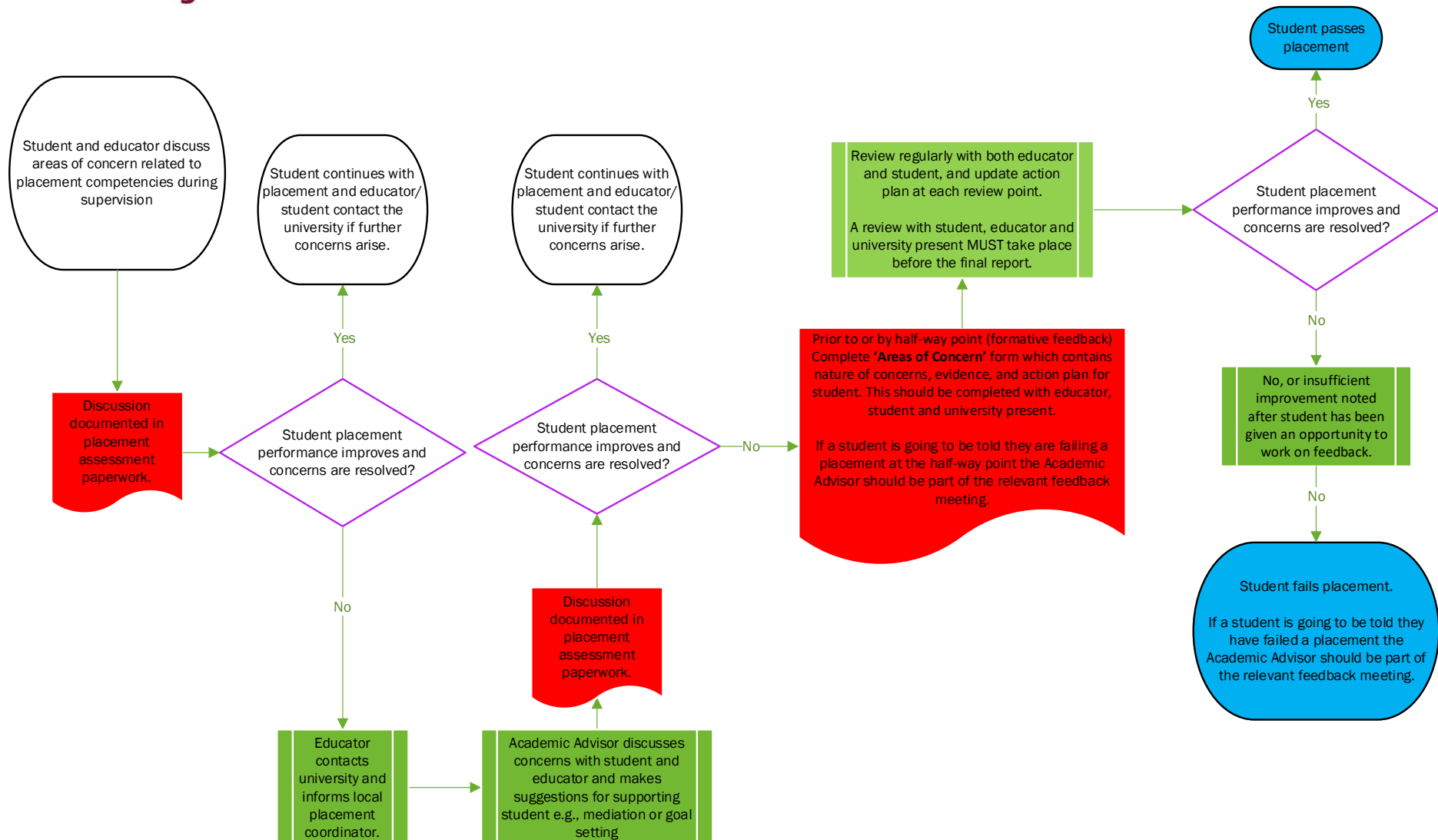
However, there may be circumstances in which a student's needs, expectations or demands are adversely affecting service delivery and the validity of the placement. In these circumstances, if the university and practice educator agree the student has completed sufficient hours to be assessed, and it is clear that the student 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.

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 student will then be referred to the Faculty Professional Conduct Panel. 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 students' practice is delegated to the practice educator, who has the 'final say' concerning student'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 student has been closely working in the practice situation.

Occupational Therapy Areas of Concern Policy



RETRIEVAL OF FAILED/WITHDRAWN PRACTICE-BASED LEARNING

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

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

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

Level 4 - PB1

The retrieval of the practice learning experience PBL1 is normally scheduled for the summer immediately following the initial failure. Students normally have to complete and pass the placement before progressing to Level 5.

Level 5 – PBL2 and PBL3

The retrieval of the practice learning experiences PBL2 and PBL3 is normally scheduled for following placement block and then/or the summer immediately following the initial failure. Students normally have to complete and pass both placements before progressing to Level 6.

Level 6 – PBL4

The retrieval of the practice-based learning experience is normally scheduled for the summer immediately following the initial failure. This may delay graduation until September or 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	Timing of first attempt	Placement Duration	Placement hours	Timing of Retrieval
Practice Based Learning 1	4	Trimester 1	8 weeks	300	Summer immediately following first attempt
Practice Based Learning 2	5	Trimester 1	6 weeks	225	Summer make up block

Practice Based Learning 3	5	Trimester 2	6 weeks	225	Summer immediately following first attempt
Practice Based Learning 4	6	Trimester 3	9 weeks	337.5	Summer immediately following first attempt
TOTAL HOURS:				1087.5	

Retrieval of failed Practice Placement Learning – MSc (Pre-Registration):

PE1

The retrieval of the practice learning experience PE1 is normally scheduled for the following placement block.

PE2

The retrieval of the practice learning experiences PE2 is normally scheduled for following placement block.

PE3

The retrieval of the practice learning experiences PE3 is normally scheduled for the following placement block.

PE4

The retrieval of the practice learning experience is normally scheduled for the January following course completion. This will involve extending the student's period of study and will delay graduation. Only when all modules, including PE4, have been passed can the student graduate and apply for registration with the Health and Care Professions Council.

Arrangements for Full Time Practice and Retrieval

Placement	Academic level	Timing of first attempt	Placement Duration	Placement hours	Timing of Retrieval
Practice Experience 1	7	Trimester 2/3	7 weeks full-time	262.5	In the next placement block
Practice Experience 2	7	Trimester 1	7 weeks full-time	262.5	In the next placement block
Practice Experience 3	7	Trimester 2	6 weeks full-time	225	In the next placement block
Practice Experience 4	7	Trimester 3	10 weeks full-time	375	In the January following course completion

PROCEDURES FOR DEALING WITH CONFLICT ON PLACEMENT

The students 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 student then this may be considered as unprofessional behaviour and dealt with as such. If the student 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 students raise concerns is on the SHU OT placement website <https://www.shu.ac.uk/health-social-placements/policy-library/student-guidance-policies><https://www3.shu.ac.uk/HWB/placements/OccupationalTherapy/index.html>

Professional suitability:

Students are expected to conform to the current [Professional Standards for Occupational Therapy Practice Conduct and Ethics \(2021\)](#) 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 student'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 student in practice. In such cases, and in consultation with the university practice placement team, the educator may require the student to withdraw from the placement. 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 student'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 student 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 student who fails (refers) a practice learning experience on grounds of safety, professional unsuitability or misconduct will be referred to the Faculty Professional Conduct Panel. 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.

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

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

Any student 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 student, which is then sent to the course team for implementation.

Students 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 students with disabilities by making reasonable adjustments. When health problems are disclosed by the student, appropriate arrangements are made by practice tutors, educators and the student to enable the student 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 student 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 student, placement educator and the academic advisor. The process for supporting students follows.

Students 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 student 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.

Students 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 student, staff or service users could be at severe risk or where the issues relating to the student 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 student.

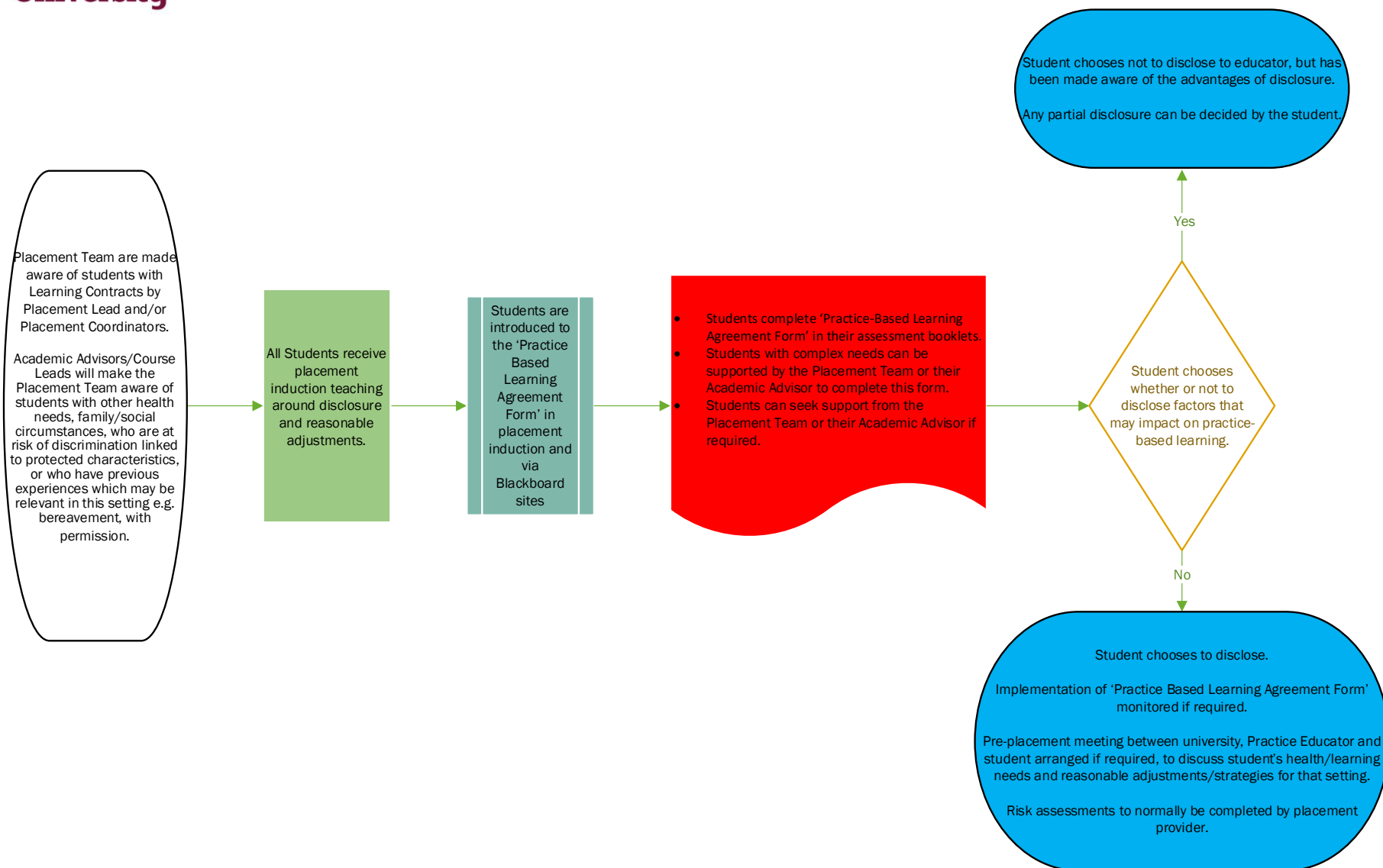
As a future HCPC registrant, it is important that students practice within the legal and ethical boundaries of the profession, regardless of disability, in order to safeguard theirs and the client's wellbeing.

If the student 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; Student Academic Services

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

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

Occupational Therapy Practice-Based Learning Agreements Policy



PRACTICE-BASED LEARNING MODULE AIMS

BSc Level 4 – Occupational Therapy Practice Based Learning 1 AND MSc
– Occupational Therapy Practice Experience 1

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.

BSc Level 5 - Practice Based Learning 2 AND MSc – Occupational Therapy Practice Experience 2

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.

BSc Level 5 - Practice Based Learning 3 AND MSc – Occupational Therapy Practice Experience 3

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..

BSc Level 6 - Practice Based Learning 4 AND MSc – Occupational Therapy Practice Experience 4

Module aim

The aim of this module is to give you an opportunity to make the first steps from student 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

Students 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 students 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 students 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.

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 students.

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 student 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 students in the practice placement setting. The course is designed incorporating student-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 student 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 student on placement in that setting.
- Have indicated when you would be able to offer a student placement to either a Derby, Lincoln or Sheffield student.

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 student.

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 student practice placement education for a minimum of 6 weeks.
- Devise a practice placement education programme including induction.
- Provide weekly supervision.
- Complete assessment of student 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 course it will be the responsibility of the Practice Placement Educator to demonstrate their continuing competence through attendance of local updates and CPD sessions (normally involving a university link tutor), and through taking a student regularly. Details of CPD sessions 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 student per year** unless their role in the education of students involved a different function e.g. a practice placement co-ordinator, or, there were extenuating circumstances that prevented him/her from regularly taking a student e.g. leave of absence.

PRACTICE-BASED LEARNING RESPONSIBILITIES

Practice-based learning relies on clear, agreed working arrangements between the university, the placement provider and the student. 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 student will
• 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 placement at six weeks prior to the placement.	• Demonstrate that they have policies relating to equal opportunities and anti-discriminatory practice and indicate the ways in which these apply to students. • Work in partnership with the University to ensure that a satisfactory audit has been completed and is valid for the duration of the student placement. • Ensure practice educators are approved and supported in their work to take students on placement, this may include support for approval. • Keep the university informed of any changes to placement educators which	• Contact the placement educator as soon as they receive their allocation of placement and before placement commences. • Attend the compulsory placement preparation sessions including moving and handling session. • Complete any preliminary reading required before placement. • Formulate some placement learning objectives before the placement and be prepared to discuss these and develop them further in supervision with the practice educator.

The university will:	The placement provider will:	The student will
• Forward the name of the student 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 coordinator as soon as possible in the event of any changes in circumstances which affect the placement. • Ensure students have all the required immunisations and completed all professional issues requirements including mandatory training prior to placement. • Ensure that students undergo a DBS check on commencement of the course and sign annual declarations of their unchanged status. • Collaborate with practice educators to identify any accommodation within the	• may affect the placements, such as cancellations or changes in staffing. • Take steps to ensure student safety in the practice environment, including lone working in the community. • Work with the student to make reasonable adjustments for students with disabilities. • Provide relevant induction material for students arriving on placement. • Take steps to ensure that the rights of patients, clients and service users are respected and that they are aware of the contribution that students are making to their care management. • Provide a range of relevant learning opportunities for students to enable them to meet their learning needs and module requirements.	• Liaise with educator and named academic advisor when required. • Comply with the current Code of Ethics and Professional Conduct for Occupational Therapists. • Respect organisational rules and responsibilities with regards to health and safety including any issues related to their own health/illness. • 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 informed of time off for sickness in accordance with

The university will:	The placement provider will:	The student will
practice area that is required on account of a student's declared health issue. • Review the student on placement (virtually or face to face if required) and review the student's progress on the placement with the placement educator and student separately. • Provide additional support for the student and practice educator in the event of a student failing to meet the assessment requirements or in the event of emerging health or suitability issues. • Offer workshops and local updates throughout the year for placement educators to keep them informed of issues pertinent to course delivery and practice education.	• Inform the university immediately if any issues of concern about the student arise during the placement. • Liaise with service users and carers, and other members of the multidisciplinary team to gain feedback relating to the student's performance on placement. • Ensure that written records of student 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 (Hons) Occupational Therapy, or MSc (pre-registration) Occupational Therapy courses, as applicable.	procedures outlined in the practice education handbook. • Give written feedback to the placement provider at end of placement, completing the written evaluation as soon as possible after finishing the placement.

The university will:	The placement provider will:	The student will
• 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 provision or quality of practice learning experiences.	• Complete all paperwork required for the assessment of the student.	

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 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 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 student evaluations and educational placement audits, and any cause for concern, ensuring that all practice-based learning coordinators and students 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 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 student placements, whether temporarily or permanently.
- Collaborate with all interested parties to identify, influence, develop and embed innovations for enhancing placement learning and employability for students.
- Attend regular liaison meetings and development sessions with 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 student learning, supervision and assessment and maintain safety in practice.
- Ensure that practice-based learning agreements are in place where required.
- Prepare the handbook for students and practice educators.
- Ensure that placements are allocated appropriately to students taking account of particular needs, for example, those of students with disabilities and the requirement for students to gain experience in a range of practice areas.
- Ensure that services are informed of student 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 students 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 students 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 students 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 student 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 students and practice educators.
- Ensure that placements are allocated appropriately to students taking account of particular needs, for example, those of students with disabilities and the requirement for students to gain experience in a range of practice areas.
- Ensure that services are informed of student 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 students 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 students 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 students with additional needs.

Quality Assurance Coordinator:

- Identify key issues resulting from student evaluations and educational placement audits, and any cause for concern, ensuring that all practice-based learning coordinators and students 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 students have access to an appropriate and timely programme of activity.
- Liaising with module leaders in relation to their contribution to overall course delivery.
- Monitoring students' engagement with the course and ensuring appropriate retention strategies are in place.
- Ensuring appropriate and effective student support.
- Ensuring that exit interviews are conducted with students 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 students. The academic advisor will ensure consistent support is provided across their placements. The academic advisor will be the main point of contact for students when out on placement.

The role of these individuals is to:

- Assist students with preplacement agreements as required.
- To be the student's link person whilst on placement, conducting check in and reviews whilst students are on placement, and any additional meetings as appropriately required.
- Prompt reflection on the student's performance, support the student in identifying personal goals and development plans.
- To escalate any concerns or issues from either student or educator to the academic advisor.
- Liaise regularly with, guide, support and encourage individual students regarding their personal, academic and professional development.
- Enable individual students to integrate their learning from different educational experiences and develop their personal and professional development portfolio.
- In the first instance, address with the student any matters of concern about their attendance or behaviour on the course.
- Enable students to find ways of managing any personal or professional issues of concern that they identify as interfering with their studies.
- Facilitate the student's access to other support services, as necessary.
- Be a named person for the provision of a reference.
- Take steps to ensure that the student/graduate advises the team of the first employment destination.

- Address issues of concern expressed by students 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 student is failing, and ensure continued support after the student has left.
- Attend any meeting when a student 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 student's performance in practice.

Student Support Officer:

The role of this officer is to:

- Be a first point of contact for the student about issues appertaining to the student'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 students' illness or other circumstances and liaise with the course or module leader as appropriate.
- Refer the student to other personnel within the university as appropriate to the issue to be addressed.
- Normally conduct exit interviews with students.

QUALITY ASSURANCE

Practice learning opportunities that enable students 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 student 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 students and the HEI. It is the responsibility of the placement educator/co-ordinator and Placement Team to carry out an audit before any students are assigned to the practice setting and repeat the audit every two years thereafter. Students 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, students will be (re)allocated to the placement.

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

Practice learning experiences must provide an environment which allows the student 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 Student	
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
<i>These actions should be SMART for example: 'Student 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.'</i>

D. Signatures Signature of Practice Placement Educator Signature of University Tutor Signature of student	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 Student		Name of Practice Educator	
Name of Academic Advisor		Dates of Placement	
Placement Setting		Placement Hours	
There are factors that that might impact on my practice-based learning. <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>	These are:		
I need this support and/or these adjustments: <i>Please detail who will be responsible for these.</i>			
Date agreed:			
Student signature:			
Educator signature:			