Faculty of Medicine and Health Sciences
School of Health Sciences

BSc(Hons) Occupational Therapy, Practice Education Handbook 2014/15
YEAR 3

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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, a practice education director, profession specific practice education coordinators, by academic staff members who act as both personal advisors and visiting tutors to students and practice education facilitators (PEFs). The Faculty of Medicine and Health Sciences 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 the UEA and organisations that provide practice placements.

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 2014 / 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Practice Placement 1a Conversation Partners / Adult Programme - BSc SLT</th>
<th>Start Date</th>
<th>End Date</th>
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<tr>
<td>1st</td>
<td></td>
<td>October 2014</td>
<td>March 2015</td>
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|                                | Practice Placement 1 – BSc OT & PT                                      | Start Date          | End Date          |
|                                |                                                                        | 12th January 2015   | 23rd January 2015 |

|                                | Practice Placement 1b Conversation Partners / Child Programme – BSc SLT | Start Date          | End Date          |
|                                |                                                                        | 8th June 2015       | 3rd July 2015     |

|                                | Practice Placement 2 – BSc OT & PT                                      | Start Date          | End Date          |
|                                |                                                                        | 15th June 2015      | 10th July 2015    |

| Year    | Practice Placement 2a – BSc SLT                                         | Start Date          | End Date          |
|---------|                                                                        | October 2014        | December 2014     |

|                                | Practice Placement 3 – BSc OT & PT                                      | Start Date          | End Date          |
|                                |                                                                        | 3rd November 2014   | 12th December 2014|

|                                | Practice Placement 4 – BSc OT & PT                                      | Start Date          | End Date          |
|                                |                                                                        | 20th April 2015     | 12th June 2015    |

|                                | Practice Placement 2b – BSc SLT                                         | Start Date          | End Date          |
|                                |                                                                        | 20th April 2015     | 12th June 2015    |

#### 3rd Year

|                                | Practice Placement 5 – BSc OT & PT                                      | Start Date          | End Date          |
|                                |                                                                        | 22nd September 2014 | 31st October 2014 |

|                                | Elective Placement 6                                                   | Start Date          | End Date          |
|                                |                                                                        | 5th January 2015    | 27th February 2015|

|                                | Practice Placement 3 – BSc SLT                                         | Start Date          | End Date          |
|                                |                                                                        | 12th January 2015   | 6th March 2015    |

#### Academic Year 2015 / 2016

| Year    | Practice Placement 1a Conversation Partners / Adult Programme - BSc SLT | Start Date          | End Date          |
|---------|                                                                        | October 2015        | May 2016          |

|                                | Practice Placement 1 – BSc OT & PT                                      | Start Date          | End Date          |
|                                |                                                                        | 11th January 2016   | 22nd January 2016 |

|                                | Practice Placement 1b Conversation Partners / Child Programme – BSc SLT | Start Date          | End Date          |
|                                |                                                                        | 6th June 2016       | 1st July 2016     |

|                                | Practice Placement 2 – BSc OT & PT                                      | Start Date          | End Date          |
|                                |                                                                        | 13th June 2016      | 08th July 2016    |

| Year    | Practice Placement 2a – BSc SLT                                         | Start Date          | End Date          |
|---------|                                                                        | October 2015        | December 2015     |

|                                | Practice Placement 3 – BSc OT & PT                                      | Start Date          | End Date          |
|                                |                                                                        | 2nd November 2015   | 11th December 2015|

|                                | Practice Placement 4 – BSc OT & PT                                      | Start Date          | End Date          |
|                                |                                                                        | 18th April 2016     | 10th June 2016    |

|                                | Practice Placement 2b – BSc SLT                                         | Start Date          | End Date          |
|                                |                                                                        | 18th April 2016     | 10th June 2016    |

#### 3rd Year

|                                | Practice Placement 5 – BSc OT & PT                                      | Start Date          | End Date          |
|                                |                                                                        | 21st September 2015 | 30th October 2015 |

|                                | Elective Placement 6                                                   | Start Date          | End Date          |
|                                |                                                                        | 4th January 2016    | 26th February 2016|

|                                | Practice Placement 3 – BSc SLT                                         | Start Date          | End Date          |
|                                |                                                                        | 11th January 2016   | 4th March 2016    |
### 1.3 Practice Placement Team at the School of Health Sciences

<table>
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<th>Jill Jepson</th>
<th>Practice placement strategy and multi-professional issues</th>
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<th>Jane Hibberd</th>
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<td>Kath Mares</td>
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<td>Speech &amp; Language Therapy</td>
<td>Neil Coull</td>
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<th>Sally Barber</th>
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<td>Julie Reynolds</td>
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<td>Joanna Donnelly</td>
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<td>Ros Swetman</td>
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<td>Practice placement visits</td>
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Contact details can be found in Appendix G.

#### 1.3.1 Academic Lead: practice education

The Academic Lead for practice education has a strategic responsibility for issues which relate to the five professional 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 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 practice placement processes across the five courses 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.

1.3.5 Practice Education Facilitators

The Practice Education Facilitators (PEFs) 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 PEFs 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.
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 for the 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 the practice educator which reflects the opportunities of the practice placement;
• Identify existing knowledge, skills and attitudes during the practice placement experience, and to use them in subsequent theoretical work as appropriate;
• Work within the 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 of their practice placement experience;
• Observe HCPC guidance and professional body standards in all aspects of their practice placement experience;
• 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 the ability to complete the practice placement within the agreed time;
• Comply with the School and practice placement procedure regarding sickness (see Practice Placements A-Z: Absence procedures);
• Complete and submit all relevant paperwork by the required date;
• Demonstrate the professional responsibilities as outlined in the School Professionalism Charter at all times (see Practice Placements A-Z: Professionalism);
• 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 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 3-5) and further visits if this is required by either the student or the educator;
• Undertake telephone and / or email contact with the student and educator (practice placements 2 and 6) 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.
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 School if they become unwell. 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 BSc 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. Please note that the School is required to report all absences on a student’s reference to potential employers.

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, please note that 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. For car insurance queries please contact pt.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
   - RCSLT (2006) Communicating Quality

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 are made aware of 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. **Compulsory Training**

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.

8. **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).

9. **Departmental Policies**

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

10. **Disclosure and Barring Service (DBS)**

Students are required to undertake annual 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.

11. **Equality and Disability Legislation**

**Students with Disabilities**

The Disability Discrimination Act (DDA) (IV) (revised 2005) (or SENDA) 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.

**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.

12. **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.**
13. 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).

14. 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 departmental guidelines.

15. 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

16. 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.

17. 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;
- commitment to quality care;
- improving lives;
- respect and dignity;
- compassion;
- everyone counts.


18. Occupational Health Screening
The Occupational Health Service at the University follow the Department of Health guidance March 2007 for the health clearance of new healthcare workers including students http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_073132. 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 BSc 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.

19. 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.

20. 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.

21. 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 Sarah Walker who can be contacted on 01603 593028 or sarah.j.walker@uea.ac.uk. 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. Reporting Concerns in Practice (Safeguarding)
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.

21. Placement Passport
It is the student’s responsibility to ensure that they have complied with the University’s requirements with regard to their annual DBS disclosure, 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 at the start of the practice placement. Failure to do so may result in a delayed start.**

22. 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 personal advisor.

23. 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.

24. Professionalism
The School of Health Sciences takes professionalism very seriously and expects high professional standards from its students. This is largely directed through the ‘The School of Health Sciences 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).

25. Professional Indemnity and Professional Bodies
Students must ensure that they are covered by the appropriate professional insurance for their time on practice placements.

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 Fitness to Practise policies and Professional Misconduct and Unsuitability procedures (see sections 4.2.6 and 4.2.7).

27. 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.

28. 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.
2 PROCESS OF ARRANGING PRACTICE PLACEMENTS

2.1 Policy

Practice placements are allocated at the discretion of the Practice Education Co-ordinator 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 BSc 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

<table>
<thead>
<tr>
<th>16 weeks</th>
<th>UEA send student allocation to nominated Trust representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 weeks</td>
<td>Trust representative returns allocation with location, speciality and practice educator details of all placements</td>
</tr>
<tr>
<td>8 weeks</td>
<td>Student allocation confirmed with practice educator. Placement allocation confirmed with students</td>
</tr>
<tr>
<td>6 weeks</td>
<td>Students complete letter and curriculum vitae</td>
</tr>
<tr>
<td>0 weeks</td>
<td>Placement starts</td>
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</tbody>
</table>
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, slt.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). With the exception of the 2 week practice placement in Year 1 (OT & PT only) and the Year 2 Introductory practice placement (SLT only) 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

Year 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.

Year 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.

Year 3 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 ).
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.

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.

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.

* When completing the final assessment form please bear in mind the following points:
  - For final year students a fail in any category will result in an overall fail for the practice placement.
1st and 2nd Year Students

- 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.

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

Electronic copies of the paperwork are available from ot.placements@uea.ac.uk, pt.placements@uea.ac.uk, slt.placements@uea.ac.uk.

Completing the Forms – The practice educator should complete the practice placement 1 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 Sally Barber, placements team leader sally.barber@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 PEFs.

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 2 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.
- Failure of one practice placement in the third year may be retrieved via re-assessment; failure of more than one will lead to a failure to qualify.
- 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 BSc 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 which are 6 weeks duration or more 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.

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;
- Triennial – 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.

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.

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 both of these categories 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

#### Standards:
- Curricula Documents
- Practice Education Handbooks
- Information Process
- External Examiners
- UEA Code of Practice for Placement & Work-based Learning
- Issue of Concern process
- Fitness to Practice Policy
- Professional & Regulatory Body Standards

#### Training:
- Practice educator courses (ACE/APPLE)
- Practice educator updates
- PEF workshops
- Visiting tutor workshops

#### Support:
- Practice Education Director
- Practice Education Co-ordinators
- Placement Administration Team
- Visiting Tutors
- Service Managers
- Practice Educators
- Personal Advisors
- PEFs

#### 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
5.2 Practice Education Quality Audit Cycle

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.
Appendix A

The Occupational Therapy Placement Experience

Occupational therapy students experience six periods of practice education which gives them a range of clinical opportunities. The location of practice placements aims to reflect the areas where the profession is delivered, in the community and in acute settings from both a mental health and a physical perspective. The majority of practice placements are taken within health, but some are available from social services and the private sector.

| Year 1 | Practice Placement 1 | ❖ A two week introduction to clinical practice |
| Year 1 | Practice Placement 2 | ❖ A four week practice placement using basic skills |
| Year 2 | Practice Placement 3 | ❖ A six week practice placement developing core skills |
| Year 2 | Practice Placement 4 | ❖ An eight week practice placement in a different clinical area |
| Year 3 | Practice Placement 5 | ❖ A six week practice placement developing complex skills |
| Year 3 | Practice Placement 6 | ❖ An eight week elective placement within an area dictated by the student’s practice placement profile, in a location chosen and organised by the student |

Year 1: Practice Placement 1 (2 weeks self-assessed) and Practice Placement 2 (4 weeks).
The first year practice placements focus on the use of basic knowledge and skills, therefore the students should work under close supervision in a clinical setting, experiencing the occupational therapy process in action. These practice placements are taken across health and social care settings, and enable the students to begin to integrate theory and practice. Students will begin a portfolio using evidence from this experience. **Students will undertake a minimum of 30 hours per week, to include 2 hours of portfolio development.**

Year 2: Practice Placement 3 (6 weeks) and Practice Placement 4 (8 weeks)
These practice placements are taken in contrasting clinical areas, and enable the students to develop their core skills. They will be working closely with clients, taking responsibility for a small caseload where appropriate, and developing group work skills. Theory and practice are integrated through written coursework and through the student’s learning contracts. The students continue to develop their portfolio and will require evidence from this to inform their assessments. **Students will complete a minimum of 35 hrs per week to include 3 hours of portfolio development.**

Year 3: Practice Placement 5 (6 weeks) and Practice Placement 6 (8 week elective experience)
Experience is consolidated during the 3rd year, where the practice placements build on the student’s personal profile of experience. A wide range is accessed, health, social care and the private sector, many of which will present a more complex area of practice. The elective placement gives the students the opportunity to negotiate a specific clinical area, under direction, developing skills which will be useful for achieving employment. Elective placements should be organised with clinical areas which do NOT provide regular practice placements to the School, therefore requests within the Region (Norfolk, Suffolk and Cambridgeshire) will only be agreed at the discretion of the Occupational Therapy Practice Education Co-ordinator, and should be supported by evidence of personal need. The student’s portfolio of evidence will inform their final personal development plan. **Students will complete a minimum of 35 hours per week to include 3 hours of portfolio development.**
The choice of the clinical areas is informed by the student’s practice placement profile, which develops as the student progresses through the course. Each student will have a different pattern, but the aim will be to balance physical and mental health, community and acute settings.

On every practice placement the students are assessed according to the stage of training reached, and against the length of the practice placement, with the final outcome in year 3 of competency to practice. Any failed or deferred practice placement must be successfully completed to enable the student to progress to the next academic level.
Practice Placement 5 - Occupational Therapy

Rationale
This six week practice placement taken at the start of the 3rd Year will be selected to develop the student’s individual profile of experience to ensure a balance of clinical locations and specialties. Where appropriate there will be a greater emphasis on complex interventions in preparation for the competent practitioner. The student will continue to develop their portfolio, demonstrating reflection and critical enquiry.

Learning and Teaching Methods
The student will take greater responsibility in the final year, both in negotiating their own learning and in taking an active and more independent role in the practice setting. This independence in learning and performance will still be guided by professional supervision, but will allow the student to develop the full potential of opportunities available to them. They should demonstrate greater professional confidence and competence which will enable them to take an active role in the therapeutic process, taking a case load appropriate to the stage of training reached. Students will develop an appropriate learning contract in conjunction with their educator.

Content
This six week period of practice education should include the opportunity for the student to plan their own programme, achieve their identified learning goals and develop their skills of reflection and critical appraisal. At this stage the student is likely to have experienced both acute and community approaches, and should demonstrate an understanding of the constraints and opportunities presented by different clinical environments. Please refer to Year 3 course outline.

Hours
Students will complete a minimum of 35 hrs per week to include 3 hours of portfolio development.

Outcomes
At the end of this practice placement the student will be able to:-
- Take greater responsibility for developing professional skills in relation to areas of practice
- Demonstrate reflective practice in all aspects of therapeutic intervention
- Manage an appropriate case load or a specific perspective of practice eg group work
- Demonstrate further clinical reasoning skills through evaluating their professional interventions
- Synthesise theoretical and practical knowledge to date
- Recognise and evaluate the limitations and opportunities which affect the delivery of health and social care
- Critically examine the occupational therapy process within the practice environment
- Build on clinical experiences, and reflect on these through development of the portfolio
- Demonstrate sufficient autonomy for supervision to be replaced by consultation
- Verbally present a case study / aspect of the practice placement to the team
- Evaluate the practice placement using the resources available
- Progress as a professional learner evidenced through a performance which has not raised issues of concern / professional suitability

Assessment
This practice placement will be assessed as a Pass / Fail mark, achieved through meeting the practice placement outcomes and the student’s personal learning goals. Regular discussion
between the educator and the student should be undertaken within the supervision process to indicate the level of performance at both the midway and the end point of the practice placement. **The mark given should be informed by the length of the practice placement and the stage of training reached.** The educator should encourage the student to reflect on their performance and critically evaluate their level of achievement.

The portfolio material informed by this practice placement will be assessed following Practice Placement 6.
Practice Placement 6 - Occupational Therapy (Elective)

Rationale
This eight week elective experience encourages the student to work confidently towards entry level practice. The experience should be arranged outside the region, or with clinical areas locally which do not offer practice placements on a regular basis, for example non-traditional settings. Any arrangement to take the elective placement abroad is subject to the Course Director’s approval. The student will take responsibility for planning and arranging the practice placement with the support of their personal advisor and the practice education director. Failure by the student to undertake the process of planning and arranging their elective placement will result in a failed practice placement. The elective placement may provide a specialised experience, or consolidate core skills. This decision making will be informed by the student’s portfolio evidence, where the continuing learning needs should be clearly identified, with appropriate justification for the choice.

Learning and Teaching Methods
As the students take responsibility for both arranging and justifying their choice of clinical 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, 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.

Content
The practice placement will be developed in an individual manner according to identified learning needs. There should be opportunities for the student to thoroughly consolidate knowledge, skills and attitudes to prepare them for their first post. The level of responsibility taken by the student should ensure that they are competent in all aspects of the occupational therapy process, and that they recognise the contributions of other professionals involved in the delivery of care.

Hours
Students will complete a minimum of 35 hrs per week to include 3 hours of portfolio development.

Outcomes
At the end of the practice placement the student will be able to:-
- Justify the selection of a specific area of practice within the context of previous experience
- Arrange an elective placement to provide a suitable clinical experience
- Take responsibility for an appropriate case load or a specific aspect of practice eg group work
- Critically analyse the scope and effectiveness of occupational therapy within the selected clinical environment
- Demonstrate their ability to synthesize and apply professional knowledge
- Recognise and reflect on factors which affect the transition from student to professional through development of the portfolio
- Achieve a level of professional competence demonstrating the knowledge, skills and attitudes appropriate to a qualified practitioner
- Verbally present a case study / aspect of the practice placement to the team
- Build on clinical experiences and reflect these through development of the portfolio
- Evaluate the elective experience using the resources available
- Progress as a professional learner evidenced through a performance which has not raised issues of concern / professional suitability

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

**Assessment**
This final practice placement will be assessed as a Pass / Fail mark, achieved through meeting the practice placement outcomes and the student’s personal learning goals. Regular discussion between the educator and the student should be undertaken within the supervision process to indicate the level of performance at both the midway and the end point of the practice placement. **The mark given should be informed by the length of the practice placement and the stage of training reached.** The educator should encourage the student to reflect on their performance and critically evaluate their level of achievement.

The portfolio evidence attached to this practice placement will be assessed through the presentation of selected material demonstrating final year development, and through an oral presentation of the student’s personal development plan.
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 (section 3.3), the profession specific practice placement learning outcomes and regulations relating to practice education (section 4).

In addition to the guidelines above a Risk of Failure Action Plan should be completed by the practice educator, student and visiting tutor. The action plan signifies that the student must address the issues identified. If improvement is not demonstrated then the student is at risk of failing the placement.
Appendix D

Overview of the Course Modules – Learning Undertaken by Students

Modules Studied in Year 1

**Human Sciences 1**

**Descriptor**
This module provides the fundamental theoretical background to the clinical sciences necessary for practice. It explores the biopsychosocial processes governing ‘normal’ human function. The focus is on the ‘normal’ structure and function of the body to which pathology can be then be applied. Students will gain a thorough grounding in: human physiology; anatomy of the upper and lower limbs and the spine; psychology and key concepts in health sociology.

**Outcomes**
By the end of this module students will be able to:
- Identify the components of human sciences to understand human function
- Recognise and explain the concept of dysfunction
- Relate the concept of dysfunction to professional practice
- Identify and discuss psychological theories relating to ‘normal’ human function
- Describe and discuss the theories behind individual and social factors contributing to concepts of health
- Utilise the fundamental linguistic and cognitive skills and understanding necessary for effective communication amongst professional peers

**Professional Development 1**

**Descriptor**
Professional Development is a year long module that is taken by speech & language therapy, occupational therapy and physiotherapy students together. It aims to provide opportunities for inter-professional understanding and communication to develop between students and also to encourage each individual to become aware of their professional identity. The module is organised into three key themes – study skills (preparing students for success on the course), transferable skills and frameworks of health and social care. Reflective practice and use of portfolios and other tools for continuing professional development are introduced. A theme of basic safe practice, covering manual handling training, basic resuscitation techniques and infection control, runs throughout the module. Education, important to SLT practice, will be covered elsewhere in the first year.

Students are also involved in a project facilitated by the Centre for Inter-Professional Practice to address inter-professional working with the range of healthcare students at the UEA.

**Outcomes**
By the end of this module students will be able to:
- Recognise their professional identity as an individual and a member of the health care team
- Identify the context within which health and social care is delivered, and show an appreciation of a range of socioeconomic, ethical and cultural issues
- Behave in a manner that demonstrates an awareness of professional and ethical conduct, and recognise the importance of the legislative framework which governs practice
• Demonstrate motivation to engage in self-directed study, utilising basic self-management skills and effective communication.
• Demonstrate a range of academic skills by producing work fundamental to academic and professional requirements

**Occupational Therapy Practice 1**

**Descriptor**
This module focuses on the core theories and practice of occupational therapy. It aims to develop an understanding of the self and others as occupational beings within the context of physical, mental and social health and well being during a lifespan. Using core material from the Human Sciences and Professional Development modules the barriers to occupation are explored and skills of clinical reasoning and safe practice are introduced.

**Outcomes**
By the end of this module students will be able to:
• Define people as occupational beings
• Describe the qualities of occupation and activity in terms of themselves and others
• Explain occupation and activity within the context of an occupational perspective
• Identify occupational changes throughout life with particular emphasis on self
• Define some of the barriers to occupation for themselves and others
• Articulate the components of the occupational therapy process and recognise these in practice
• Discuss clinical reasoning skills in relation to their experiences and observations
• Express a basic understanding of the philosophies and theories of occupational therapy practice
• Recognise and demonstrate safe practice through the application of skills within the academic and / or practice learning environments

**Modules Studied in Year 2**

**Human Sciences 2**

**Descriptor**
This module continues the exploration of biopsychosocial processes governing human function and dysfunction that began in the Human Sciences 1 module. There is, however, a greater emphasis on dysfunction, processes of recovery, prevention of illness and health promotion. The module will aim to explore disorders of function commonly found in practice and key issues around promotion of healthy lifestyles, through the integration of relevant material from physiology, anatomy, psychology and pathology.

**Outcomes**
By the end of this module, students will be able to:
• Understand and apply the key biopsychosocial processes governing human function and dysfunction
• Demonstrate clinical reasoning which relates this understanding of key biopsychosocial processes to the key disorders of function which occur in core clinical practice
• Justify uni-professional treatment strategies and interventions through an understanding of recovery processes and health promotion and begin to relate these to a wider context of inter-professional practice
• Apply clinical reasoning and problem solving approaches to a wider context of care, including a basic understanding of social contexts of care

**Professional Development 2**

**Descriptor**
This unit focuses on the value of research to the systematic evaluation of practice. The research component will introduce qualitative and quantitative methodologies, using experiential activities to develop primary research and critical appraisal skills. Students will also begin to develop an appreciation of the skills of clinical audit. Professional development is also enhanced through further use of the reflective skills learned in Professional Development 1. The Centre for Inter-Professional Practice contributes to students’ learning.

**Outcomes**
By the end of this unit students will be able to:
• demonstrate the academic skills of literature searching and critical appraisal needed for evidence based practice;
• use research, reasoning and problem solving skills to evaluate practice;
• examine the principles and practice of primary and secondary research;
• apply appropriate methodology to plan independent enquiry;
• understand the audit processes used within health and social care settings and differentiate these from research practice.

**Occupational Therapy Practice 2**

**Descriptor**
This module develops the student’s understanding of the philosophies and practice of occupational therapy. Building on the topics studied in AHP-1OTY, which focus on the individual as an occupational being, the student will develop an understanding of the barriers to occupational performance occurring from changes to physical health status, psychological and social well being and the environment. The module develops clinical reasoning skills alongside the theory and practice of occupational therapy interventions. The module also explores the diverse settings in which occupational therapy services may be delivered.

**Outcomes**
By the end of this module students will be able to:
• Analyse the patient / client as an occupational being
• Illustrate an understanding of applied frames of reference
• Examine the impact of barriers to occupational performance
• Analyse and employ occupational therapy theories and models of practice
• Interpret and use the stages of the occupational therapy process within the learning environment
• Apply clinical reasoning skills within academic and placement environments
• Contrast the contexts of occupational therapy service delivery
Modules Studied in Year 3

Contexts of Professional Practice

Descriptor
This module will provide students with an understanding of the current healthcare policies and their impact upon the provision of health and social care. It will build on knowledge achieved on practice placements and other areas within the course, looking formally at existing and emerging government initiatives.

Outcomes
By the end of this module students will be able to:
- Evaluate the range of health and social care contexts and decision making within it
- Assess how the legal and ethical frameworks govern the individual’s scope of practice
- Evaluate recent government health and social care policy and the impact upon health and social care provision
- Judge how current quality initiatives can facilitate development in practice
- Plan how they would deliver high quality care whilst ensuring effective resource management and partnership working
- Formulate an understanding of the methodologies employed to involve service users and carers in the design of current health and social care services
- Synthesize current policy and relate this to their role in order to articulate their position in modern health care practice
- Understand the audit processes used within health and social care settings and differentiate these from research practice

Professional Development 3

Descriptor
This module completes the professional development theme which runs throughout the three years. It aims to prepare students for practice through topics addressing the transition from student to practitioner, enabling them to complete their portfolios of evidence in preparation for their first post. This module supports the student in completing their dissertation, started in Year 2, which assesses the skills of enquiry through secondary research or an empirical study.

Outcomes:
- Develop an independent enquiry, and demonstrate basic competence in conducting a literature review and critical appraisal.
- Construct an appropriate methodology to plan independent enquiry.
- Evaluate the strengths and limitations of the research methods employed, including literature review, demonstrating and critiquing the methods required for data collection, analysis and interpretation in their chosen paradigm and topic area.
- Evaluate their ability to pursue lifelong learning by critically appraising personal and professional development to date, planning appropriate strategies and addressing those through a framework of CPD
- Understand the importance of resilience in professional practice.
Occupational Therapy Practice 3

Descriptor
This module draws together the theory and practice from the Occupational Therapy Practice modules in Years 1 and 2, and prepares the student to become a confident and competent occupational therapist. The module further develops the students understanding of the complexities of occupational therapy interventions; linking theory and practice alongside increasingly sophisticated clinical reasoning skills. The module will encourage problem solving, clinical reasoning and evidence based decision making in practice. There will be the opportunity for working with physiotherapy students on HSC-3PPY during the shared themes.

Outcomes
- Formulate best quality evidence-based and values-based occupational therapy interventions.
- Evaluate and apply the theories of occupational therapy as a complex intervention through critical analysis of clinical and research evidence.
- Integrate occupational therapy clinical reasoning skills within theory and practice.
- Assess the scope of occupational therapy within a developing health and social care agenda.
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 32 weeks of assessed experience, achieving a minimum of 1,100 hours of practice.

In the first year Practice placement 1 (2 weeks) is formative, and does not contribute to the assessed hours, however the students are expected to complete a minimum of 30 hours per week which includes 2 hours of portfolio development. Practice placement 2 (4 weeks) requires the student to complete a minimum of 30 hours per week which includes 2 hours of portfolio development.

In years 2 and 3 there are 14 weeks of practice education (each has a 6 week and an 8 week practice placement), enabling the student to complete a further 28 weeks of 35 hours per week including 3 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:

<table>
<thead>
<tr>
<th>Weeks</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Hours</td>
<td>S 7 7 7 4</td>
<td>BH 7 7 7 7</td>
<td>7 7 7 7</td>
</tr>
<tr>
<td>Portfolio Hours</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Absences: Dates & Reasons:

Sick 25/04/13 / Bank Holiday 02/05/13

- Lunchtimes only count towards the total hours if they are spent in clinical or departmental focused activities, eg 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.
Appendix F

POLICY FOR AUDIO / VIDEO RECORDING (SLT)

Purpose of video / audio recording
Recording intervention sessions is viewed as an important part of student learning. Recording allows for observation and analysis of the different ways in which speech and language therapy students work with their clients. Students are encouraged to critically appraise and monitor their own practice which is key to the development of reflective practice. By viewing themselves on video or listening to themselves on audio tape, students learn how to develop their therapy skills in ways that are relevant to children and adults with communication difficulties.

Storage of audio / video recordings
Students are charged with responsibility for keeping any recorded material in a secure place while they are on practice placement. This includes

- Transferring recorded material to an encrypted memory stick as soon as possible and by the end of the day of recording at the latest
- Wiping material from SD cards as soon as material has been transferred
- Keeping the encrypted memory stick in a secure place at all times
- Downloading material from the memory stick to the SLT dedicated server as soon as practicable

The SLT course has its own dedicated server for the storage of confidential, digital video and audio material where access is restricted to named personnel and students from the SLT course at UEA. All video / audio recordings are stored on this server once they have been returned to the School of Health Sciences at the University.

Confidentiality
Students are bound by the Royal College of Speech & Language Therapists’ and Health & Care Professions Council’s professional codes of conduct as well as the University of East Anglia to ensure that they respect the confidentiality of people they work with at all times. Although clients’ faces or other identifying features will normally be visible in video recording, full names will not be used at any time during the preparation or presentation of the recordings. First names or initials will be used (if needed) in verbal or written reports associated with the recordings. Students must not divulge any information which could identify the client or share any recorded material with anyone not authorised through the consent / assent process.

Consent must be sought from anyone who will appear in the video, this includes significant others, practice educators and other students. In the event of individuals making an unplanned appearance in the recording, e.g. if the student is making a recording in a classroom or other publicly accessible space, the student has a choice of actions. If the individual appears for sufficient time to be identifiable consent must be sought or the student will edit out that section of recording before showing it to any other person.

Use of recordings
The recordings will be used for student learning and examination in university. Each student will be asked to present a compilation of their work for their end of year assessment. Recordings are edited and selected material is used in the assessment process. This material is viewed by a member of the SLT teaching team at UEA and an RCSLT registered Speech & Language Therapist as examiners. The student is required to maintain confidentiality when showing the recordings. Both examiners are also bound to maintain confidentiality by the RCSLT professional code of conduct.
Clients and/or significant others (parent, carer, guardian) and students will also be asked for permission regarding the use of recorded material, e.g. for teaching SLT students at UEA.

**Consent / Assent**

Students must seek agreement to recordings from the client or a proxy through consent or assent. Consent refers to a legal decision based on full knowledge of the process and purpose of the recordings and may only be given by the client.

The ability to give informed consent is defined by the Mental Capacity Act 2005 as the ability

1. to understand the information relevant to the decision;
2. to retain that information;
3. to use or weigh that information as part of the process of making the decision
4. to communicate his decision (whether by talking, using sign language or any other means).

A further criterion relating to the mental capacity to give consent is the ability of the patient to reach a decision without coercion.

The student will make every effort to gain consent from the client, e.g. by using appropriate language and/or alternative / augmentative communication. In the case of a child or adult who is unable to meet the criteria for informed consent, the student will seek assent from a parent, guardian or carer, acting as proxy for the client.

Assent refers to the ability to agree or disagree to recording, even though the client may not meet all the criteria required for consent. Agreement should be sought from the client with a proxy providing assent. The proxy must be fully informed about the process and purpose of the recordings and may be a parent, legal guardian or a carer. A carer would be a person who has no connection with teaching or assessing SLT students and is deemed to be primarily concerned with the client’s welfare. He / she may also be able to express what, in his or her opinion, would be the client’s feelings or wishes regarding recordings being made. The student must be vigilant regarding the possibility of coercion by a carer. For example a carer may wish to please the student by persuading the client to participate in video recording. **If the student suspects that the client is being put under pressure to agree to video recording he/she must withdraw their request for consent / assent.**

For both consent and assent an explanation of the process and purpose of the recordings will be given to the client in a format they can understand to give him/her the opportunity to agree or disagree to participate. The explanation will be accompanied by an information sheet will be given to the client / proxy to keep, to allow for further consideration. The information sheet is available in standard and accessible versions. The latter is designed for children or adults with communication difficulties. If in agreement the client or proxy will be asked to sign a consent / assent form. There will be options to agree to the use of audio / video recording for either student assessment or teaching or both.

**Withholding / withdrawing consent / assent**

It will be made clear to the client / carer that they are not obliged to agree to recordings being made. It will also be made clear that the client / carer has the right to withdraw consent at any time. He / she does not have to give a reason.
Archiving / destroying recorded materials
Students take responsibility for the safe-keeping of the recordings and are bound by the Royal College of Speech & Language Therapists (RCSLT) professional code of conduct to maintain confidentiality.

All recordings are kept securely until the students have completed the practice placement assessment process and the mark has been confirmed by the UEA examination board, after which any material not included in the assessment process or consented for teaching is destroyed.

Material edited and used for examination purposes will be kept by the University, in a secure place, for a period of 6 years, in line with all other assignment materials. Materials which have been consented for use in teaching may be kept for longer.

If you have any queries, please contact:

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E-mail: n.coull@uea.ac.uk

OR

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## Appendix H

### CONTACT INFORMATION – Practice Education Facilitators

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