

# UNIVERSITY *of* WORCESTER

School of Health  
and Wellbeing

**PRE-REGISTRATION  
OCCUPATIONAL THERAPY  
&  
PHYSIOTHERAPY  
(ALL ROUTES)**

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Accredited by the  
Royal College of Occupational Therapists and the Chartered Society of  
Physiotherapy  
Approved by the Health & Care Professions Council

Practice Educator  
Handbook

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# Contents

Glossary and abbreviations.....	5
1. Introduction .....	7
1. Who are the Therapy Placements Team?.....	7
2. Placement Support Team (PLAST).....	7
2. Course Structure – theory and practice learning modules .....	9
1. Introduction to Practice Learning .....	9
2. Practice Learning Modules.....	11
3. Practice Learning Documents (PLD) .....	11
3. The focus of placements in each academic year.....	11
3.1 BSc Year 1 .....	11
3.2 BSc Year 2 .....	11
3.3 BSc Year 3 .....	12
<b>3.4 MSc Year 1</b> .....	12
<b>3.5 MSc Year 2</b> .....	12
4. Requirements for commencing placement .....	13
1. Enhanced Disclosure and Barring Service Check.....	13
2. Occupational Health Assessment .....	13
3. Professional Indemnity Insurance.....	13
4. Preparation for Practice Learning Placements.....	13
5. Mandatory Training.....	13
6. Diversity and Equality.....	17
7. Disabled learners .....	17
5. The placement process .....	18
1. What types of placement do learners need?.....	18
2. Models of Supervision .....	18
3. Sourcing Placements .....	19
4. How are placements chosen for individual learners? .....	19
5. How are placements allocated?.....	19
6. Learner Uniform policy.....	21
7. What uniform is issued? .....	21
8. What hours will learners work on placement? .....	21
9. How far will learners travel to placement? .....	22

10. Can learners use their own car?.....	22
11. What are role-emerging placements?.....	22
6. Roles and responsibilities of staff and learners in practice learning .....	23
6.1 Learners' responsibilities .....	23
6.2 Practice Educators' role and responsibilities .....	23
6.3 Zoned Academics' role and responsibilities .....	23
6.4 The roles and responsibilities of the placement support team (PLAST): .....	24
6.5 The roles of responsibilities of the therapy placement team: .....	24
7. Before placement starts.....	27
8. During placement .....	28
1. Attendance and punctuality on placement .....	28
2. Reporting absence from placement.....	28
3. Adverse Weather .....	28
4. How will learners be supported on placement?.....	29
5. The Zoned Academic visit process.....	30
8.6 The Zoned Academic role .....	31
9 Working collaboratively with learners .....	32
9.1 Supervision.....	32
9.2 Facilitating reflection in practice - reflective models .....	33
10 Reflective models taught at University of Worcester.....	34
10.1 Healey & Spencer (2007).....	34
10.2 Gibbs Reflective Cycle (1988).....	34
10.3 Johns Model of Reflection (1995).....	35
10.4 Borton's Reflective Model (1970).....	35
11 How learners are assessed on placement.....	36
11.2 Formative and summative placement assessment .....	36
12 Placement assessment process .....	38
12.1 Initial Interview .....	38
12.2 During placement.....	38
12.3 Intermediate Interview – Formative assessment.....	38
12.4 Final Interview - Summative Assessment .....	39
13 Identifying Concerns Process .....	40
13.1 Failure of a placement.....	43
13.2 What will happen to the learner's practice hours if they fail? .....	43

13.3 Re-sits of placements.....	44
14 Raising Concerns in Practice.....	1
14.1 GUIDANCE FOR PRACTICE EDUCATOR AND SUPERVISORS.....	1
14.2 GUIDANCE FOR STUDENTS AND APPRENTICES ON PLACEMENT.....	2
15 Practice Placement Panel terms of reference.....	4
15.1 Practice Placement Panel Flowchart.....	6
16 Effective Training for Practice Educators.....	7
Overall programme aims:.....	7

## **Glossary and abbreviations**

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

**Chartered Society of Physiotherapy (CSP)** The professional body for physiotherapists.

**Coach:** A qualified health or social care professional who provides on-site support and education using the coaching process to facilitate practice.

**Health and Care Professions Council (HCPC):** The regulator for all allied healthcare professionals, including occupational therapists and physiotherapists.

**Learner:** A student or apprentice enrolled on a pre-registration course

**Placement:** A required component of professional courses in which learners undertake learning in a practice-based setting under the guidance of a Practice Educator. There are 4 placements in each Occupational Therapy programme, 4 placements in the MSc (Pre-registration) Physiotherapy programme and 5 placements in the BSc (Hons) Physiotherapy programme and degree apprenticeship.

**Practice Educator (PE):** A qualified Health Professional who is responsible for assessment and development of the learner's competency. All Practice Educators must undergo formal training and regular updates as per requirements of the RCOT, CSP and HCPC. Where the Practice Educator is NOT from the same profession as the learner, alternative arrangements will be made for in-profession support.

**Practice Education Lead:** Substantive member of University staff who is a registered Occupational Therapist or Physiotherapist, who leads and directs all aspects of Practice Education including PE training, curriculum planning, quality assurance and preparation for practice.

**Practice Panel:** A formal meeting convened to discuss and confer fail grades and ensure process has been duly followed by Practice Educators and University Staff.

**Practice Education Co-ordinator:** An identified and trained health professional within a practice organisation who is responsible for co-ordinating all practice learning placements with the University.

**Practice Learning Document (PLD):** The assessment document for each placement, which provides the specific expectations and learning outcomes. It is the learners' responsibility to ensure completion and submission of the PLD, and the practice educators' responsibility to record and sign off the requirements of the placement. PLDs are currently provided electronically using the PebblePad platform

**Re-sit:** a further placement to supplement a failed placement.

**Royal College of Occupational Therapists (RCOT):** The professional body for Occupational Therapists.

**Supervisor:** Any suitably qualified individual who provides day-to-day management supervision of a learner on placement. This could be the coach or Practice Educator but could also be a member of a different profession or organisation.

**Supervision:** is defined by the RCOT as “professional relationship and activity which ensures good standards of practice and encourages development” (Royal College of Occupational Therapists, 2015). Supervision encourages learners to reflect on their learning, identify their achievements and areas for improvement and set goals for further practice experience. A **minimum standard** of one hour a week or equivalent should be designated for supervision, which may take place in a variety of ways including individually or in groups, in person or via videoconferencing. Alternative supervision models, such as team or coaching approaches, may also be used as appropriate.

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

## 1. Introduction

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

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

It provides general principles and guidelines for facilitating learning, support mechanisms and assessment processes in practice learning. This handbook should be read in conjunction with the *Practice Learning Document (PLD)*, which provides the specific expectations and learning outcomes against which learners are assessed. Information contained within this handbook is mirrored in the Learner Handbook, which is issued to all learners on commencement of the course.

### 1. Who are the Therapy Placements Team?

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

- **Practice Education Lead** There is one Practice Education Lead for both occupational therapy and physiotherapy, whose role is to oversee placement sourcing and provision and to ensure quality. The Practice Education Lead works very closely with the practice education lecturers and the Placement Support team (PLAST).
- **Practice education tutors** Support the practice education lead. Oversee placements for a designated cohort of students. They ensure that your placements are appropriate and that you gain a broad profile of practice experience.

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

[therapyplacements@worc.ac.uk](mailto:therapyplacements@worc.ac.uk)

This email address is managed by the therapy placement team and is checked daily. We ask you to try to avoid contacting individual staff directly as this reduces our response times and queries can get lost amongst teaching commitments. General information can also be found on our placement website

[www.worcester.ac.uk/therapy-practice-education](http://www.worcester.ac.uk/therapy-practice-education)

### 2. Placement Support Team (PLAST)

The PLAST team support placement administration for all health and social care courses in the University. They allocate students to the placement locations, communicating information with them and you about the placement. In the case of apprentices, employers source and allocate placements.

PLAST check learners' driver status, whether they have professional membership of the RCOT or CSP and ensure that your placement profile is correctly uploaded to the ARC portal. They also monitor learner hours and attendance and manage travel expenses.

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

## 2. Course Structure – theory and practice learning modules

All of our Occupational Therapy and Physiotherapy courses are based within a spiral curriculum that promotes learners' developing competence and practice. The complexity of learning increases with each module and year and it is expected that learners will develop their skills and competencies progressively throughout the program.

### 1. Introduction to Practice Learning

Practice learning is an essential component of all Occupational Therapy and Physiotherapy courses and is critical in facilitating learners' ability to deliver safe, effective, high-quality health and social care. The HCPC, RCOT and CSP require that all learners complete a minimum of **1000 hours of practice** prior to graduation. This is completed in different ways depending on which course the learner is studying. Please refer to the appropriate table below for the corresponding course.

#### **BSc (Hons) Occupational Therapy and Occupational Therapy Degree Apprenticeship**

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

#### **MSc (Pre-registration) Occupational Therapy**

Placement	Module	Total Hours	Placement Structure (weeks & hours/week)
1	Essential Occupational Therapy Practice 1	272 hours	<b>Year 1, Semester 2</b> 8 weeks/34hours
2	Essential Occupational Therapy Practice 1	272 hours	<b>Year 1, Semester 2</b> 8 weeks/34hours
3	Essential Occupational Therapy Practice 2	204 hours	<b>Year 2, Semester 1</b> 6 weeks/34hours
4	Essential Occupational Therapy Practice 2	272 hours	<b>Year 2, Semester 2</b> 8 weeks/34hours
<b>Total:</b>		<b>1020</b>	

### **BSc (Hons) Physiotherapy and Physiotherapy Degree Apprenticeship**

<b>Placement</b>	<b>Module/Level</b>	<b>Total Hours</b>	<b>Placement Structure (weeks &amp; hours/week)</b>
1	Principles of Physiotherapy Practice 1 (Level 4)	204	<b>Year 1, Semester 2</b> 6 weeks/34hours
2	Principles of Acute Management and Rehabilitation (Level 5)	204	<b>Year 2, Semester 1</b> 6 weeks/34hours
3	Integrated Community Physiotherapy Practice (Level 5)	204	<b>Year 2, Semester 2</b> 6 weeks/34hours
4	Contemporary and Developing Physiotherapy Practice (Level 6)	204	<b>Year 3, Semester 1</b> 6 weeks/34hours
5	Complexity in Physiotherapy Practice (Level 6)	204	<b>Year 3, Semester 2</b> 6 weeks/34hours
<b>Total:</b>		<b>1020</b>	

### **MSc (Pre-registration) Physiotherapy**

<b>Placement</b>	<b>Module</b>	<b>Total Hours</b>	<b>Placement Structure (weeks &amp; hours/week)</b>
1	Essential Physiotherapy Practice 1	272 hours	<b>Year 1, Semester 2</b> 8 weeks/34hours
2	Essential Physiotherapy Practice 1	272 hours	<b>Year 1, Semester 2</b> 8 weeks/34hours
3	Essential Physiotherapy Practice 2	204 hours	<b>Year 2, Semester 1</b> 6 weeks/34hours
4	Essential Physiotherapy Practice 2	272 hours	<b>Year 2, Semester 2</b> 8 weeks/34hours
<b>Total:</b>		<b>1020</b>	

## **2. Practice Learning Modules**

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

## **3. Practice Learning Documents (PLD)**

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

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

[This "PebblePad" page](#) will show you how to access the platform and PLD and you may wish to [download this guide for reference](#). PDF versions will be available on the NHS futures practice education training workspace (see below)

## **3. The focus of placements in each academic year**

### **BSc (Hons) Occupational Therapy & Physiotherapy and Degree Apprenticeships**

On the BSc programmes and degree apprenticeships, practice learning placements become progressively more challenging in each module and academic year. In line with the spiral curriculum, there are changes in focus as learners progress through the course. The foci below refer to both Occupational Therapy and Physiotherapy courses.

#### **3.1 BSc Year 1**

The focus of Placement 1 is to enable learners to learn to be a professional by:

- Being introduced to professional practice
- Learning to demonstrate professional values & behaviour
- Learning to demonstrate professional communication & team working
- Identifying and assessing health and social needs in supported practice
- Under supervision, make decisions, deliver, monitor and / or record practice strategies
- Beginning to apply theoretical knowledge to practice in a reflective manner

Please note that whilst the focus in first year is on professionalism, learners do not undertake any observational placements and can expect to be asked to deliver elements of practice under supervision.

#### **3.2 BSc Year 2**

The focus of Placement 2 (& Physiotherapy placement 3) is to enable learners to develop professional practice in the following ways:

- Strengthen the theoretical knowledge that underpins practice & develop criticality

- Demonstrate effective collaboration in inter-professional team working
- Select appropriate assessment strategies and outcome measures
- Assess under supervision non-complex clients / patients
- Choose, implement and document range of safe, effective and sustainable treatments / interventions under supervision
- Demonstrate professional / clinical reasoning processes at a beginning level

### **3.3 BSc Year 3**

The focus of Placements 3 & 4 (Occupational Therapy) or 4 & 5 (Physiotherapy) is to enable learners to become autonomous practitioners in the following ways:

- Critically reflect and confidently articulate the theoretical basis for professional practice
- Establish collaborative partnerships with other professions, based on professional communication and behaviours
- Demonstrate effective leadership and management skills in relation to professional and inter professional practice
- Demonstrate and critically reflect on profession practice provision in relation to more complex & diverse populations of clients under supervision
- Evaluate own skills and develop own sustainable professional practice with reference to the evidence base

### **MSc (Pre-registration) Occupational Therapy and Physiotherapy**

On the MSc programmes, whilst the level of academic study remains the same, the placement expectations mirror those of our undergraduate learners and apprentices. As students progress through the course, the complexity and level of autonomy expected during placements increase accordingly.

#### **3.4 MSc Year 1**

The focus of Placements 1 & 2 is to enable you to develop your professional practice in the following ways:

- Strengthen the theoretical knowledge that underpins practice & develop criticality
- Demonstrate effective collaboration in inter-professional team working
- Select appropriate assessment strategies and outcome measures
- Assess under supervision non-complex clients / cases
- Choose, implement and document range of safe, effective and sustainable treatments / interventions under supervision
- Demonstrate professional / clinical reasoning processes at a beginning level

#### **3.5 MSc Year 2**

The focus of Placements 3 & 4 is to enable you to become an autonomous practitioner in the following ways:

- Critically reflect and confidently articulate the theoretical basis for professional practice
- Establish collaborative partnerships with other professions, based on professional communication and behaviours

- Demonstrate effective leadership and management skills in relation to professional and inter professional practice
- Demonstrate and critically reflect on profession practice provision in relation to more complex & diverse populations of clients under supervision
- Evaluate own skills and develop own sustainable professional practice with reference to the evidence base

## **4. Requirements for commencing placement**

### **1. Enhanced Disclosure and Barring Service Check**

Occupational Therapy and Physiotherapy courses fall under enhanced DBS procedures and all learners **MUST DISCLOSE** any criminal conviction (including spent convictions) to the university before entering the course.

Furthermore, learners must disclose to their Personal Academic Tutor such a conviction if it occurs whilst they remain registered on the course. The University has robust internal policies for dealing with such breaches.

At the start of each academic year, learners will be required to complete a declaration of any changes to DBS status such as any cautions or convictions when registering for the placement modules.

### **2. Occupational Health Assessment**

Prior to starting the course, and before commencing placement learners must be medically screened for practice. Learners cannot commence on placement until they have been given health clearance.

### **3. Professional Indemnity Insurance**

Learner membership of the Royal College of Occupational Therapists (RCOT) and Chartered Society of Physiotherapy (CSP) is encouraged, as it provides learners with additional professional indemnity insurance cover. Learners without indemnity insurance may be limited in which placement experiences they can be allocated to such as private practices, charities and independent providers of healthcare.

### **4. Preparation for Practice Learning Placements**

Prior to commencing each practice placement, learners will undertake a practice induction, which includes introduction to professional responsibilities, expected conduct, practice learning outcomes, assessment documentation and work based policies, as well as mandatory training.

### **5. Mandatory Training**

The mandatory training that learners complete complies with Health Education England's Core Skills Training Framework (England). Placements may be delayed if the learner cannot evidence that they have completed their mandatory training. Practice

Educators can ask the learner for evidence of this at any time, as a record is included within the Practice Learning Document. A guide to the requirements as of 2022 is provided below. Apprentices' mandatory training will be provided by their employer and verified by the university.

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

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

## **6. Diversity and Equality**

The University's approach to [Diversity and Equality](#) ensures that learners are not discriminated against, directly or indirectly, at any point from the admissions process through to the completion of their final award. Practice Educators by law, have a direct duty not to discriminate against disabled people, and must consider any reasonable adjustments they could put in place to make sure their placement is accessible ([HCPC 2015](#)). Please contact the Therapy Placements Team if you have concerns that your placement may not be fully accessible

## **7. Disabled learners**

The HCPC recognise that "many disabled people complete approved education and training successfully, register and go on to practice safely and effectively with or without adjustments to support them" (HCPC 2015 p8). Learners with a known disability are strongly encouraged to disclose this to their Personal Academic Tutor who will be able to arrange for a Practice Placement Adjustment Plan (Appendix 1) to be completed in conjunction with the University's [Disability and Dyslexia Support](#). This plan will be shared with the Therapy Placement Team and is intended for the learner to share with the Practice Educator in order for appropriate support strategies to be put in place to optimise practice learning. Additionally, learners may contact the Disability and Dyslexia service on 01905 855531 for advice and guidance.

If necessary, a pre-placement visit will be carried out, supported by academic tutors, to introduce learners to the practice environment and to enable discussion of optimal support needs in practice. A pre-placement visit will be carried out at the earliest possible opportunity.

## 5. The placement process

The next section outlines each stage of the placement process.

### 1. What types of placement do learners need?

Over the duration of their course, learners will gain four or five placement experiences that cover a breadth of settings, populations and specialties. We ensure that placements enable learners to meet the course learning outcomes and the requirements of the RCOT, CSP and HCPC in readiness for graduation and work. This means that we do not use a named or core specialty system to allocate placements because many health and social care settings do not reflect this; rather we use placements that offer a variety of experiences. Whilst some placements may be considered specialist and others may be more general, all placements offer profession specific and inter-professional experience.

In occupational therapy, we ensure learners gain experience across the age span in (but not limited to):

- Occupational therapy for people with physical health needs
- Occupational therapy for people with psychosocial needs
- Occupational Therapy within Facilitation of Learning; Leadership; and Evidence, Research and Development (including role emerging placements)
- We also endeavor to provide experience within both inpatient and community settings

In physiotherapy, we ensure that learners gain experience across the age-span in (but not limited to):

- An in-patient placement
- An out-patient placement
- A community placement
- Working with people who have musculo-skeletal, neurological and cardio-vascular respiratory problems
- Physiotherapy within Education; Leadership; and Research (including role emerging placements)

### 2. Models of Supervision

The University of Worcester is keen to work with Practice Educators to develop innovative ways of providing learner placements. New models of supervising learners can bring wide-ranging benefits not only to the learner's learning, but also to you as an educator. By increasing the learner's ability to undertake elements of practice more autonomously from an earlier stage in their education, they may be able to assist your service to increase productivity and decrease your workload.

Learners always have an HCPC registered educator responsible for assessing and signing off their learning outcomes. On a role emerging placement, this is done by a 'long arm' educator. These staff do not work in the placement area but meet with the learner on a weekly basis and provide advice & support as required via email and telephone (see section 5.11). This is a great way for therapists in managerial roles to maintain an input into

education as well as enabling clinicians to develop projects into other services, or areas of their own service with a specific need. 'SCiP' placements enable a group of educators to support a group of learners by using a coaching approach. Still, other placements may follow a traditional 1:1 or 2:1 format in which the learner is with the educator all the time. Whichever type of placement you offer, learners must be made fully aware of who the educator is, and how their supervision and learning will be facilitated during placement.

### **3. Sourcing Placements**

Placements are sourced via collaboration with local practice partners. Where placements are established in NHS trusts or other large organisations, a formal request document will be sent out each year in January for the upcoming academic year. The therapy placement team may follow up any non-returns via email or telephone. Every attempt is made to communicate via NHS co-ordinators or practice facilitators where these are in place.

### **4. How are placements chosen for individual learners?**

The therapy placement team work closely with PLAST to allocate placements, ensuring that learners gain a breadth of experience. They also consider whether learners are a car driver and whether there are any other considerations such as caring responsibilities. It is not possible for Practice Educators to request specific learners or learner qualities unless exempt in line with The Equality Act (2010).

Apprentices' placements will be sourced by their employer in the first instance. The Therapy Placement Team may be able to support this if required. Apprentices' placements will be required to cover a breadth of learning experiences the same as students and they will be required to have practice placements outside of their usual place of work.

### **5. How are placements allocated?**

Practice educators will receive notification of the placement allocations by email 7 weeks prior to the start of the placement. Learners will be informed of their placement allocation approximately one week later. The earlier all placement offers are received, the sooner we can allocate learners to placements. We appreciate your patience whilst allocations are being finalised and are happy to hear from you if you become concerned that it is becoming close to the start date, and you have not heard from us. Practice Educators will need to log in to their ARC-PEP account to view learner details. The email notification will include information about how to do this.

## Occupational Therapy & Physiotherapy Placement Request Process

Therapy placement team send out request form via email. Practice education lecturers may liaise with new providers via telephone prior to sending out request forms.



Email will contain a written request for placement offers, an offer request form, and placement dates for the academic year.



As offers are returned, they are recorded by PLAST and therapy placement team. Each offer will then receive a placement profile and Health & Safety questionnaire to complete & return



Reminder emails may be sent to any large organisation that does not return the documentation within the stated timescale, and telephone calls may follow these.



If insufficient placement offers are received, the therapy placement team may contact individual organisations and new providers. Placement allocations will occur when sufficient offers have been returned.

## 6. Learner Uniform policy

Learners are expected to present themselves professionally **at all times**. Please ensure that your uniform requirements are clear when you return the placement profile to the University. If your service does not require a uniform, please give guidance on what clothing is acceptable. Learners are not expected to purchase clothing if the uniform worn by your service is not the usual, corporate uniform. We would anticipate that learners either wear uniform as issued or be permitted to wear their own smart clothing.

## 7. What uniform is issued?

All students are issued with the following:

- University logo name badge
- University issued white polo shirt or tunic, embroidered with learner occupational therapist / physiotherapist
- Smart dark green (occupational therapy) or navy blue (physiotherapy) tailored trousers

In addition, learners are given the following dress code guidance. They should:

- Wear smart, flat closed in black shoes
- Wear plain black socks
- Maintain a high standard of personal hygiene
- Ensure all uniform is clean, well ironed and smart
- Wear identification at all times
- Remove all watches, bracelets and jewellery. A flat ring / wedding band may be worn
- Tie long hair back, ensuring that it does not touch the collar
- Ensure that nails are short and clean. They should not wear nail varnish
- Remove cardigans / sweatshirts in clinical areas – their arms must be bare below the elbows
- Ensure that underwear is **not** visible
- **NOT** wear their uniform to travel to placement

It is expected that apprentices will have their uniform supplied by their employing organisation.

As many learners will travel to placement on public transport, we appreciate your support in directing them towards changing / toilet facilities and reminding them of the need to change before and after placement.

## 8. What hours will learners work on placement?

Learners are expected to attend placements that offer a range of working hours and shift patterns, including occasional weekends and evenings which reflect current seven-day healthcare provision. However, some learners may find inflexible working hours challenging due to caring responsibilities or health needs and we request that where practicable, Practice Educators allow these learners some degree of planned flexibility.

## **9. How far will learners travel to placement?**

Many learners commute to university for their studies and therefore can experience long commutes to and from placement. We would expect learners to travel up to 2 hours to and from placement if necessary. They can apply through the NHS Learner Support Fund to claim back travel and accommodation expenses, providing they travel further to placement than they would normally to university, and they meet the eligibility criteria for this funding.

Apprentices may be able to claim travel expenses through their employer.

## **10. Can learners use their own car?**

Learners may use their own car to travel to and from placement but must register their vehicle with PLAST and have appropriate insurance for occasional business mileage. Many learners do not have the funds to keep their car with them whilst at university and we therefore ask Practice Educators to think carefully about whether it is essential for the learner allocated to be a car driver. Mileage incurred whilst on placement may be reclaimed by many, but not all, learners from the NHS Learner Support Fund as above, however this is outside of the University's control.

## **11. What are role-emerging placements?**

We have a wide range of placements that expand learners learning outside of the pillar of clinical practice. Some placements may be within other pillars of practice such as leadership, education or research and are supervised by an occupational therapist or physiotherapist in their substantive role. Role-emerging placements involve working with clients in areas where there is currently no occupational therapy or physiotherapy input. Such placements are supervised by a long-arm Practice Educator (PE) and an in-house supervisor. There are many benefits of completing a role emerging placement, including introduction to alternative practice and work opportunities, assisting in the development of the profession in new and emerging areas of practice and project management. Personal benefits can include development of innovative and creative thinking and implementation, and increased independence and self-leadership.

Practice Educators who are interested in becoming Long Arm Educators should contact the placement teams. This experience provides excellent CPD opportunities and can help experienced clinicians to reconnect with the core values of their profession. It is also a great way for therapists with limited clinical responsibilities to continue to be involved in learner education.

## **6. Roles and responsibilities of staff and learners in practice learning**

There are many people involved in Practice Learning who play many roles and have several responsibilities in practice learning. Please revisit the glossary on page 5. The following identifies what is expected of learners, Practice Educators (PE), Zoned Academics (ZA) and the Placement Support Team (PLAST).

### **6.1 Learners' responsibilities**

- To maintain PLD & make it accessible to PE
- To attend and participate in supervision and all assessment processes
- To take full advantage of all learning opportunities
- To ensure professional conduct and safe practice at all times
- To attend 100% of practice learning hours
- To submit final interview, attendance record and PLD by the date identified in the Module Outline
- To reflect and evaluate on own learning at the end of each placement completing the form in the PLD

### **6.2 Practice Educators' role and responsibilities**

- To take primary responsibility for supervising, providing guidance & assessing learners in the practice environment
- To act as a good role model
- To ensure learners are supernumerary
- To identify and facilitate a range of learning opportunities including additional experiences / spoke days
- To instigate review of learner learning and PLD
- To provide constructive feedback and regular supervision
- To liaise with Zoned Academic, particularly when concerns exist about progress
- To gain service user/family feedback on learner performance where appropriate
- To ensure that you have received up to date practice educator training (within the last 2 years). Training enquiries can be directed to the Therapy Placements Team.

### **6.3 Zoned Academics' role and responsibilities**

- To make self-available to the student and Practice Educator during placement as needed.
- To monitor consistency of practice learning environments and inform the practice education team of any issues arising.
- To provide student centred educational support, explore with students their learning experiences and opportunities and strengthen the integration of theory with practice.
- To work closely with the Practice Educator and students to remediate problems and risk of failure and assist in development of action plan.
- To support the Practice Educator in their assessment decision.
- To provide on-going support for struggling students, including support for final summative interview with the Practice Educator (if appropriate).

- To facilitate conversations with Practice Educators and signpost students to additional support available through University of Worcester for disabled students.

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

- To monitor car driver status, and professional membership of CSP and RCOT
- To allocate learner learning experience (students) & send allocation report to PE / Co-ordinator
- To notify learner of allocation via ARC-POW
- To keep a record of learner attendance and absence / sickness.
- To process travel claims

#### **6.5 The roles of responsibilities of the therapy placement team:**

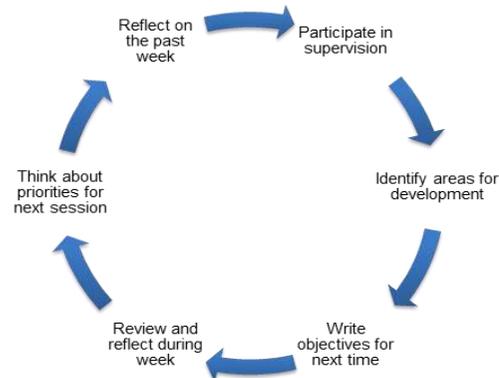
- To source (students) and quality assess placements
- To take account of placement availability and capacity, learner transport and previous experiences
- To communicate with placements regarding offers and learner allocations
- To facilitate interface between university, practice learning environment and learners
- To work in partnership with Practice Educators and Practice learning support team (PLAST).
- To ensure quality and review of practice learning processes across the programme
- To support learners with concerns over practice learning environment, including raising concerns
- To attend practice placement panel to review fails in practice and moderate Practice Learning documents.

#### **6.6 The roles and responsibilities of the employer (apprentices only)**

- Monitor car driver status and professional membership of RCOT.
- Consider, source and allocate apprentice placement taking account of availability and capacity, apprentice transport and previous experiences.
- Notify apprentice and PLAST of allocation
- Keep a record of apprentice attendance and absence / sickness.
- Process travel claims.

## Supervision

- There is a requirement that supervision for at least one hour takes place per week.
- This allows for formal feedback, which is integral to a student's ability to act on feedback given and reflect on performance and placement experiences.
- A record of discussions during supervision should be kept within the Practice Learning Document.



## What do Practice Educators believe makes a Good Learner?

- **A**wake and Alert
- **B**e on Time
- **C**onscientious, committed, communicates well
- **D**ressed appropriately
- **E**nthusiastic & empathetic
- **F**riendly
- **G**ood resilience
- **H**ardworking
- **I**nitiative
- **J**oins in
- **K**nowledgeable
- **L**istens and Learns
- **M**aintains Confidentiality
- **N**on-Judgemental
- **O**pen-minded
- **P**atient
- **Q**uestions – asks and listens
- **R**espectful, reflective & reliable
- **S**elf-Aware
- **T**eam player
- **U**nderstanding
- **V**ersatile
- **W**illing to try
- **eX**cellent awareness of boundaries
- **Y**earning to improve
- **Z**ealousness



University  
of Worcester

## PLACEMENT INFORMATION LEAFLET

### Learner Roles and Responsibilities

- Maintain Practice Learning document & make available to Practice Educator
- Attend and participate in supervision and all assessment processes.
- Take full advantage of all learning opportunities
- Ensure professional conduct and safe practice at all times.
- Complete hours of attendance on POW
- Complete hours of attendance on timesheet
- Reflect and evaluate learning at the end of each placement.

## Absence from Placement

- Learners are required to notify the placement if they are unable to attend the practice placement for any reason **before** their usual start time.
- Learners are advised to speak to their named Practice Educator or leave a message for them to call back, leaving an appropriate telephone number.
- Learners **may not** notify their named Practice Educator through other means such as text message, unless specifically requested by their Practice Educator.
- The learner should confirm with their Practice Educator how absence should be reported at the start of their placement.
- Learners must also notify the Placement Support Team (PLAST) by telephoning the absence line on 01905 855 444. Learners must state their name, year of study and course when notifying of absence.



## Uniform

Practice Educators and University staff will expect learners to present themselves professionally at all times and adhere to the Local Uniform Policy within the individual workplace.

### Basic Uniform Requirements:

- University issued white polo shirt or tunic (check which is acceptable)
- Smart navy blue or green tailored trousers
- Smart, flat closed in black shoes
- Plain black socks
- Underwear should **not** be visible

### Additional requirements:

- Maintenance of a high standard of personal hygiene
- All uniform must be clean, well ironed and smart
- Identification to be worn at all times
- No watches, bracelets or jewellery to be worn. A flat ring / wedding band may be worn.
- Long hair tied back, ensuring that it does not touch the collar.
- Nails must be short and clean. No nail varnish.
- Cardigans / sweatshirts to be removed in clinical areas in line with the NHS “bare below elbows” guidance.

Where placements do not require learners to wear clinical uniform, learners must ensure that they follow a professional dress code and are advised to ask for guidance from their Practice Educator about what is acceptable.

## Placement Process



## 7. Before placement starts

### Learners are required to...

- Ensure that term-time address and contact details are up to date
- Inform PLAST of home address and university address, car driver status and any other information such as sporting or caring commitments
- Ensure that their car is registered with PLAST and appropriate insurance for occasional business mileage is held. Submit to PLAST a copy of insurance certificate and MOT (if appropriate).
- Ensure they have appropriate, clean and well-fitting uniform. 1<sup>st</sup> years will be fitted for uniform in induction week.
- Ensure they have full Occupational Health clearance & DBS clearance
- Discuss any disabilities with Personal Academic Tutor and disclose these to the Practice Education Lead where necessary
- Discuss any disabilities with their PAT and complete a PPAP
- Complete all Mandatory Training
- Attend Preparation for Practice Sessions
- Complete modified SWOT analysis in the PLD (and reflection on key learning at 2<sup>nd</sup> and 3<sup>rd</sup> year)
- Contact Practice Educator as soon as placement details appear on ARC-POW.
- Arrange a pre-placement visit **if requested** by Practice Educator, or by the Practice Education Lead. If this is not required, learners are encouraged to practice the logistics of travel to ensure punctuality.

## 8. During placement

### 1. Attendance and punctuality on placement

Attendance in practice is mandatory and punctuality is expected.

It is a requirement of the RCOT and the CSP that **a minimum of 1000 practice hours are completed**. If learners need to replace practice hours lost due to ill health, this can be arranged with the practice educator on any of the placements and the hours signed off in the usual way. Available options to increase hours include increasing weekly hours from 34 to 37.5 hours per week, working weekends and bank holidays where appropriate or practice educator and student agreeing work on defined projects for placement which can count towards the hours. Completion of additional project-based hours needs to be carefully considered to avoid risk to students health and wellbeing. The number of hours completed must be signed off by the practice educator using PoW/PEP. It is the learner's responsibility to ensure that hours of attendance, including any "made up" hours, are accurately recorded on PoW. If the number of hours completed by the student exceed the total hours designated for the placement in the tables above (see page 11 and 12) the final interview must be brought forward to align with the pre-determined placement hours. Students can still accrue hours after the final assessment. Increasing hours by extending placement will be considered as a last resort and agreed at the discretion of the placement team in conversation with the placement area.

### 2. Reporting absence from placement

It is essential (and professionally responsible) for learners to notify the placement and practice educator if they are going to be absent. Learners should confirm with their Practice Educator how absence should be reported at the start of your placement – you are encouraged to refer the learner to local policy. Learners must notify placement on EACH day of absence and identify a return to placement date as soon as possible.

- Learners are required to notify the placement if they are unable to attend the practice placement for any reason **before the usual start time**. Please ensure that facilities are in place to receive these messages.
- Learners must speak to their Practice Educator by telephone, or leave a message for them to call back, leaving an appropriate contact telephone number.
- Learners may ONLY notify their absence through other means such as text message, *if this is the process you prefer*. Please note that the University discourages the use of text in favour of learners following the full and usual reporting policies.
- Learners must also PLAST by telephoning the absence line on 01905 855 444 or emailing [plast@worc.ac.uk](mailto:plast@worc.ac.uk).
- Apprentices should also notify their employer of any absence.

### 3. Adverse Weather

Adverse weather such as snow and flooding can result in learners being unable to attend placement, or learners may be sent home early. We recognise that there may be a difference in expectations between learners and clinicians and therefore encourage you

to discuss these expectations with your learner early on in their placement, and ahead of any expected poor weather conditions.

1. Learners should make every effort to *safely* attend placement. Contact should be maintained between learner and the placement regarding any likely delay, or genuine inability to attend.
2. The Practice Educator must inform the learner **AND** PLAST if the workplace or department are likely to be closed.
3. If a learner is unable to travel to placement due to adverse weather, they should inform PLAST on the absence line (01905 855 444) and / or by email [plast@worc.ac.uk](mailto:plast@worc.ac.uk)
4. Learners may be sent home early if the weather may cause the learner difficulties in getting home safely. This is applicable if other staff are also being sent home.
5. If patient appointments are cancelled due to the weather and there is no other useful work that can be done at the placement site, learners may be sent home. Where placement hours are missed for any of the reasons detailed above, independent placement related study should be set by the Practice Educator. Learners must provide evidence of the study completed on the return to placement in order for the study hours to be counted towards practice learning hours.
6. If patients are cancelled but there is work elsewhere on the placement site e.g. on another ward, the learner may be deployed there as appropriate.

#### **4. How will learners be supported on placement?**

- All learners will be supervised by one or more named Practice Educators (PE) and may be supervised by a team of staff who may be from different professions.
- Where two PEs are working with a learner, you are encouraged to ensure clear lines of communication. It is your responsibility to ensure that each educator has the same expectations of the learner.
- The PE is the first point of contact for any problems whilst on placement.
- Learners will be given a named Zoned Academic (ZA) who is a member of the academic staff. They will arrange a virtual visit once during the placement and can be contacted in the event of any difficulties. The name of the Zoned Academic will be available to learners via their Blackboard pages.
- The Zoned Academic is your first point of contact with the University for any challenges or problems that cannot be satisfactorily resolved within the placement.
- The Zoned Academic may visit more regularly if the learner experiences any difficulties during placement.
- If learners have any concerns that they do not feel able to discuss with the PE, learners should contact their zoned academic. For this reason, Zoned Academics should always meet with the learner independently on arrival at the meeting.
- If the PE would like to speak to the Zoned Academic independently (i.e., without the learner present) this should be requested prior to the scheduled meeting to enable the ZA to allocate sufficient time to the visit.
- Whilst Microsoft Teams visits are usual, it may be necessary occasionally to conduct a face to face visit.
- Face to face visits will always be maintained when requested by a Practice Educator in the event of difficulties on placement, particularly if they are new to supervising University of Worcester learners.

## 5. The Zoned Academic visit process

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

## **8.6 The Zoned Academic role**

### Communication:

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

### Support of Learner Assessment

- 8.6.19 Support the Practice Educator with completion of documentation as required
- 8.6.20 Support the Practice Educator and learner with the identifying concerns process as required
- 8.6.21 Observe the learner completing practice activities in the placement setting in the case of conflict with regard to interpersonal skills, professional behaviour and clinical safety
- 8.6.22 Support the Practice Educator and learner at the final interview where the learner is at risk of failing the placement

## 9 Working collaboratively with learners

Learners are excited to meet their Practice Educator and generally hold them in high regard. This also means that at times they can be quite scared of you! The relationship between learner and Practice Educator requires open communication and a focus on learner learning to support effective collaboration on the outcomes of the placement. Learners should ensure that they keep you informed of any practical, physical, psychological or emotional issues that may affect their learning or limit their participation in learning opportunities. However, this is not always easy and an open, supportive approach will enable the learner to share with you honestly.

To ensure that the placement expectation and outcomes are met, together you should:

- **Identify learning opportunities available and appropriate for the learner's level of education and previous knowledge and experience.** Some learners will have worked in health or social care before and will need no introduction to how a ward works. For others, this could be their very first time in any hospital, so please ensure that they are given the time to learn and adapt to new experiences.
- **Set realistic goals for professional development** during the placement. Whilst it is normal to have a certain level of expectation, learners need to work towards goals that are achievable for them.
- **Facilitate opportunities for learning** through observation and supported practice within the placement.
- **Give and receive feedback** related to the learner's level of competence and learning.
- **Utilise a model of supervision** that will encourage reflection, self-assessment and development of competence.
- **Demonstrate the linking of theory to practice.** Learners can find this difficult at first. You can help by being overt about the theory that you are using and the decisions they are making.
- **Undertake a process of assessment of competencies** based on the collected evidence from practical and written work. It is the learner's responsibility to bring evidence that they have met their learning outcomes, but you can help them by pointing out how the work they are doing meets their learning expectations & outcomes.

### 9.1 Supervision

Supervision is integral to a learner's ability to reflect on performance and placement experiences and to act on feedback to improve practice. Whilst it is recognised that discussion will occur throughout the placement and that feedback is most useful when given close to the event, 1 hour of clearly designated supervision needs to take place per week. This allows for formal feedback, which supports your assessment process. More frequent formal supervision may be required if a learner is struggling.

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

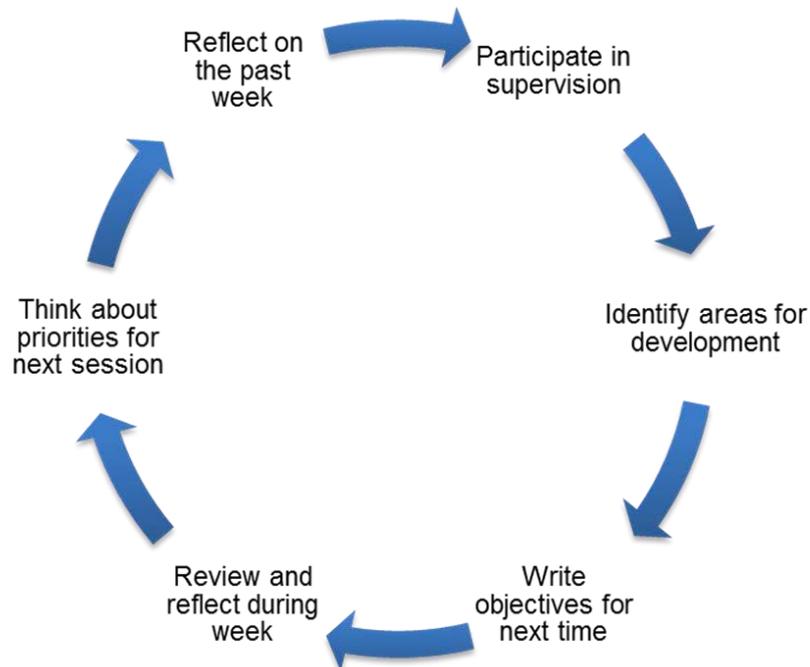
## **9.2 Facilitating reflection in practice - reflective models**

Reflection is one of the key steps required to move from gaining an experience to learning from it. It contributes to making experiences meaningful, resulting in a deeper understanding of what has been learnt. Reflective practice is a key requisite of HCPC standards of proficiency and Practice Educators will continue to support development of learner's reflective practice during placement.

Learners will be introduced to a variety of models of reflection that can support this process. There is no one correct model and learners are encouraged to experiment with a number of models in order to develop their most effective reflective style. It can be helpful for PEs to try new ways of reflecting and share these with learners.

## 10 Reflective models taught at University of Worcester

### 10.1 Healey & Spencer (2007)



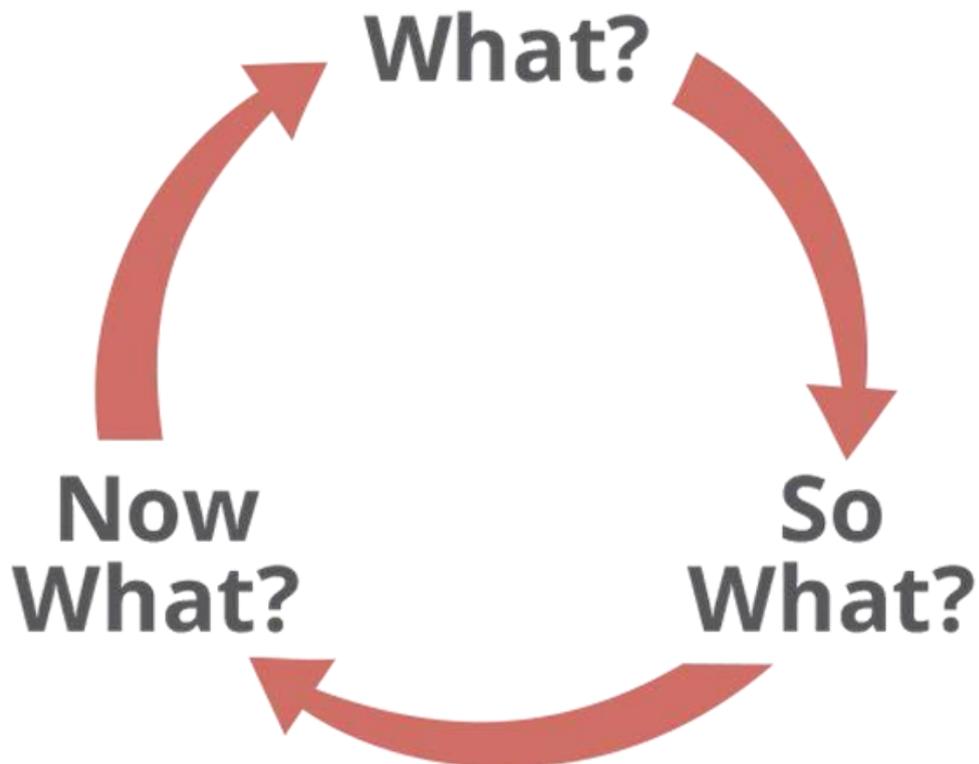
### 10.2 Gibbs Reflective Cycle (1988)



### 10.3 Johns Model of Reflection (1995)



### 10.4 Borton's Reflective Model (1970)



## 11 How learners are assessed on placement

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

### 11.1 Learning outcomes and learning expectations

Each PLD identifies the **Learning Outcomes/Domains** for the placement, and the **Expectations** that learners are required to meet. Each learning outcome/domain is an overall indicator of learner performance in key areas. Each learning outcome/domain is set in relation to the expectation of the year of study and increases in complexity for each practice module. Learning expectations break down the learning outcome/domain into measurable objectives and act as criteria to show that learners have met the learning outcomes/domains. These are detailed in the PLD. Achievement of all learning expectations demonstrates that the learning outcomes/domains have been met, and therefore indicate a **PASS**. Failure to meet any expectation or learning outcome/domain will result in a **FAIL**. In addition, a placement can only be passed if 80% or more of the total hours designated for placement is completed.

### 11.2 Formative and summative placement assessment

Learners are given opportunities for both formative and summative assessment on placement:

11.2.1 Formative assessment = assessment for learning = intermediate interview

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

11.2.3 Summative assessment = assessment of competence or achievement = final interview

### 11.3 Recognising excellence on placement

For learners who have exceeded their PEs expectations, a Recognising Excellence award may be made. This indicates that the learner has passed all expectations safely and competently but that they have exceeded expectations of their professional (academic) level in one or more learning outcomes/domains.

To award this, please complete the section in the Practice Learning Document at the end of the final review. You must give specific feedback related to the Learning Outcomes in which the learner has excelled for this to be awarded. Learners will receive a certificate "Recognising Excellence" with details of the specific learning outcome(s) exceeded on the back, which they can use to support their achievements when applying for jobs.



This is to certify that

**Learner Name**

has received a commendation for  
**Excellence in Practice Learning**  
during placement x on date

This award is a result of achieving a higher level of performance  
than required for the learning outcomes listed overleaf.

Practice Education Lead

## 12 Placement assessment process

### 12.1 Initial Interview

This is the first opportunity to discuss with the learner the opportunities that the placement offers, and any learning needs that they may have. You may also identify any specific learning opportunities for the placement to help the learner meet the learning outcomes/domains.

12.1.1 It is normally conducted by the end of week 1

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

12.1.3 You and the learner should complete the Declarations in the PLD to show that you are both aware of your roles and responsibilities on placement.

### 12.2 During placement

12.2.1 Learners must document within the PLD their evidence, which demonstrates progress towards and achievement of the learning outcomes/domains. This evidence could include the supervision and spoke visits as below

12.2.2 Learners should record all supervision on the sheets provided

12.2.3 Learners should record their spoke visits on the sheets provided

12.2.4 It is helpful if Practice Educators can set a culture of expecting to see new entries in the PLD each week.

### 12.3 Intermediate Interview – Formative assessment

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

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

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

12.3.4 You will provide feedback on the learner's progress towards and achievement of:

- 1. Professional competencies.** For each placement, the professional competencies will be assessed at the intermediate interview and progress documented. If these competencies are met early on in the placement, they must be maintained through to the final interview. Please do not be afraid to tell a learner that they have met the competencies early on
- 2. Learning outcomes/domains and expectations.** Learners must demonstrate their achievement of each learning outcome/domain by providing evidence that shows that they have met each expectation. At this intermediate point, these are assessed as *demonstrated*, *progressing* or *not achieved*. Any expectation marked as “not achieved” at this point is indicative of an identified concern. This may suggest the learner may not meet the required expectations at the end by the placement if the present standard persists. Conversely, it may be that the learner has not yet had the opportunity to demonstrate this and that this needs to be planned into the remainder of the placement. Please discuss this with the learner and ZA as this may trigger the process for identifying concerns.

- 3. Attendance:** attendance should be discussed as this may affect the learner's ability to meet the expectations and learning outcomes.

At this point, you may choose to identify or modify any specific learning opportunities/actions for the remainder of the placement.

#### **12.4 Final Interview - Summative Assessment**

This is a formal, mandatory assessment that takes place at the end of the placement.

Learners are assessed on:

- 1. Professional Competencies:**

You must sign off competencies as maintained / achieved at the final interview to pass the placement. Any competency not achieved will result in failure of the placement.

- 2. Learning Outcomes/Domains:**

Learners must provide evidence that they have met each documented expectation. These must be assessed as demonstrated in order to pass the placement. Any expectation marked as "not achieved" at this point will result in placement failure.

- 3. Attendance:**

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

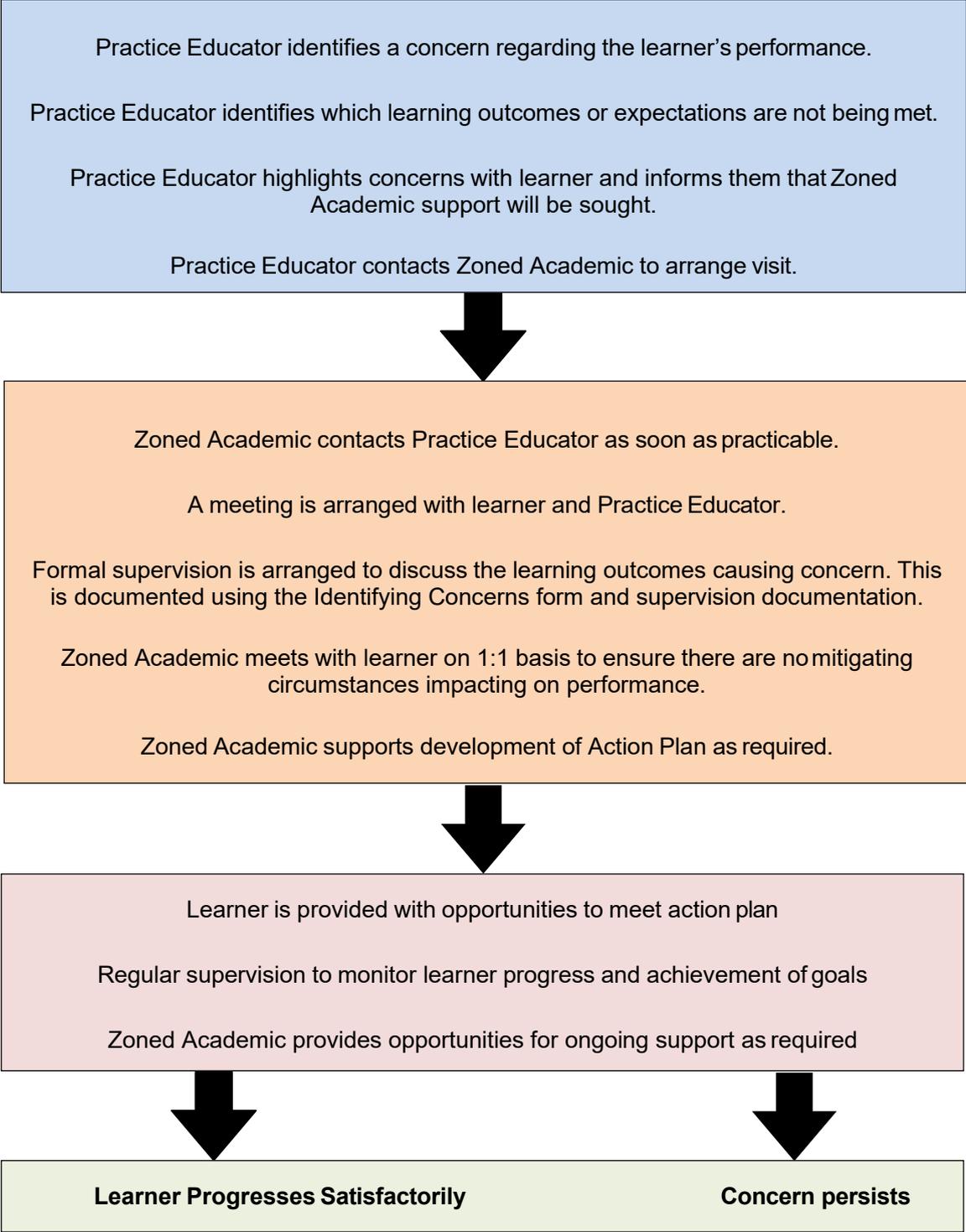
#### **As the Practice Educator, you must:**

- Complete the **PASS/FAIL** box
- Check the placement hours and confirm these via the automatic e-mails sent from the students POW.

### **13 Identifying Concerns Process**

If learners are not making satisfactory progress on your placement or are at risk of failing to meet the learning outcomes this must be identified at the earliest opportunity. This process is used to initiate support for the learner and for the PE to resolve areas of inadequate performance. It does not disadvantage the learner in any way. It is most likely that concerns will be identified during the intermediate interview, however this process can commence at any stage during the placement if concerns are identified.

Please see overleaf for a flowchart documenting the process.



If the learner progresses satisfactorily	If concerns persist
<ul style="list-style-type: none"> <li>• You complete final interview as scheduled and sign learning outcomes as “demonstrated”</li> <li>• You inform Zoned Academic that sufficient progress is being made</li> <li>• Learner passes the placement, and no further action is required.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Educator completes final interview and provides feedback on ALL learning outcomes.</li> <li>• Practice Educator indicates clearly which learning expectations were not passed and provides justification.</li> <li>• Practice Educator signs PLD as “<b>FAIL</b>”.</li> <li>• The student should submit your Fail via the post placement questionnaire.</li> <li>• Where your professional suitability is in question, the University of Worcester Fitness to Practice procedure may be invoked.</li> </ul>

### **13.1 Failure of a placement**

In the event that learners have not met all of the summative assessment requirements and have failed a placement, an opportunity for re-sit may be provided. Only one re-sit attempt per academic year is permitted for placements. A formal process, known as the Practice Panel, exists to review all fail grades and determines the type of re-sit required as appropriate. The decisions of the practice panel are reported to the Board of Examiners. Re-sit placements cannot start until Practice Panel decisions are known.

Learners are not allowed to be re-assessed in practice more than 3 times throughout the whole course (once at each level) and are not permitted more than one reassessment opportunity. This means that if a learner fails the second attempt at a placement, they have failed the requirements of the course and must be withdrawn.

**In the event of failure in the original and reassessment opportunity in practice based learning modules, the Practice Placement Panel will discuss the failure and make recommendation to the Examiners Board that the learner's course of study is discontinued.**

**Failure of more than one placement per academic year or failure on grounds of professional unsuitability will lead to automatic discontinuation from the course without reassessment opportunity (RCOT, 2019).**

**In the event that an apprentice fails placement as above, the employer will also be informed.**

Learners have the right of appeal to the Academic Board against a decision of the Board of Examiners; however, specific guidance should be sought from the registry department in these circumstances. Where an appeal is lodged, learners will not be permitted to attend placement or university until the outcome of the appeal is known. [Learner Academic Appeals Procedures](#).

### **13.2 What will happen to the learner's practice hours if they fail?**

If the learner fails a placement, those hours will not be counted towards the 1000 hours they need to qualify as an occupational therapist or a physiotherapist. Only successful hours that have been completed on a passed placement will count.

### **13.3 Re-sits of placements**

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

University staff will NOT disclose this information to practice educators when requesting placement offers. The responsibility for disclosure of reasons for re-assessment of placement lies with the learner and occurs at their discretion. However, we will encourage learners to take an open and honest approach to the sharing of information that may affect their learning.

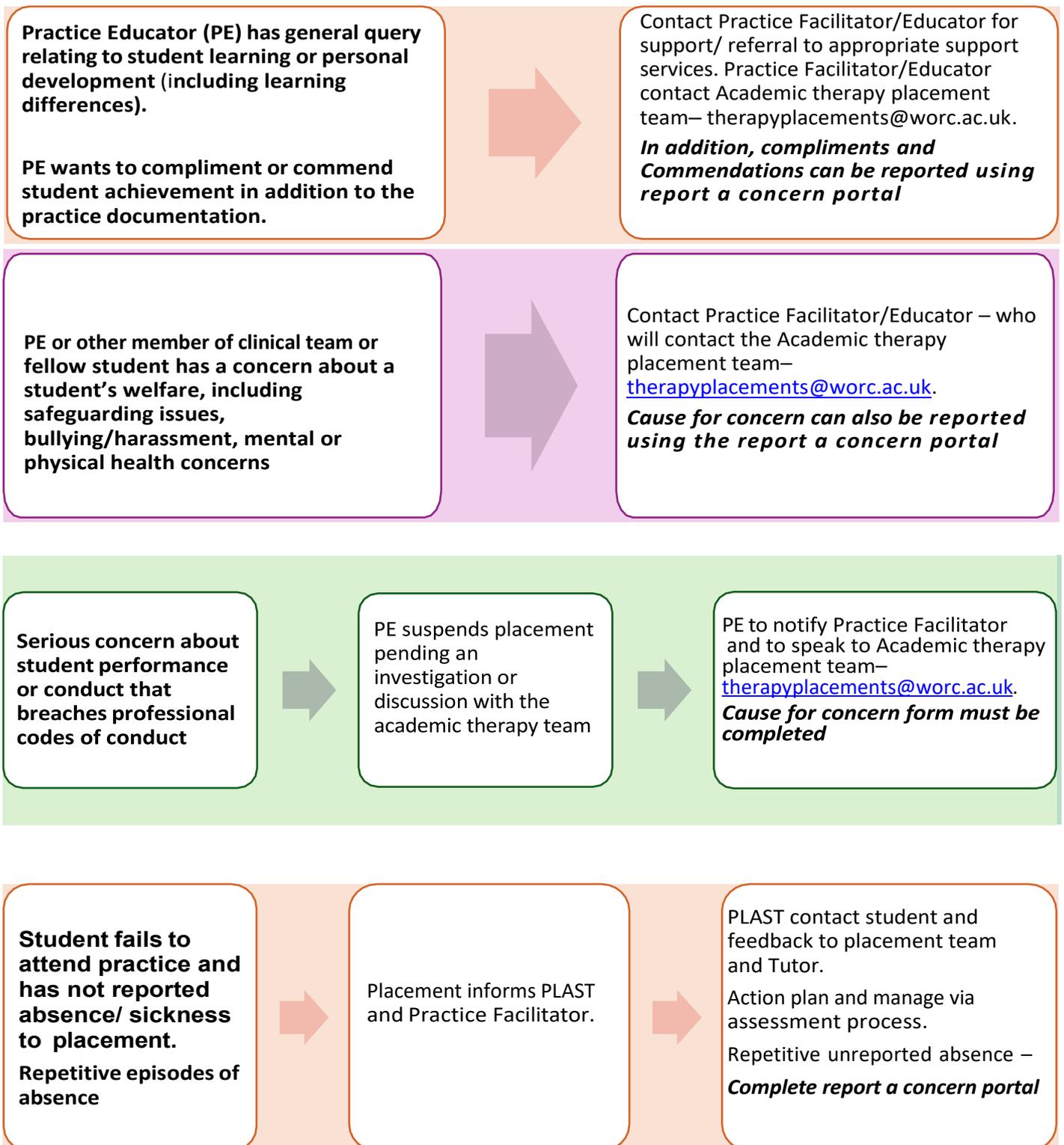
On some occasions, an action plan may be in place. If this is the case, you will be made aware of the details with the learner's consent after the allocation of the learner to the placement. This might include any reasonable adjustments or development plans which have been recommended by the Practice Panel.

## 14 Raising Concerns in Practice

### 14.1 GUIDANCE FOR PRACTICE EDUCATOR AND SUPERVISORS

Please note: This process does not replace normal processes for supporting students on placement or the usual assessment process or practice assessment documentation. Report a concern portal can be found here

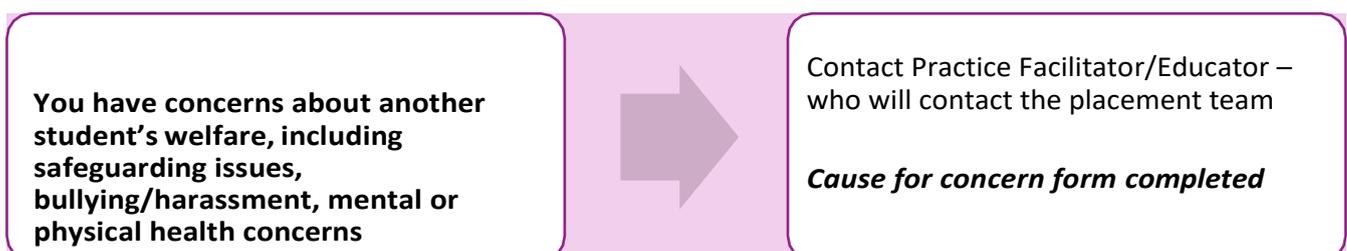
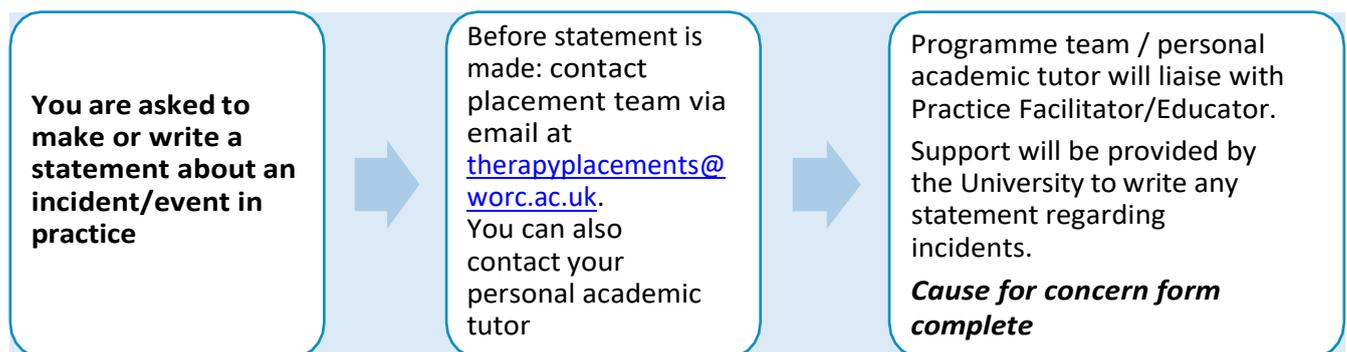
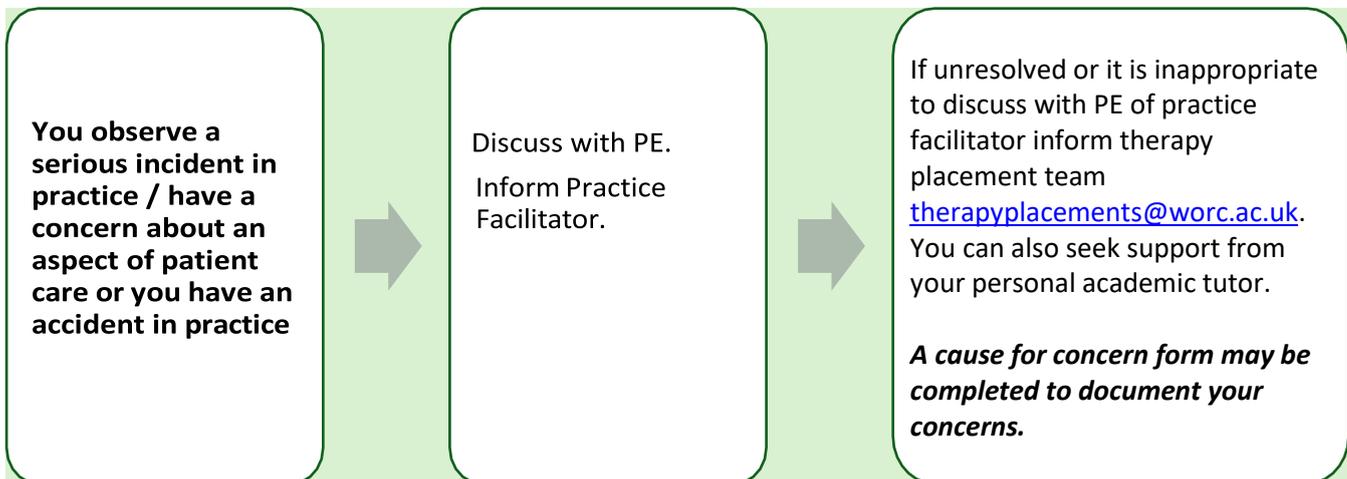
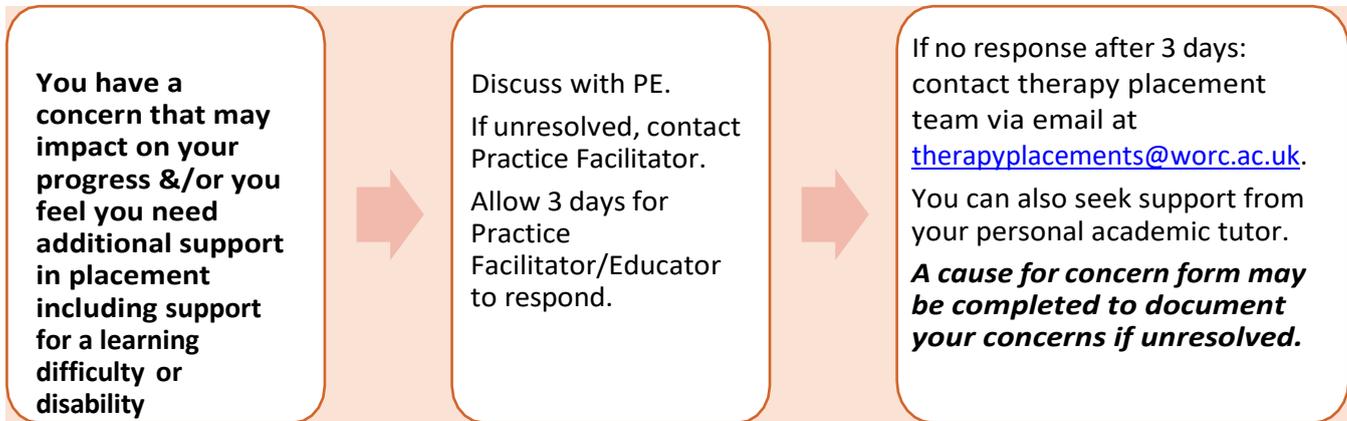
**<https://reportaconcern.on.worc.ac.uk/>**



## 14.2 GUIDANCE FOR STUDENTS AND APPRENTICES ON PLACEMENT

As a student on a professional programme you have a responsibility to highlight concerns you have about standards of clinical practice including unsafe practice. Report a concern portal can be found here

**<https://reportaconcern.on.worc.ac.uk/>**



**The University of Worcester is committed to providing a supportive and inclusive environment for all members of the University community.** We value equality and diversity and promote respect and inclusion. Please report any practice or placement concerns that you have via processes listed on the Raising Concerns algorithm or via the reporting tool : <https://reportaconcern.on.worc.ac.uk/>

## Institute of Health & Society Practice Placement Panel

### 15 Practice Placement Panel terms of reference

#### TERMS OF REFERENCE

#### 1. Context:

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

#### 2. Purpose:

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

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

#### 3. Membership:

- Independent Chair (University representative – minimum of Course Leader level)
- Lead Practice Facilitator/ Educator (or their nominated representative) where

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appropriate

- Nominated member of the course team for all learners in the cohort being considered by the Panel, as appropriate
- The Course Lead (or their representative) and other relevant representatives from the course team associated with the learner's learning, (which could include the practice learning module lead)
- Representative from the Placement Support Team – Nursing, Midwifery, and Allied Health

#### 4. Lines of Reporting:

Completed reports from this panel will be received by:

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

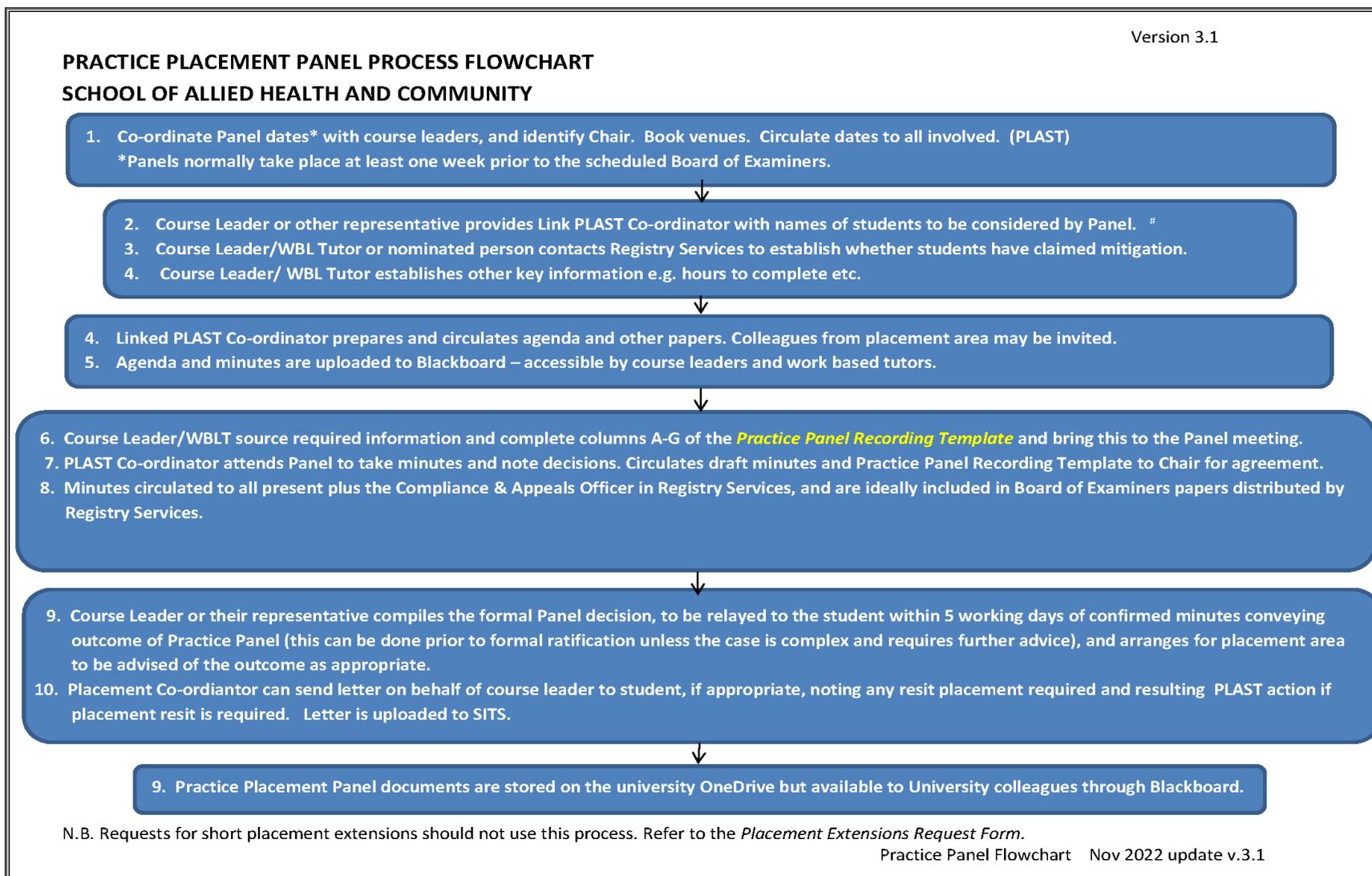
#### 5. Schedule of Meetings:

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

## **6. Terms of Reference:**

1. To review the case of any learner that has failed to meet the standards or progression outcomes during a practice placement experience;
  2. To review learner claims of exceptional mitigating circumstances in relation to a practice learning experience;
  3. To discuss any related issues that may have impacted on the learner failing in the practice placement;
  4. To ensure that the assessment processes have been followed in line with University and professional body guidance;
  5. To advise, and make recommendations to the Board of Examiners that enable the learner to progress on the programme (as appropriate, or to defer the decision and seek advice);
  6. To advise the Registry Department as to whether assessment requirements have been met;
  7. To report the Panel's decisions to the Board of Examiners via a formal set of minutes;
  8. To report the Panel's decision to the learner via formal notification which relays the Panel's requirements and timescales involved.
  9. Where appropriate, provide feedback to the placement areas and those responsible for the learner on placement, thereby enabling effective communication about decisions made;
  10. To identify any trends in relation to placement assessment (for quality assurance purposes) that demonstrate good practice and identify any issues that need to be addressed;
  11. To report the activities of this panel annually through the Annual Evaluation Reports.
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## 15.1 Practice Placement Panel Flowchart



## 16 Effective Training for Practice Educators

### Overall programme aims:

The programme aims to equip Occupational Therapists and Physiotherapists with the skills and knowledge required to become effective practice educators who base their practices on adult learning theory and best practice. It recognises the benefits of multi-professional education and allows for shared learning between therapists working in differing clinical specialities.

### Learning Outcomes:

The clinical educator should provide evidence that s/he is able to:

1. Describe the role and critically evaluate the attributes of an effective practice educator
2. Critically apply learning theories that are appropriate for adult and professional learners
3. Plan effective strategies to implement and facilitate learning in the practice placement setting
4. Apply sound principles and judgement in the assessment of performance in the practice placement setting
5. Critically reflect on and evaluate the quality of practice education learning
6. Critically reflect on experience and formulate action plans to improve future practice

### Programme of Learning for Practice Educators:

Practice educator training is delivered as part of the NHS futures website practice education training workspace. New educators will be expected to complete 3 steps;

**Step 1** is to completed three introductory modules which are part of the AHP e-learning package that can be found here.

(<https://learninghub.nhs.uk/catalogue/ahppracticeeducatortraining>)

**Step 2** is to access the section with specific information/resources on practice education learning at the University of Worcester.

**Step 3** is practice educators need to review information on placement assessments provided by specific professional bodies (as appropriate)

Links to all steps can be found on the NHS future practice education training workspace.

Note: Practice Educators who currently educate learners from other institutions will need to complete steps 2 and 3.

To keep up to date all Practice Educators will be required to attend 2x1 hour update webinars per year (either live or view recorded sessions). This session aims to support educators to address challenges and share good practice with others, whilst also providing details of new & emerging methods in Practice Education. The recorded webinars and dates of future webinars can be found on NHS future practice education training workspace.

All practice educators will be expected to complete a course prior to accepting learners in

practice. Practice educators will need to sign a declaration that they have completed the appropriate course/s as part of the initial sections of the students practice learning document.

To gain access to the NHS future practice education training workspace you will first need an NHS futures account and then please send you e-mail to the e-mail address below asking for access. Once you have access you will be able to access the above material.

**Contact details:**

[therapyplacements@worc.ac.uk](mailto:therapyplacements@worc.ac.uk)