Faculty of Medicine and Health Sciences
School of Health Sciences

MSc Occupational Therapy, (pre-registration) Practice Education Handbook 2016

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UEA Mentor and Practice Educator website
http://www.uea.ac.uk/foh/mpe/practice-educators

www.uea.ac.uk/foh
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1 PRACTICE EDUCATION

1.1 Practice Education within the Courses

Practice education is an integral part of all pre-registration occupational therapy (OT), physiotherapy (PT) and speech & language therapy (SLT) courses in the School of Health Sciences (HSC). Students undertake a range of practice education experiences relevant to their programme of study to enable work within different health, social care and educational settings. Our practice education providers (PEPs) are primarily located within East Anglia but may extend out of the region in response to availability. Practice placements are arranged and allocated by the School of HSC and students are expected to undertake practice placements away from the Norwich area. Practice placements may be subject to change at short notice due to circumstances outside the control of the University.

Practice placements negotiated independently by students with practice education providers will not be recognised by the University (with the exception of the final practice placement for OT and PT). Students are allocated to PEPs informed by their individual practice education profile and placement availability within the East of England. By enrolment on a pre-registration OT, PT or SLT degree course the student agrees to attend all placements arranged by the School of HSC. Refusal by a student to undertake a placement allocated to them will normally result in the student receiving a fail grade for that placement.

Practice education is supported by a dedicated University administrative team, an academic lead for practice education, profession specific practice education coordinators, by academic staff members who act as both personal advisors and visiting tutors to students. The Faculty of Medicine and Health Sciences (FMH) at UEA has a practice education lead who addresses issues relating to the practice elements across all health courses, facilitating Faculty wide procedures where appropriate. Practice education at HSC is also supported by the UEA Code of Practice for Placement Learning and Work-based Learning http://www.uea.ac.uk/foh/mpe/practice-educators/uea-policies-and-guidelines. A Learning Development Agreement is established between Health Education East of England and organisations that provide practice placements for NHS commissioned students.

This Practice Education handbook provides details of the organisation, learning outcomes, delivery, and assessment of practice education. The first section of the handbook contains information relevant to all pre-registration courses; the second section contains profession specific information about practice placements and the courses.
1.2 Practice Placement Dates

Academic Year 2016

1st Year (Cohort 2016)

Practice Placement Dates

| Practice Placement 1 | 5th September 2016 | 21st October 2016 |

1.3 Practice Placement Team at the School of Health Sciences

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Contact details can be found in Appendix F.

1.3.1 Academic Lead: practice education

The Academic Lead for practice education has a strategic responsibility for issues which relate to the pre-registration courses within the School and the quality assurance processes for practice placements undertaken by pre-registration students. The Academic Lead for practice education is responsible for the management of the practice placement team. The Academic Lead for practice education in conjunction with the practice education co-ordinators plan and deliver a programme of Practice Educator Courses and updates within the School and across the region.

1.3.2 Practice Education Co-ordinator

The profession specific co-ordinator ensures that the process for practice placement allocation is completed and that students are prepared for the practice placement through dedicated teaching sessions.
The practice placement experience is reviewed by the practice education co-ordinator, using feedback from students, practice educators and visiting tutors. This process monitors the quality of the learning environment, identifies good practice and areas for development.

### 1.3.3 Placement Administration Team

This team provides administrative support for the OT, PT and SLT practice placement education within HSC. This dedicated team is the first point of contact for practice placement enquiries and information for students, practice educators and members of faculty. Staff within the placement administration team are responsible for allocating the student’s practice placements in liaison with the practice education co-ordinators and for ensuring that the educators and students have access to the required paperwork to support the practice placement experience.

### 1.3.4 Visiting Tutor

The visiting tutor is a member of the academic staff from the School of HSC. For further information please refer to the Visiting Tutor Standards on the UEA mentor and practice educator website [http://www.uea.ac.uk/foh/mpe/home](http://www.uea.ac.uk/foh/mpe/home).

### 1.3.5 Clinical Learning Environment Team

The Clinical Learning Environment Leads (CLELs) are a regional team of registered healthcare professionals from various disciplines. They are employed by Health Education East of England and work in partnership with local healthcare employers and Higher Educational Institutions to assist in developing high quality learning environments, as well as giving support and guidance to the practice educators who support the students. The contact details for the CLELs working in Norfolk, Suffolk and Cambridgeshire can be found in Appendix H.

### 1.3.6 UEA Faculty of Medicine and Health Sciences – Mentors and Practice Educators Website

This site is intended to offer a 'one stop' resource for practice educators and nurse mentors to support them in their vital role in supervising, teaching and assessing students. The information within the Practice Educators section of the website includes:

- Profession specific student practice placement information, including handbooks, examples of assessment paperwork
- Course details
- UEA policies and guidelines
- Practice education resources
- Contact details for staff working at the School of HSC and PEFs
- CPD courses
- Practice Educator Courses

The mentor and practice educator website has open access and can be found by following this link [http://www.uea.ac.uk/foh/mpe/home](http://www.uea.ac.uk/foh/mpe/home).
1.4  Responsibilities of the Student, the Practice Educator and the Visiting Tutor

Student responsibilities – the School expects the student to:

- Engage with all pre-placement information relating to the practice area including suggested preparatory reading;
- Write an appropriate introductory letter to the practice placement and to complete a curriculum vitae outlining their previous practice placement experience;
- Ensure that start times and accommodation and travel arrangements are confirmed;
- Take the initiative to phone and/or visit the educator before going out on practice placement to address any unresolved concerns or questions and discuss any additional learning needs;
- Consider and to take responsibility for their personal learning needs appropriate to their stage of training, and to use every opportunity to develop these through practice education;
- Develop a draft learning contract prior to the start of the practice placement;
- Further develop their learning contract and plan a programme of experience with their practice educator which reflects the opportunities of the practice placement;
- Identify knowledge, skills and attitudes acquired during the practice placement experience, and to use them in subsequent theoretical work as appropriate;
- Work within their scope of practice appropriate to the stage of training;
- Reflect on the practice education experience, actively contributing to and recording supervision and engaging with the assessment process in a positive manner;
- Develop professional skills with a range of clients, working at a level appropriate for the stage of training reached;
- Prepare for the visiting tutor contact by having all practice placement paperwork completed and available (supervision log, learning contract, interim assessment if completed and any other significant evidence relating to performance on practice placement);
- Maintain their CPD portfolio using evidence from their practice placement experience;
- Observe HCPC guidance and professional body standards in all aspects of their practice placement experience and demonstrate the professional responsibilities as outlined in the School Professionalism Charter at all times (see Practice Placements A-Z: Professionalism);
- Identify future personal and professional learning needs with the practice educator in preparation for the next stage of their development;
- Inform the practice educator and the School in the case of any problems or unforeseen circumstances which may affect their ability to complete the practice placement within the agreed time;
- Comply with the School and practice placement procedures regarding sickness (see Practice Placements A-Z: Absence procedures);
- Complete and submit all relevant paperwork to the university by the required date;
- Conform with the University requirements with regard to Disclosure and Barring Service (DBS) clearance, professional liability insurance, clearance for patient contact and mandatory training and ensure that all relevant documents are held in the Student Placement Passport.

Practice Educator responsibilities - the School expects the educator to:

- Develop their abilities in facilitating the learning and assessment of students through attendance at practice educator courses / updates as appropriate;
- Prepare for the student by providing initial information in advance (including preparatory reading), arranging suitable accommodation if required, facilitating a preparatory visit if possible and welcoming them on arrival;
- Develop a programme of learning with the student which reflects their learning needs and the opportunities of the practice placement area;
- Arrange an induction to the practice placement area for the student in line with their organisations policy;
- Act as a role model and provide guidance with regard to the attitudes and behaviours required of a healthcare professional;
- Guide, support and facilitate the student’s learning as appropriate;
- Ensure the student always has a named appropriate person to refer to in the educator’s absence;
- Provide regular formal supervision (minimum of 1 hour per week) to develop the student’s learning informed by the practice placement learning outcomes and the student’s learning contract and sign the Formal Supervision Log;
- Assess the student’s performance at the midway and final stage through a process of discussion and negotiation;
- Assist the student to identify future personal and professional learning needs in preparation for the next stage of their development;
- Inform the School as soon as possible of any concerns regarding the student’s performance, and to document issues as they arise;
- Liaise with the practice education co-ordinator or the visiting tutor in the case of any problems or unforeseen circumstances which may affect the student’s ability to complete the practice placement within the agreed time;
- Complete the assessment documentation and practice educator feedback;
- **Speech & Language Therapy only** – ensure that the student has sufficient opportunities to make video recordings of their interactions with clients and/or significant others as required for the SLT Report B assignment. Students should start making recordings as early in the placement as possible. They will need to record enough footage to extract 15 minutes of usable material for their assessed DVD.

**Visiting tutor responsibilities - the School expects the visiting tutor to:**

- Contact both the student and the educator in advance of the practice placement dates to arrange a mutually convenient time around the midway stage of the practice placement to visit or provide support as specified for the practice placement;
- Undertake a minimum of one visit to the practice placement location (practice placements 1-3) and further visits if this is required by either the student or the educator;
- Provide telephone and / or email support with the student and educator (practice placement 4) and visit if required by either party;
- Prepare for the visit by reading the specific practice placement objectives and reviewing the student’s previous practice placement performance;
- Complete the visiting tutor form recording the student’s progress and learning experience;
- Raise any significant issues regarding the practice placement experience with the practice education co-ordinator;
- Uphold the FMH Visiting Tutor Standards [https://www.uea.ac.uk/documents/20279/212460/Visiting+Tutor+Standards+updated+15+06+15.pdf/a60d10ae-283d-49c8-be78-85d7d8fa6907](https://www.uea.ac.uk/documents/20279/212460/Visiting+Tutor+Standards+updated+15+06+15.pdf/a60d10ae-283d-49c8-be78-85d7d8fa6907)
1.5 Practice Placements A – Z

1. Absence Procedures
In HSC, attendance at ALL sessions is compulsory unless otherwise indicated. Practice placements must be undertaken during the pre-arranged times stated by the School. **Sickness** – Students must inform their practice educator and the relevant person in the Placement Administration Team if they become unwell (see appendix G for contact details). The School procedure for certifying sickness must be followed whilst on practice placements. Periods of sickness must be recorded on the assessment form, and this will be entered on the student’s record in accordance with the requirements of the Clothier Report (1995).

**Absence** – Non sickness absence is made up of excused and non-excused absences. The student should discuss this with their practice educator but it is only the MSc Course Director who will decide whether an absence is excused or non-excused. An excused absence usually constitutes an emergency situation. If a student feels these circumstances apply, they must contact their Course Director (using an excused absence form) who will consider their request. Any other absence (other than through sickness) will be deemed to be a non-excused absence.

2. Accidents and Incidents on Practice Placements
Any accidents or incidents which occur on practice placements should be reported following the Trust/Organisation Policy and the School should be informed at the earliest opportunity.

3. Accommodation
Where available the Placement Administration Team will arrange accommodation if required by the student. However, students may be required to make their own accommodation arrangements. Any accommodation booked by the UEA should be cancelled via the Placement Administration Team. Students are normally required to stay in accommodation local to their practice placement if the travelling distance is over 50 miles. If a student experiences a problem with their allocated accommodation whilst on practice placement they should contact the onsite Accommodation Officer in the first instance to try and resolve the problem themselves. If the student is unable to resolve their accommodation problem they should contact the Placement Administration Team for assistance.

4. Car Insurance
A student who is required to use their car for travelling on practice placement is responsible for ensuring that they have an adequate level of insurance cover prior to the start of the practice placement. Students are advised to contact their insurance company to check the cover required. For car insurance queries please contact ot.placements@uea.ac.uk, pt.placements@uea.ac.uk, slt.placements@uea.ac.uk.

5. Codes of Ethics
All students are required to adhere to the following regulations as relevant to their own profession:
- HCPC (2010) Guidance on conduct and ethics for students
6. Confidentiality
Whilst on practice placement students must conform to the Trust and the professional body’s policies regarding confidentiality. This may be different from the School’s confidentiality policy. Students must familiarise themselves with the Caldicott Principles and the Data Protection Act 1998 and their relevance to patient confidentiality and all areas of information handling (see Appendix B). Students should refer to their General and Assessment handbooks for guidelines on confidentiality and anonymity when completing academic assignments.

7. Deferred Placements
There is an attendance requirement of 100%. Absence from 20% or more of the practice placement block (calculated by days not hours) normally require the practice placement to be deferred as the learning outcomes can no longer be achieved. (See section 4.1.3).

8. Disclosure and Barring Service (DBS)
Students are required to undertake DBS clearance as directed by the University. A student must immediately inform the relevant course director if they are convicted of a criminal offence, receive a conditional discharge for an offence, or if they accept a police caution after they have been accepted on to their course of study. Any student who does not inform the School, and is subsequently discovered, will be dealt with under the regulations of Fitness to Practice.

9. Equality and Disability Legislation
Students with Disabilities
The Equality Act 2010 requires Higher Education Institutions to ensure that students are not discriminated against for reasons relating to their disability whilst on a practice placement arranged by the University. The University may offer sources of information about practice placements in relation to disability issues and provide an opportunity for students to discuss their support needs (UEA, Placement Learning and Work-Based Learning Code of Practice, 2012). Students are encouraged to contact their personal advisor for further information / advice or the Dean of Students Office https://www.uea.ac.uk/services/students/disability/Placements.

Reasonable Adjustments
The HSC Reasonable Adjustments pack is intended to support a student who has been identified as having an assessed disability / specific need. Following an initial assessment by Occupational Health and/or the Dean of Students disability service the student will need to meet with their Personal Advisor to plan adjustments that are reasonable (within the context of meeting the course requirements) to support their learning both within University based teaching and during practice placements. The plan will be reviewed annually to accommodate any changes in circumstances that may have occurred during an academic year.

Equality
The University and practice education providers have a duty of care to ensure all practice placements are in environments that are free from discrimination or harassment on the basis of age, disability, gender - including pregnancy and maternity or gender reassignment, race, religion and belief, sexual orientation including civil partnership or marriage. If students have any concerns whilst on practice placements they should seek advice from their personal advisor https://www.uea.ac.uk/equality.

10. Identity Cards
Students are expected to follow the practice education provider’s procedure regarding identity. They have a plastic card holder which takes their UEA identity card. Students are also
provided with a name badge which they may be required to wear. **Students are advised that their name should be clearly visible at all times whilst on practice placements.**

11. **IT Usage**

Students must not access NHS (or other organisational) intranet or record systems using their educator’s password, or be logged in by their educator. This is a breach of data protection and information governance law. Students should be made aware of any policies regarding the use of IT facilities in their practice placement setting. Students are governed by the UEA Conditions of Computer Use (please contact the Placement Administration Team for more details). Any misuse of IT facilities by students on practice placement will be deemed unprofessional behaviour and will be dealt with appropriately by the University (see sections 4.2.6 & 4.2.7).

12. **Library Resources**

Students will be able to take books from the UEA library on extended loan to cover their practice placement block. Letters to take to the library to gain permission for an extended loan will be made available on Blackboard where appropriate. Students may have access to library resources whilst on practice placements. These resources should be accessed within PEP guidelines.

13. **Mandatory Training**

All mandatory training provided by HSC must be completed prior to starting the practice placement and be evidenced in the Student Placement Passport. This includes: Moving and Handling, Basic Life Support, Promoting Safer and Therapeutic Services, Infection Control, Information Governance and Safeguarding. In addition students may be required to attend training in order to undertake a practice placement in a particular Trust or practice placement area. The time spent on this training may be included in the student’s practice placement hours.

14. **Mobile Phones**

Mobile phones are only to be used for professional purposes within the working day and used according to the Trust’s operational policy. Text messages from students are an unacceptable means of communication with educators, except in exceptional circumstances or by prior arrangement.

15. **NHS Constitution 2013**

The NHS Constitution sets out six ‘Values’ that should underpin everything done by both students and qualified therapists. The six values are:

- working together for patients;
- respect and dignity;
- commitment to quality care;
- compassion;
- improving lives;
- everyone counts.


16. **Occupational Health Screening**

The Occupational Health Service at the University follows the Department of Health guidance for the health clearance of new healthcare workers including students. Students are issued with clearance for patient contact by the UEA Occupational Health Department prior to their first practice placement.
Changes to Health Status Students must notify the MSc Course Director if their health status changes at any stage during the course as this may affect their ability to undertake practice placements. As a result of their changed health status they may be required to attend the UEA Occupational Health Department to ensure fitness to practice. Any student, who fails to declare their changed health status, thus placing themselves or others at risk, will be referred to the BSc Course Director and normally referred to the Fitness to Practice panel.

17. Organisational Policies
Students are expected to comply with all policies and procedures within the organisations they visit whilst on practice placement and they must recognise the importance of safe practice within their practice placement work.

18. Out of Hours Contact
The Dean of Students’ Office offers wide ranging advice and guidance to any student who is experiencing difficulties http://www.uea.ac.uk/services/students. The UEA Nightline is a confidential listening service funded by the Students’ Union and run by UEA students. Calls can be made between 8.00pm and 8.00am during term time. Students can access this service if they are lonely, worried or just need someone to talk to 01603 503504 http://www.uea.ac.uk/nightline.

19. Personal Appearance
Students are required to adhere to the uniform and non-uniform policies of the practice education provider. They must seek advice on the wearing of jewellery, hair and make-up, personal care and the need for safe footwear. For their own safety they should not wear their uniform in public unless undertaking a practice education related duty.

20. Practice Placement Expenses
Practice placements are a compulsory part of the course and students are responsible for the costs incurred whilst on practice placements. Students who have concerns about meeting their expenses for practice placements can seek support from the Dean of Students Financial Advice Service https://www.uea.ac.uk/services/students.

NHS Bursary Funding. Students are able to reclaim accommodation and travel costs incurred whilst on practice placements if they have their fees paid by the NHS Bursary and are in receipt of the non-means tested grant of £1000. Any such claims will be subject to the guidelines of this scheme. For further details please see http://www.nhsbsa.nhs.uk/Students.aspx or search for the NHS Bursary website.

Practice Placement Expenses Claim Forms are available on the internet. All claims must be made within six months of the costs being incurred. Incorrectly completed forms will be returned to the student unprocessed. Expense form queries are dealt with by the FMH Finance Office who can be contacted on fmh.finance@uea.ac.uk (students should provide a contact telephone number). Completed claim forms should be returned to the Placement Administration Team, ZICER HUB, UEA, Norwich, NR4 7TJ where the student’s attendance on practice placement will be checked against their claim form. Students who are not eligible to reclaim their costs from the NHS Bursary may qualify for support from the UEA hardship fund https://www.uea.ac.uk/services/students/Fin/fin_hardship.

20. Placement Passport
It is the student’s responsibility to ensure that they have complied with the University’s requirements with regard to their DBS disclosure date, professional liability insurance or professional liability insurance, clearance for patient contact, immunisation status and mandatory training in respect of all their practice placement experiences. 1st Year students will be provided with a Placement Passport where they must keep a record of their DBS
disclosure, professional body membership, mandatory training, clearance for patient contact and immunisation status. The passport will be checked by the School as required. **Students must be prepared to show their Placement Passport to their practice education provider if requested to do so at the start of the practice placement.** Failure to do so may result in a delayed start.

21. **Portfolio**

Students are introduced to the concept of continuing professional development throughout the course to enable them to gain the skills required for portfolio development, prior to their qualification. Students become familiar with the tools which facilitate their learning, such as SWOT / SWOB analyses, learning contracts and reflective accounts. They are encouraged to collate evidence of their development on practice placements and to discuss this with their educator, visiting tutor and personal advisor.

22. **Previous Working Experience in a Practice Placement Area**

Students must notify the placement administrator at the earliest opportunity if they are allocated to a practice placement which requires them to be supervised by an educator who has previously been a work colleague.

23. **Professionalism**

The School of Health Sciences expects high professional standards from its students. This is largely guided by the ‘The Professionalism Charter’, which has been developed to make explicit the professional responsibilities that are expected of the student. For further information see [http://www.uea.ac.uk/foh/mpe/practice-educators/uea-policies-and-guidelines](http://www.uea.ac.uk/foh/mpe/practice-educators/uea-policies-and-guidelines).

24. **Professional Indemnity and Professional Bodies**

Students must ensure that they are covered by the appropriate professional insurance for their time on practice placements. This is provided through student membership of COT, CSP or RCSLT.

25. **Raising and Escalating Concerns Relating to Practice**

All UEA staff and students have a responsibility to raise any concerns about service user safety and care. Any concerns should be discussed with the practice educator at the time or an appropriate senior member of staff. Students may also wish to raise their concerns with their personal advisor and / or visiting tutor.

As part of their induction students must be informed of the practice education provider’s policy on reporting concerns in practice / whistleblowing. See section 4.2.8 for links to the Faculty of Medicine and Health Sciences Policy.

26. **Social networking**

It is essential that the high standards of professionalism that guide behaviour and conduct are also applied when using social networking. The UEA Faculty of Medicine and Health Sciences guidance provides an explanation of how the professional and statutory body regulations and guidance apply to social networking ([http://www.uea.ac.uk/foh/mpe/practice-educators/uea-policies-and-guidelines](http://www.uea.ac.uk/foh/mpe/practice-educators/uea-policies-and-guidelines)). Professional misconduct using social networking sites will be dealt with through HSC Fitness to Practise policies and UEA Professional Misconduct and Unsuitability procedures (see sections 4.2.6 and 4.2.7).

27. **Uniform**

Uniforms are provided by the School. Students are requested to inform the placement team at the start of the academic year if they wish to wear a hijab on placement. One in an appropriate colour will be supplied as part of the uniform.
28. Video / Audio Recording - Speech and Language Therapy only
Students are expected to comply with the conditions set out in the Policy for the Use of Audio & Video Recording which gives guidance on gaining consent and the use of recordings. See Appendix F for details.

29. Working with a member of their family or significant other as an educator or patient
Students must notify the placement administrator at the earliest opportunity if they are undertaking a practice placement which requires them to work with a member of their family or significant other as a patient, or where a member of their family or significant other could be actively involved in the assessment of their practice placement performance. If a student’s practice placement experience could be compromised through a member of their family / significant other being known to the service then the situation should be reported to the relevant practice education co-ordinator or course director.
PROCESS OF ARRANGING PRACTICE PLACEMENTS

2.1 Policy

Practice placements are allocated at the discretion of the practice education co-ordinators and may be subject to short notice changes due to circumstances outside the University’s control. Practice placements must be undertaken during the pre-arranged times stated by the School and with the exception of elective placements (OT and PT), all practice placements will be organised by the School. Practice placements negotiated independently by students with practice placement areas will not be recognised by the University.

Students are allocated to practice placements informed by their individual practice placement profile and practice placement availability within the East of England. By enrolment on the MSc Course the student agrees to attend practice placements arranged by the School of Health Sciences therefore refusal by any student to undertake the practice placement allocated to them will normally result in the practice placement being awarded a fail grade.

A Learning Development Agreement (LDA) and / or Placement Agreement is established between the UEA and Trusts / Agencies who provide practice placements.

2.2 Process for Arranging Practice Placements

Annual Cycle

- **November**: UEA requests w.t.e and placement audit data from Trust Education Lead or AHP Lead
- **January**: On receipt of data UEA updates Trust profiles and allocation ratios
- **February**: UEA formulate student allocations for coming academic year
- **March**: UEA send out allocation plan to nominated person in provider organisation
Prior to each Placement

16 weeks

- UEA send student allocation to nominated Trust representative

14 weeks

- Trust representative returns allocation with location, speciality and practice educator details of all placements

8 weeks

- Student allocation confirmed with practice educator. Placement allocation confirmed with students

6 weeks

- Students complete letter and curriculum vitae

0 weeks

- Placement starts
3 PRACTICE PLACEMENT EDUCATION PROCESSES & DOCUMENTATION

Copies of the paperwork will be brought by the student at the start of the practice placement. Electronic copies of the paperwork are available from ot.placements@uea.ac.uk, pt.placements@uea.ac.uk, sll.placements@uea.ac.uk.

3.1 Learning Contracts

The students are introduced to learning contracts in taught sessions in Year 1. The learning contract identifies the learning goals of the student to ensure that the student meets the learning outcomes expected of the specific practice placement.

Students are encouraged to consider their learning needs prior to the practice placement, and to prepare for these. It is important that the learning contract is developed collaboratively between the practice educator and the student to ensure that the learning goals are relevant to the practice placement experience. The learning contract is used to inform supervision and the assessment process.

The learning contract consists of five sections:

- **Learning Goals**
  Goals should be specific, measurable, achievable, realistic and timely (SMART). Students should avoid broad over-arching goals e.g. ‘to become more confident’, and should focus on components of the goal. The goals should be agreed between the educator and the student and may link back to the experience on previous practice placements where future learning needs have been identified. Students should be encouraged to identify 4 – 5 learning goals to ensure in-depth learning and reflection. A lengthy list may result in a tick box approach which does not significantly advance the student’s development. The goals should be distinct from but related to the learning outcomes defined for the practice placement.

- **Activities**
  These are the ways in which the goal will be addressed, e.g. through observation, guided practice, discussion, using CPD tools.

- **Resources**
  These may include text books, articles, documents, visits and discussions with service users or other professionals within the practice placement. Students should be encouraged to think broadly about these resources, and these will be further informed by the educator’s knowledge of their working area.

- **Evidence**
  For any learning contract to be purposeful it needs to identify the evidence required to demonstrate that the learning goal has been achieved. This should be specific to the goal and clear enough that both student and educator can be confident that the learning has been achieved. For example, a dated reflective extract from the student’s portfolio could provide specific evidence of a goal being achieved; whereas a comment such as ‘reflective diary’ does not evidence achievement of a goal.

- **Achievement**
  This section provides the date of achievement and the signing off of the goal. It may also need to identify if a goal has not been achieved and the reason why. This may relate to issues outside of the student / educator’s control but which do not diminish the value of aiming for the learning opportunity.
3.2 **Formal Supervision Log**

**Students should receive a minimum of one hour of formal supervision per week** where their learning goals, knowledge and performance will be discussed. In the early stages of the course supervision may be guided by the practice educator but this should move to a more equal process as the student progresses. Supervision sessions should be clearly defined in the student’s timetable and should occur in a quiet, private place with no distractions. Both parties should prepare for this session, guided by the supervision log, the practice placement outcomes and the student’s learning contract so that there is a clear focus on specific learning needs and both personal and professional development.

Formal supervision should be provided by a member of the students own profession, however day to day supervision may be provided by another member of the team. This provides flexibility to manage staff absence or part time working. In non-traditional settings the procedures stated within the HSC protocol for distance supervision in role emergent placements should be followed.

**Practice educator’s responsibilities:**
- provide a regular, structured time for supervision
- promote a learning environment
- provide support and constructive feedback
- evaluate and assess performance
- sign the formal supervision log as a true record of the process

**Student’s responsibility will be to:**
- prepare all the relevant paperwork
- respond in a positive and professional manner
- be prepared to evaluate their own performance
- take a proactive role in the process
- take responsibility for completing the formal supervision log
- hand in the formal supervision log with the assessment forms at the end of the practice placement

If the student has difficulty with initiating the supervision process they must contact their visiting tutor at the earliest opportunity.
3.3 Assessment

An assessment of the student’s performance is required on every practice placement to develop the knowledge, skills, attitudes and behaviours of a competent practitioner (HCPC 2012). All block practice placements are formatively assessed at the interim stage, and summatively assessed (graded pass / fail) at the end of the experience.

Awarding a final mark should be informed by:-

- The student’s overall performance throughout the practice placement
- Achievement of the learning outcomes specific to the practice placement experience
- Evidence within the student’s personal learning contract

3.3.1 Assessment Responsibilities

- **Practice Educator’s responsibility** is to award an interim mark which enables the student to see where their performance currently lies, and to identify areas for improvement. The final mark should reflect the student’s overall performance, taking account of the stage of training reached and the length of the practice placement. At the end of the practice placement the educator should award the final mark, in consultation with the student, evidencing this through comments in the final assessment form and front sheet.

- **Student’s responsibility** is to prepare a self-assessment at the midway and end points of the practice placement, using the interim and final assessment forms. They should evidence their marks and recognise this process as part of their personal and professional development, linking to their Portfolio.

- **Visiting Tutor’s responsibility** is to discuss the student’s performance with both the student and the educator, informed by the interim assessment (if completed). The visiting tutor should also be present at the final assessment if the student’s performance is causing concern.

It is the Practice Educator’s, Student’s and Visiting Tutor’s responsibility to refer to the guidelines to support the non-achieving student should the need arise – see Appendix C.

3.3.2 Levels of Practice Placement Performance

**Placement 1** students will be engaged in basic learning, and they will be working under close supervision. The varied forms of expression at this level may be descriptive or imitative but students should be able to show a developing understanding of their studies and its relationship, where appropriate, to particular skills.

**Placement 2** students will be engaged in intermediate level learning, and are able to develop their performance which is based on a sound foundation. The student should demonstrate greater learner independence and development of competence, evidenced by ability in problem solving supported by an understanding of appropriate theory.

**Placement 3 and 4** students will be engaged in complex learning, enabling them to move towards the requirements of a competent practitioner. The student should demonstrate reflective practice and independent learning skills. (HEI Learning Levels [www.uea.ac.uk/foh/mpe](http://www.uea.ac.uk/foh/mpe)).
3.3.3 Awarding a Mark

Awarding a final mark requires careful consideration and educators should consult with their visiting tutor or the practice placement team at the School if they are concerned about any aspect of the student’s performance or behaviour. Please note that students are assessed against the stage of training reached and against the length of the practice placement. It is important to ensure that the practice placement learning outcomes and the student’s learning contract are reviewed when awarding the final mark, to ensure that these have been achieved. Educators are encouraged to gather information from others involved in the student’s experience and to utilise information from the entire placement if it is split across more than one setting.

**Pass**: An overall pass mark is awarded to the student who has demonstrated a level of professional competence and safe practice appropriate to the level of training reached and for whom there are no significant areas of concern. **Throughout** the practice placement the student will have demonstrated the knowledge, skills and attitudes to enable the practice placement to be passed. **All categories in the safe practice and the professionalism categories must be met at pass level.**

**Quality Levels within the Pass Mark (excluding safe practice)**

- **Outstanding**: The student’s performance reflects a consistently **exceptional demonstration of competence**. The student shows initiative and mature judgement clearly beyond the expectations for the level of the practice placement. Within each assessment component there is evidence of an outstanding ability to reason, justify and develop their performance.

- **Good**: The student’s performance reflects a consistently **enhanced demonstration of competence** for the level of the practice placement. The student assumes greater responsibility for their learning and development and a strong level of performance is evident.

- **Expected**: The student’s performance reflects a consistently **sound demonstration of competence** for the level of the practice placement. The student responds appropriately to the supervision process and positive progress is evident throughout the learning experience.

- **Risk of failure**: The student is at risk of failing at the final assessment if they do not address the concerns identified at the interim assessment. The student must demonstrate active engagement with the Risk of Fail Action Plan and with the supervision process, and act appropriately on feedback to improve their performance.

- **Fail**: An overall fail mark is awarded to a student who fails to demonstrate the expected competence for the level of the practice placement. The student shall not be permitted to continue to the next level, or to graduate without successfully repeating the practice placement. The student will have demonstrated significant weaknesses in all or major areas of professional work, and an inability to take responsibility for self-development or professional commitments.

In addition the University retains the right to remove a student from a practice placement if service standards or safety are compromised by the student.

* When completing the final assessment form please bear in mind the following points:

**Placements 1 and 2**
• A fail in any of the items within the Safety and / or Professionalism categories will result in an overall fail for the practice placement.
• A fail of more than one item in any of the remaining categories (Clinical Reasoning, Client Management, Interpersonal Skills and Information Management) will result in an overall fail for the practice placement.
• Please note that the student must not fail more than two items overall

Placements 3 and 4
• A fail in any category will result in an overall fail for the practice placement.

Students normally have one practice placement reassessment opportunity per level. As soon as a student is identified as experiencing problems seek advice from the visiting tutor and refer to Appendix C Practice Education – Guidelines to support the non-achieving student.

3.3.4 Assessment Forms

The assessment forms should be completed at the interim and the final stage of the practice placement, unless the student’s performance is causing concern in which case it is important to document evidence using the forms on a weekly basis. For Practice Placement 1 (OT & PT only) see section 3.3.5.

• Interim Assessment Form
The comments within the form should justify and explain the mark. The student should be active in this process through self-assessment.

• Final Assessment Form
The comments within the form should justify and explain the mark. The student should be active in this process through self-assessment.

The categories of the interim and final assessment forms (safe practice, professionalism, clinical reasoning, client management, interpersonal skills and information management) are informed by the curricular standards of the professional bodies, HCPC Standards of Education and Training and the Skills for Health Knowledge and Skills Framework. The interim and final assessment forms allow an educator to define quality levels within the Pass mark of the categories with the exception of Safe Practice which should be marked as a pass or fail, in line with statutory and professional requirements.

Practice placement hours should be collated on the first page of the final assessment form on a daily basis to ensure that an accurate record is kept.

For further details about practice placement hours please refer to Appendix E.

3.3.5 Placement 1 Assessment Forms (OT & PT only)

The following paperwork is required for Practice Placement 1. Hard copies of the paperwork will be brought by the student at the start of the practice placement.
• Assessment front sheet (for educator & student use)
• Self-assessment form (for student use)
• Formal supervision log
• Learning contract
Completing the Forms – The practice educator should complete the practice placement assessment front sheet in collaboration with the student. The student should complete the self-assessment form.

Please refer to Appendix E for details of the hours required on this practice placement.

3.4 Issue of Concern

Any issue of concern should be discussed with the visiting tutor in the first instance and advice sought on a course of action. If appropriate an issue of concern form can be obtained and returned on completion to Olivia Louks, placements team leader oliviaslouks@uea.ac.uk. The form will be logged and forwarded to the Academic Lead: practice education for appropriate action. Evidence from this form may be used if the student is referred to the Fitness to Practice Panel (see section 4.2.6).

3.5 Returning the Completed Forms

Students must hand in the original copy of the final assessment form and the formal supervision log to the Practice Placements Team, ZICER Hub by the date stated. It is the student’s responsibility to ensure that:

- All sections of the Assessment Form have been completed by both the student and the educator, including comments and signatures.
- All hours are noted accurately and added up correctly. Please recheck if uncertain. Also note that only full and half hours should be noted.
- ALL absences are accounted for. Mark down weekly portfolio hours (OT & PT) study days (SLT) and indicate any other absences including reasons e.g. Bank Holiday, illness.

Failure to hand in the practice placement paperwork on time and in full will be deemed unprofessional behaviour and will be dealt with under the HSC Regulations.

The student is required to make copies of the final assessment form and formal supervision log prior to handing the original forms in to the ZICER Hub. The copied forms should be placed in their portfolio following each practice placement experience.

3.6 Practice Education Feedback

The practice educator and the student are emailed an online feedback form to complete at the end of the practice placement.

Educator and student feedback is analysed by the practice education co-ordinator in conjunction with the student’s assessment forms and visiting tutor summary. Significant issues e.g. failed practice placements will be followed up by the profession specific practice education co-ordinator, practice education director or CLELs.

PEPs will be sent annual service specific feedback in August unless there are areas of exceptional practice or issues of concern which will be reported after each practice placement. The practice education director and / or the AHP leads will provide feedback to trust education leads on a six monthly basis.
4 Policies and Regulations

4.1 Assessment Regulations
The following information is taken from the UEA Course Regulations.

4.1.1 Failed Practice Placements
This regulation applies to all assessed practice placements.

- Any practice placement failed within an academic year will be repeated during the next available practice placement block (or during the summer vacation if appropriate), following confirmation of the fail at an ordinary or extraordinary Board of Examiners.
- The student cannot normally progress to a higher academic level until all practice placement assessments within that level have been successfully completed.
- The practice placement order is interrupted to accommodate the learning outcomes and time frame required by the repeat practice placement.

The practice placement hours accrued on any failed practice placement will be voided. Any practice placement re-assessment will require the same number of weeks as the first attempt. Academic assessment linked to the practice placement experience will normally be deferred where the practice placement is deferred, but will normally be undertaken at the prescribed time should the practice placement result in a fail.

4.1.2 Re-assessment of Practice Placements
All practice education assessments must be passed in order for the student to progress. In the event of a fail the following process must be followed:

- A student failing Practice Placement 1 must satisfactorily retrieve this via re-assessment before progressing into the second year.
- Failure of one practice placement in the second year may be retrieved via re-assessment.
- Failure of more than one practice placement in the second year will normally result in termination of the course.
- The School’s Board of Examiners retains the right not to offer a reassessment opportunity to a student who has demonstrated a failure that, in the view of the Board of Examiners indicates that the student is unlikely to achieve a pass mark or reach the appropriate standards for professional practice within the reassessment period (i.e. where there is evidence of continued and persistent failure to demonstrate professional competence within practice placement/s with no significant trajectory towards competence). In the event that reassessment is not offered, the student shall be required to withdraw from the course of study.

In addition to the summary of Regulations there is a 100% attendance requirement for practice education. A student who is unable to achieve a minimum of 80% of a practice placement experience through sickness or absence will normally be deemed as unable to successfully complete the required learning outcomes for the practice placement, and will undertake a deferred practice placement experience. (See section 4.1.3)

By enrolment on the MSc Course the student agrees to attend practice placements arranged by the School of Health Sciences therefore refusal by any student to undertake the practice placement allocated to them will normally result in the award of a fail grade.

4.1.3 Deferred Practice Placement Procedure
This procedure applies to all placements and will be used where a placement must be deferred due to sickness or personal circumstances.

If the interim assessment has been successfully passed:
- On undertaking the deferred placement students will normally complete the outstanding weeks from the midway point, plus one week of re-orientation;
- The outstanding weeks, plus the week of re-orientation will count as assessed hours if completed successfully;
- Both the interim and the final assessment will be considered for the final mark especially where there is a change of location or educator.

If students have not reached the interim assessment of the placement:
- The whole placement will be deferred as completed hours have not been assessed.

If the student’s performance is raising issues of concern at the interim stage, as documented in the assessment form:
- The whole placement will be deferred

Deferred placements will normally be taken in sequence. In the case of intercalation placement progress will be reviewed.

4.1.4 Assessments Linked to Failed and Deferred Practice Placements

Academic assessments linked to practice placement experience will normally be deferred where the practice placement is deferred. However if the placement is failed and the assessment is reflective in nature it will normally be undertaken and submitted at the prescribed time. Students are advised to contact the module coordinator concerned for confirmation of procedure.

4.2 Policies and Procedures

4.2.1 Non-Traditional Practice Placements

Practice placement experience may be organised in non-traditional settings where these offer a relevant learning experience. This can refer either to a non-standard professional setting which does not have the traditional learning resources, or it might refer to a setting where there is not a member of the same profession (role emergent placements). In either case supervision arrangements must be clear and must conform to the standards of the professional and statutory bodies.

It is the School’s responsibility, in conjunction with the practice education provider, to ensure that a process is in place which enables the learning outcomes to be achieved, and which ensures a safe and appropriate learning environment for the student.

Protocols have been developed to inform the process of arranging and using role emergent placements. These are available on the Mentors and Practice Educators website [http://www.uea.ac.uk/foh/mpe/home](http://www.uea.ac.uk/foh/mpe/home).

4.2.2 HSC Professionalism Charter

Professionalism is an important concept for health and social care practitioners. In the HSC curricula there are four ways in which professionalism is introduced:
- Specific teaching on professionalism
- Professional socialisation
- Practice placement experience
- Assessment of professionalism on practice placements and in the university.
While there is a significant amount of teaching and assessment of professionalism, it is important to help students to identify their own professional behaviours, attitudes, and values. The HSC Professionalism Charter:

- defines the construct of professionalism for HSC students
- gives a tangible framework around which professionalism can be structured
- enables students to map changes in their professional attitudes, values and behaviours
- highlights areas for development.

We have identified specific characteristics that make up professionalism. These are referred to as responsibilities. For further information about our conceptual model of professionalism and the ways in which it is used with students please go to the UEA Mentor and Practice Educator website [http://www.uea.ac.uk/foh/mpe](http://www.uea.ac.uk/foh/mpe) and click on Practice Educators then UEA Policies and Guidelines.

### 4.2.3 Practice Education - Risk Policy

The current provision of health and social care requires therapists and students to undertake increasing numbers of interventions in the community and to work within teams which have different structures and procedures. Students must work within their code of professional practice at all times and refer to Trust / Agency procedures with regard to lone working and shift practices.

**Working in the community**

Students may be expected to work in a client’s home, or alternative community settings. The procedures underpinning this practice are as follows:-

- Read and follow the safety procedures / policies of the Trust / Agency
- Discuss the case fully with your named educator, check records for evidence of potential or actual risk and ensure that an initial assessment has been completed by a qualified practitioner
- Ensure that your named educator agrees to you undertaking the intervention
- Follow the department procedures for noting your absence, the time allocated and the procedure for contacting a named person when the visit is completed
- Understand and work within your scope of practice. Students have the right to refuse to undertake the task if it could jeopardise their own health and safety or that of the client
- Any lone working should be undertaken following a risk assessment, and in relation to the stage of training reached. Final year students will be expected to work more autonomously in preparation for professional practice. Students should always work within their scope of practice
- Interventions used when working alone may present different risks, e.g. moving & handling, working in a person’s home, meeting clients in public places
- Check the location and travel route, park facing the return journey if possible
- Remember that risk can present itself in many forms; e.g. unsafe buildings, animals, other people. Always consider the exit route and position yourself accordingly. Plan what to do in an emergency
- Take a mobile phone with contact numbers to access assistance if required
- Report back following the visit as agreed with your practice educator
- The responsibility for the student when undertaking lone working or community visits rests with their practice educator
**Shift Working**
Shift working on practice placements is becoming a more usual professional requirement. Students and practice educators should follow HSC policy, as well as complying with the procedures required by the practice education provider.

- The practice education provider should inform the placement administration team if the practice placement allocated to a student requires them to work a shift system.
- The placement administration team will inform the student of the shift system requirement.
- The student should discuss any concerns relating to undertaking shift working with the relevant practice education co-ordinator. There is an expectation that students will comply with the requirement unless they have caring responsibilities which would impact on their ability to undertake the practice placement.
- Students should receive information clarifying the exact requirement of the working hours as part of the pre placement contact with their practice educators.
- Students should receive appropriate time back for shift working, and should work within the set number of hours required for the practice placement per week.
- Practice educators should ensure that there is a named person who takes responsibility for the student during any shift working.
- The placement administration team will notify the student’s visiting tutor of the requirement for the student to undertake shift working, to inform their discussion with both the student and the practice educator.
- Should any significant incident occur student and practice educators should follow the Trust / Agency policies and inform the school at the earliest opportunity.

4.2.4 **Mandatory Training**
Students undertake compulsory mandatory training as part of their programme of study. The pattern of up-dates reflects the requirements in NHS practice:

- Annual – basic life support, infection control and information governance, moving and handling;
- Biennial – promoting safer and therapeutic services and safeguarding.

Practice education providers requiring additional mandatory training must organise this for individual students either before the practice placement starts or in the first week of the practice placement.

4.2.5 **Audio and Video Recording (SLT)**
The full policy governing audio and video recording whilst on practice placement can be found in Appendix F.

4.2.6 **Fitness to Practise (FtP) Policy**
The School of Health Sciences has a Fitness to Practise (FtP) policy that complies with the requirements of the Health and Care Professions Council (HCPC) that educational institutions monitor and determine fitness to practise in students on courses where they will be eligible for registration with the HCPC. It meets the requirement that courses have a process for dealing with concerns about a student’s behaviour.

The School will address these concerns in the FtP panel that meets on a regular basis. The primary purpose of the FtP Panel is to consider any issues relating to health, character and professional behaviour of students so as to ensure that public protection is maintained. The FtP panel will also
ensure that the reputation of the University, Faculty of Medicine and Health Sciences and the professions is safeguarded. The FtP panel will achieve this purpose by considering concerns raised by faculty, other University staff, students, practice educators or other practice placement staff or members of the public, about a student who is undertaking a pre-registration course of study in the School. This policy is accessible to students via the UEA Blackboard site and educators on the Mentor and Practice Educator website http://www.uea.ac.uk/foh/mpe/.

4.2.7 Professional conduct
A student whose professional suitability is seriously questioned during practice education, with supporting evidence, and who fails the practice placement on those grounds may not be eligible for re-assessment. The student will thus be required to leave their course. Where there is clear, sustained evidence of professional unsuitability during the practice placement, the student will not normally be allowed to complete the practice placement, and will be required to leave the course. A student so dismissed may appeal through the normal University channels.

In addition the University retains the right to remove a student from a practice placement if service standards or safety are compromised by the student.

Further details are accessible to students via the UEA Blackboard site and educators on the Mentor and Practice Educator website http://www.uea.ac.uk/foh/mpe/.

4.2.8 Reporting Concerns in Practice
Healthcare students have both a legal and moral duty of care for the patients/clients with whom they work. The HCPC Guidance on Conduct and Ethics for Students (2010), states that at all times any awareness of safeguarding issues must be reported using the organisational procedure of the practice education provider. Any issues of this nature should be discussed with the appropriate, nominated person in the organisation. In addition the Public Interest Disclosure Act (1998) is designed to afford students and staff legal protection for disclosures of such matters provided certain conditions are met. If students have any doubt about any of the following criteria, they are encouraged to approach any member of teaching staff in the School of Health Sciences who will discuss the concerns and take any action that may be deemed appropriate.

Concerns may fall within two categories:

1. Concerns about patient / client care;
2. Concerns about the learning environment.

A flow chart illustrating the process and details of the policy for Raising and Escalating Concerns in Practice can be found in the School of Health Sciences Safeguarding Procedure; accessible to students via the UEA Blackboard site and educators on the Mentor and Practice Educator website http://www.uea.ac.uk/foh/mpe/.
Practice education monitoring is a continuous process which is undertaken between the School and its stakeholders. The wide range and volume of practice placement experience required by the courses is monitored through standards of practice, feedback mechanisms, training and support. The practice placement team is responsible for collating and analysing evidence relating to practice placement experience, and reporting any variances to the relevant stakeholders.

5.1 Practice Education Monitoring Process

<table>
<thead>
<tr>
<th>Standards:</th>
<th>Training:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricula Documents</td>
<td>Practice educator courses (APPLE)</td>
</tr>
<tr>
<td>Practice Education Handbooks</td>
<td>Practice educator updates</td>
</tr>
<tr>
<td>Information Process</td>
<td>PEF workshops</td>
</tr>
<tr>
<td>External Examiners</td>
<td>Visiting tutor workshops</td>
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<tr>
<td>UEA Code of Practice for Placement &amp; Work-based Learning</td>
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<tr>
<td>Issue of Concern process</td>
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<tr>
<td>Fitness to Practice Policy</td>
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<td>Professional &amp; Regulatory Body Standards</td>
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</tbody>
</table>

Feedback:
- Placement Audit
- Assessment Forms
- Student Feedback Form
- Educator Feedback Form
- Supervision Log
- Visiting Tutor Form
- Issue of Concern Form
- Practice Education Evaluation → UEA
- Practice Education Evaluation → Trusts / Agencies

Support:
- Practice Education Director
- Practice Education Co-ordinators
- Placement Administration Team
- Visiting Tutors
- Service Managers
- Practice Educators
- Personal Advisors
- CLELs
Practice education audit is a continuous process which is informed by evidence from stakeholders. The feedback which arises from the practice placement experience is analysed by the Practice Education Coordinator and any variances are fed back to faculty and the practice education provider. Action is taken as required and fed back to the relevant stakeholders.
MSc Occupational Therapy (pre-registration)
Appendix A
The Occupational Therapy Placement Experience

Practice Education philosophy
Placements will be designed to give the students the skills to work across NHS, independent, private and third sector settings which reflect the contexts of future health and social care. This range of experience will develop greater flexibility in the students through the use of transferable skills defined by competency. The balance of interventions therefore shifts towards more client centred care and the ‘modern lifestyle’ – occupational therapy skills being taken to the patient rather than the patient coming to the skills. All students will undertake their placements within the same timeframe, and will be completing a minimum of 37 hours assessed practice including 2 hours of portfolio development per week.

Year 1
Placement 1
This 7 week placement will be undertaken after completing 23 weeks of academic work delivered around the theory and practice of occupational therapy and occupational science within the context of a range of health and social care conditions. The 7 week placement will focus on basic skills and allow the students to consolidate their skills in considering the assessment of occupation, occupation as a tool for facilitating and supporting change and ways of facilitating occupation. The placement may be in a hospital or a community setting. This placement is not observational and the student is expected to participate in treatments and departmental activities as their stage of training allows, working within their scope of practice.

Year 2
Placement 2
This 7 week placement will be undertaken following 10 weeks of academic work delivered around the theory and use of CPD tools, quality measures and service development tools, critical enquiry, research methodology and evidence based practice to promote advanced clinical reasoning and creative management strategies for clients experiencing a range of health and social conditions. The placement will enable students to consolidate professional skills in this particular clinical area. Whilst still working under supervision, the students will take responsibility for a case load of patients in a variety of clinical settings.

Placement 3
This 7 week placement will be undertaken following 9 weeks of academic work delivered around the theory and use of CPD tools, quality measures and service development tools, critical enquiry, research methodology and evidence based practice to promote advanced clinical reasoning and creative management strategies for clients experiencing a range of health and social conditions. The placement will enable students to work with complex patient multiple pathology, and provides further opportunity for the students to develop their therapeutic skills and clinical reasoning.

Placement 4 (professional development placement)
This 8 week placement will be undertaken following 5 weeks of academic work addressing physical activity and health promotion. The placement is specifically planned to further the student’s organisational and clinical skills, thus enhancing personal and professional development. The professional development placement will be organised by the student, with guidance from their personal advisor, and will be arranged in a clinical area which does not provide regular placements to the school.
Occupational Therapy Placement 1

Rationale:
This seven week placement experience is taken in September, when the students will have undertaken a curriculum focussing on the human experience of occupation, deepening their understanding of the relationship between occupation and well being, and moving towards facilitating occupation. The learning will be informed by relevant biopsychosocial theory within the Human Sciences, supported by the exploration of the evidence base within research and a developing sense of professionalism. Learning will be contextualised in contemporary and emerging health, social and community environments. On this placement the students will be engaged in basic learning.

Teaching and Learning Methods:
The placement will be undertaken in a range of locations where occupational therapy is practised. The placement will focus on the acquisition of basic skills, allowing the students to participate in treatments and departmental activities as their stage of training allows.

Hours:
Students will complete a minimum of 37 hours per week to include 2 hours of portfolio development.

Outcomes:
Safe Practice; at the end of this practice placement the student will be able to:
- Show themselves to be a safe and professional learner evidenced through a performance which has not raised issues of concern / professional suitability
- Understand the role of governance in the regulation and monitoring of service delivery

Professionalism; at the end of this practice placement the student will be able to:
- Explain professionalism as outlined by the HCPC Guidance on conduct and ethics for students and the Professionalism Charter
- Respond to the supervision process for personal and professional growth
- Describe personal and professional learning needs and experiences and document these using the portfolio
- Give examples of professional knowledge, skills and attitudes within the practice area.
- Evaluate their practice learning experience and understand the need for constructive feedback

Clinical Reasoning; at the end of this practice placement the student will be able to:
- Describe appropriate theoretical knowledge, transferable skills and observations acquired to date to inform practice.
- Select appropriate case material to inform client management
- Recognise the clinical reasoning that has informed decisions on the practice experience
- Explain the importance of occupation as a core principle of occupational therapy

Client Management; at the end of this practice placement the student will be able to:
- Show basic therapeutic skills of assessment and intervention in the practice placement setting
- Recognise the physical, psychological, social and environmental needs of the client
- Explain the effectiveness of interventions
- Display problem solving skills
- Select and accurately record appropriate information
- Discuss the importance of person- centred care

Interpersonal Skills; at the end of this practice placement the student will be able to:
- Describe the importance of effective inter-professional working
- Differentiate between appropriate professional relationships with clients, carers and colleagues
- Display an understanding of the variety of communication skills required in the practice environment.
Information Management; at the end of this practice placement the student will be able to:

- Identify local policies and procedures to manage service related information.

Assessment

This practice placement is formally assessed at the end of 7 weeks, with an interim assessment to guide the student. Regular discussion will take place between the educator and the student about their performance. The final assessment will be on the basis of Pass / Fail, based on the length of the practice placement and the stage of training reached. Case study: the student should verbally present a case study or review an aspect of practice to inform the assessment process.
Occupational Therapy Placement 2

Rationale:
This seven week placement occurs in February of the second year of study. The students will be engaged in intermediate level learning. It builds on the transferable skills from Year 1 of the course, focusing on the use of occupation as a central concept. It will encourage the students to demonstrate their learning moving from a basic level to an intermediate level.

Teaching and learning methods:
The placement will be taken within a different clinical area and location from Placement 1 to ensure the development of the student’s professional skills.

Hours:
Students will complete a minimum of 37 hours per week including 2 hours portfolio development.

Outcomes:
Safe Practice; at the end of this practice placement the student will be able to:
- Operate as a safe and professional learner evidenced through a performance which has not raised issues of concern / professional suitability
- Analyse the role of governance in the regulation and monitoring of service delivery

Professionalism; at the end of this practice placement the student will be able to:
- Follow the standards of professionalism as outlined by the HCPC Guidance on conduct and ethics for students and the Professionalism Charter
- Initiate the supervision process for personal and professional growth
- Appraise personal and professional learning needs and experiences and document using the portfolio
- Display competence in professional knowledge, skills and attitudes within the practice area
- Evaluate their practice learning experience and share constructive feedback with the practice educator

Clinical Reasoning; at the end of this practice placement the student will be able to:
- Examine appropriate theoretical knowledge, transferable skills and observations acquired to date to inform practice.
- Analyse appropriate case material as a resource for client management.
- Test clinical reasoning both verbally and in writing
- Analyse the theories of occupation within the practice learning environment

Client Management; at the end of this practice placement the student will be able to:
- Display competence in therapeutic skills of assessment and intervention in the practice environment
- Demonstrate the ability to address the physical, psychological, social and environmental needs of the client throughout interventions.
- Examine the effectiveness of interventions
- Demonstrate the ability to solve problems in a credible way
- Complete effective records of appropriate information
- Practice person-centred care

Interpersonal Skills; at the end of this practice placement the student will be able to:
- Demonstrate an ability to participate in effective inter-professional working
- Initiate appropriate professional relationships with clients, carers and colleagues
- Display competence in using a variety of communication skills required in the practice environment.
Information Management; at the end of this practice placement the student will be able to:

- Complete service related information in line with local policies and procedures

**Service Improvement Initiative:** This is a non-assessed outcome from this placement. The student should be given the opportunity to identify a small service improvement project. Please refer to the mentors and practice educators website for more details [http://www.uea.ac.uk/foh/mpe/](http://www.uea.ac.uk/foh/mpe/).

**Assessment**
This practice placement is formally assessed at the end of 7 weeks, with an interim assessment to guide the student. Regular discussion will take place between the educator and the student about their performance. **The final assessment will be on the basis of Pass / Fail, based on the length of the practice placement and the stage of training reached.** **Case study:** the student should verbally present a case study or review an aspect of practice to inform the assessment process.
**Occupational Therapy Placement 3**

**Rationale:**
This seven week placement occurs in June of the second year of study and the students will be engaged in complex learning building on previous study and practice placement experiences. It will encourage the students to demonstrate their ability to work with complex patient presentations.

**Teaching and learning methods:**
The placement will be taken within a different clinical area and location from previous placements to ensure the development of the student’s professional skills.

**Hours:**
Students will complete a minimum of 37 hours per week including 2 hours portfolio development.

**Outcomes:**

**Safe Practice; at the end of this practice placement the student will be able to:**
- Accept responsibility for being a safe and professional learner evidenced through a performance which has not raised issues of concern / professional suitability
- Comply with governance procedures in the regulation and monitoring of service delivery

**Professionalism; at the end of this practice placement the student will be able to:**
- Adhere to the standards of professionalism as outlined by the HPC Guidance on conduct and ethics for students and the Professionalism Charter
- Take responsibility for collaborating in the supervision process for personal and professional growth
- Revise personal and professional learning needs and experiences and document using the portfolio
- Display adaptability in applying professional knowledge, skills and attitudes within the practice area.
- Evaluate their practice learning experience to formulate balanced feedback with the practice educator

**Clinical Reasoning; at the end of this practice placement the student will be able to:**
- Synthesise appropriate theoretical knowledge, transferable skills and observations acquired to date to inform practice.
- Summarise appropriate case material to inform client management.
- Synthesise clinical reasoning both verbally and in writing
- Summarise the theories of occupation within the practice learning environment

**Client Management; at the end of this practice placement the student will be able to:**
- Display competence in modifying therapeutic skills of assessment and intervention in the practice placement setting
- Demonstrate the ability to respond to the changing physical, psychological, social and environmental needs of the client throughout interventions.
- Summarise the effectiveness of interventions
- Explain the role of clinical reasoning in solving problems
- Accept responsibility for completing effective records of appropriate information
- Initiate person-centred care

**Interpersonal Skills; at the end of this practice placement the student will be able to:**
- Explain the components of effective inter-professional working in the practice environment
- Accept responsibility for adherence to appropriate professional relationships with clients, carers and colleagues
- Display competence in modifying communication skills required in the practice environment.
Information Management; at the end of this practice placement the student will be able to:

- Prepare service related information in line with local policies and procedures

Assessment
This practice placement is formally assessed at the end of 7 weeks, with an interim assessment to guide the student. Regular discussion will take place between the educator and the student about their performance. **The final assessment will be on the basis of Pass / Fail, based on the length of the practice placement and the stage of training reached.** **Case study:** the student should verbally present a case study or review an aspect of practice to inform the assessment process.
Occupational Therapy Placement 4 – Professional Development Placement

Rationale: This final eight week placement occurs in October of the second year of study and the student will be engaged in complex learning. The placement will be identified by the student, in negotiation with their personal advisor where their personal learning needs and professional profile will be discussed. The student will arrange the placement within areas of practice who are not regular providers to the School. Failure by the student to undertake the process of selecting, planning and arranging their professional development placement will result in a failed placement.

As the students take responsibility for both arranging and justifying their choice of practice placement experience they will develop organisational skills which will assist them in applying for employment. Throughout the practice placement the students are expected to demonstrate a level of working which is commensurate with a newly qualified practitioner, acknowledging that the practice area may be new. They should take responsibility for a case load or identified aspect of practice dependent upon the nature of the setting, be able to work with the minimum of supervision, and be able to clearly articulate their role within the practice environment. Students will develop an appropriate learning contract in conjunction with their educator.

Teaching and learning methods:
The placement may be undertaken nationally or internationally, on discussion with the Personal Advisor and/or Course Director. Placements within the region who are regular providers should not be accessed. Students may explore a non traditional placement where the role of the occupational therapist may not have been developed on condition that profession specific supervision is available. Please refer to the Professional Development Placement Handbook for information.

Hours: A minimum of 37 hours per week including 2 hours portfolio development.

Outcomes:
Safe Practice; at the end of this practice placement the student will be able to:
- Show self-reliance when working as a safe and professional learner evidenced through a performance which has not raised issues of concern / professional suitability
- Show a commitment to governance in the regulation and monitoring of service delivery

Professionalism; at the end of this practice placement the student will be able to:
- Display commitment to the standards of professionalism as outlined by the HCPC Guidance on conduct and ethics for students and the Professionalism Charter
- Take responsibility for leading the supervision process for personal and professional growth
- Propose the personal and professional learning needs required to make the transition from student to professional and document using the portfolio
- Display competence in applying professional knowledge, skills and attitudes within the practice area, commensurate with a newly qualified practitioner.
- Evaluate their practice learning experience and make suggestions for the development of practice learning

Clinical Reasoning; at the end of this practice placement the student will be able to:
- Make judgements about using appropriate theoretical knowledge, transferable skills and observations acquired to date to inform practice
- Interpret appropriate case material to inform client management
- Defend clinical reasoning both verbally and in writing
- Interpret the theories of occupation within the practice learning environment

Client Management; at the end of this practice placement the student will be able to:
- Show self-reliance when using therapeutic skills of assessment and intervention in the practice placement setting
- Demonstrate the ability to respond to the challenging physical, psychological, social and environmental needs of the client throughout interventions.
• Compare and contrast the effectiveness of interventions
• Defend their approach to problem solving
• Work independently to complete effective records of appropriate information
• Display commitment to person-centred care

**Interpersonal Skills; at the end of this practice placement the student will be able to:**
• Appraise effective inter-professional working
• Be self-reliant in managing appropriate professional relationships with clients, carers and colleagues
• Display competence in modifying communication skills for more complex situations within the practice environment.

**Information Management; at the end of this practice placement the student will be able to:**
• Interpret service related information in line with local policies and procedures

**Service Improvement:** The student should be given the opportunity to identify a further service improvement project, as with Placement 2. This project will inform a related university based assignment. Please refer to the mentors and practice educators website for more details [http://www.uea.ac.uk/foh/mpe/](http://www.uea.ac.uk/foh/mpe/).

**Assessment**
This practice placement is formally assessed at the end of 8 weeks, with an interim assessment to guide the student. Regular discussion will take place between the educator and the student about their performance. **The final assessment will be on the basis of Pass / Fail, based on the length of the practice placement and the stage of training reached.** **Case study:** the student should verbally present a case study or review an aspect of practice to inform the assessment process.
Appendix B

Caldicott Principles
The Caldicott Report set out a number of general principles that health and social care organisations should use when reviewing its use of client information and these are set out below:

**Principle 1: Justify the purpose(s)**
Every proposed use or transfer of personally identifiable information within or from an organisation should be clearly defined and scrutinised, with continuing uses regularly reviewed by the appropriate guardian.

**Principle 2: Do not use personally identifiable information unless it is absolutely necessary.**
Personally identifiable information items should not be used unless there is no alternative.

**Principle 3: Use the minimum personally identifiable information.**
Where the use of personally identifiable information is considered to be essential, each individual item of information should be justified with the aim of reducing identifiably.

**Principle 4: Access to personally identifiable information should be on a strict need to know basis.**
Only those individuals who need access to personally identifiable information should have access to it.

**Principle 5: Everyone should be aware of their responsibilities.**
Action should be taken to ensure that those handling personally identifiable information are aware of their responsibilities and obligations to respect patient/client confidentiality.

**Principle 6: Understand and comply with the law.**
Every use of personally identifiable information must be lawful. Someone in each organisation should be responsible for ensuring that the organisation complies with legal requirements.

**Principles of the Data Protection Act 1998**
- Personal data shall be processed fairly and lawfully, and in particular, shall not be processed unless at least one of the conditions in Schedule 2 is met, and in the case of sensitive personal data, at least one condition in Schedule 3 is also met.
- Personal data shall be obtained only for one or more specified and lawful purposes, and shall not be further processed in a manner incompatible with that purpose or those purposes.
- Personal data shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed.
- Personal data shall be accurate and, where necessary, kept up to date.
- Personal data processed for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes.
- Personal data shall be processed in accordance with the rights of data subjects under this Act.
- Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
- Personal data shall not be transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection of the rights and freedoms of data subject in relation to the processing of personal data.
Appendix C

Practice Education – Guidelines to support the non-achieving student

Where a student’s performance is deemed to fall below the expected standard the following guidelines should be followed:

1. The practice educator should draw the student’s attention to any areas causing concern, as soon as they become apparent. Clear examples, supported with evidence, should be provided to indicate that the student’s performance fails to meet the expected standard.
2. The student should reflect on the concerns raised and be given the opportunity to discuss her/his perspective.
3. The visiting tutor should be informed as soon as any significant concerns regarding the student’s performance are identified. An early meeting may be arranged if concerns persist.
4. The practice educator and student should identify strategies to improve performance. These should be formulated into specific objectives and measurable outcomes. The visiting tutor may be part of this process.
5. All discussions relating to performance should be documented by the student and the practice educator. This should be part of the student’s continuing professional development evidence.
6. Any change to the student’s learning goals should be documented in the Learning Contract with appropriate strategies, resources and performance indicators. NB: There can be no adjustment to the practice placement learning outcomes which ensure that all students are assessed against the same performance indicators.
7. The Interim Assessment provides an opportunity to formatively assess the student’s performance, and any areas of fail must be clearly documented with supporting evidence.
8. The visiting tutor should maintain regular contact with the student and practice educator to monitor progress and provide support to both parties.
9. If the student is likely to fail the summative Final Assessment the visiting tutor should arrange to attend as a second marker to ensure fair administration of the assessment procedure and provide support as needed.
10. The practice educator should return all supporting documentation and evidence relating to the failure to the school.
11. In the event of a fail at the Final Assessment a post-practice placement debriefing session will be offered to the student and practice educator to discuss the issues and any future action needed.

Please refer to the sections in this handbook for further information on the assessment procedures (sections 3.3), the profession specific practice placement learning outcomes and regulations relating to practice education (section 4).
Appendix D

Overview of the Course Modules – Learning Undertaken by Students

Year 1

Mandatory Training
Rationale
Mandatory training required by the Health Education East of England prior to the start of Practice Placement.

Occupational Therapy Theory and Practice 1
Rationale
This module supports the students’ in learning the core principles, knowledge and skills of occupational therapy for practising in current contexts. This will ensure that students are able to engage in professional practice as students. The module is structured around the human experience of occupation, deepening understanding of this concept through the module, beginning with the relationship between occupation and well being and moving through to facilitating occupation. This understanding will be informed by relevant biopsychosocial theory covered in the Human Sciences module, supported by the exploration of the evidence base in the Research 1 module and complementary to a developing sense of professionalism (professional development module). Learning will be contextualised in contemporary and emerging health, social and community environments.

Professional Development
Rationale
This module introduces the concept of continuing professional development and explores the tools which can be employed in lifelong learning. It asks the students to examine their own experiences and learning needs and to identify appropriate strategies for effective learning. This module develops transferable skills, building on existing academic skills of critical enquiry, research practice, data and information synthesis alongside specific reflective skills. The construction and maintenance of an appropriate portfolio demonstrates the evidence of professional development.

Research 1
Rationale
This module will ensure that students are able to engage with the evidence base for their professional practice to become confident consumers of research evidence and incorporating the evidence base into their professional practice. They will have sufficient experience of research methods to carry out research or audit in clinical or academic environments.

Human Sciences
Rationale
During the Human Sciences (HS) module, students will develop an understanding of human function, including exploration of dysfunction and recovery processes. Clinical reasoning focuses on the scientific components underpinning a biopsychosocial model of function and dysfunction. Thus, the module draws upon aspects of pathophysiology, anatomy, psychology and sociology. The knowledge base which students will build within this module will also inform the skills-based processes of clinical problem solving which they are developing. In this way the module informs the concurrent profession-specific modules of Occupational Therapy Theory and Practice and Physiotherapy Theory and Practice.

Year 2

Occupational Theory and Practice 2
Rationale
The module draws upon the student’s use of CPD tools, quality measures and service development tools, critical enquiry, research methodology and evidence based practice to promote advanced clinical reasoning
and creative management strategies for clients in a variety of clinical setting. The students practice placement settings will provide, through negotiation with health trusts, social care services and other providers, opportunities to experience a wide range of settings developing transferable clinical, reflective and managerial skills to prepare them to for the modern health and social care setting.

**Research 2**  
**Rationale**  
On completion of this module students will be equipped to contribute to a culture of enquiry within their profession and more widely in health and social care. They will have direct experience of the design and delivery of research so that they can make a significant contribution to developing and potentially delivering the research agenda.

**Professional Development 2**  
**Rationale**  
This module further develops the concept of professional development, building on the tools identified for lifelong learning during year one. It expects students to continue to examine their own experiences and learning needs and to identify appropriate strategies for effective learning and ultimately to facilitate successful transition from student to qualified practitioner.
Appendix E

Hours
The requirement of the professional body is that students should complete a minimum of 1000 hours of practice education which has been successfully achieved. The practice placement periods within this course will enable the student to complete 29 weeks of assessed experience, achieving a minimum of 1,073 hours of practice.

In year 1 there are 7 weeks of practice education. During placement 1 (7 weeks) the students are expected to complete a minimum of 37 hours per week which includes 2 hours of portfolio development.

In year 2 there are 22 weeks of practice education. Placements 2 and 3 are 7 weeks in duration and Placement 4 is for 8 weeks. These second year placements enable the students to complete a further 37 hours per week including 2 hours of portfolio development.

Portfolio Hours
Ideally students should complete the portfolio development hours on a weekly basis. These hours may be accumulated by the students and taken on a fortnightly basis with the agreement of the practice educator. The time allowed for portfolio development should be arranged at the discretion of the practice education provider.

Recording Hours
The hours should be recorded on the front of the assessment form on a daily basis to ensure that an accurate record is kept. Students are requested to record full and half hours only. Any time missed due to sickness or other absence should be recorded as below:

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<td></td>
<td>Portfolio Hours</td>
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<td>2</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
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Absences: Dates & Reasons:
Sick 25/04/14 / Bank Holiday 02/05/14

- Lunchtimes only count towards the total hours if they are spent in clinical or departmental focused activities, e.g. formal staff meetings, in-service training, involvement in patient activity.
- Any absence from the practice placement must be reported by the student to the practice educator and the School. (See section 1.5).
- Students are expected to undertake further personal study to develop their practice placement learning. This will not be counted within the assessed hours.

The hours accumulated on any practice placement which is failed will be voided.

Practice Placement Attendance Requirements
There is an attendance requirement for the practice education units of 100%. A student who is unable to achieve a minimum of 80% of the practice placements days through sickness or absence will normally be deemed as unable to successfully complete the required learning outcomes for the practice placement, and will undertake a deferred practice placement experience. (See section 4.1.3)
## CONTACT INFORMATION – School of Health Studies

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**CONTACT INFORMATION** – School of Health Studies
## Appendix G

### CONTACT INFORMATION – Clinical Learning Environment Facilitators

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