

BSc (Hons) Physiotherapy Level/Year 1

Foundation Placement: Practice-based Learning

Assessment of Professional Practice

Practice Placement Assessment Form

Academic Session 2018-19

| | | |
|--|---|-----------------------------|
| Student's Name and Matriculation Number | Name: | |
| | Matric: | |
| Placement Number | Foundation | |
| Placement Dates (from and to) | | |
| Practice Educator Name/s Please list all educators | | |
| Practice Educator Email/s | | |
| Practice Site/Address | | |
| Practice Area/Specialism | | |
| Name of Personal Academic Tutor (PAT) | | |
| Email of Personal Academic Tutor (PAT) | | |
| Total hours | Total available hours | Total achieved hours |
| Final Grade | Pass / Fail (please delete as relevant) | |
| <i>Note: all grades are provisional until ratified by the Board of Examiners</i> | | |
| Educator signature and date confirming grade and hours | Educators signature: | Date: |

Contents

Checking student identity, attendance monitoring and return of assessment documents

Introduction/Guidance

Section 1 Student record

Section 2 Pass / fail assessment: mid-way and end of placement

Section 3 Record of techniques, skills, conditions observed

Appendix 1 Attributes of Performance for Practice Based Learning: foundation placement criteria.

Note for all students:

Returning the completed assessment form to Queen Margaret University, Edinburgh.

At the end of the placement, the completed assessment form must be submitted to the School of Health Sciences assessment drop box. Alternatively, the assessment form can be mailed to the University addressed to:

School Office, Queen Margaret University, Queen Margaret University Drive, Musselburgh, East Lothian, EH21 6UU.

All students **must photocopy** the completed assessment form and keep this copy for their own reference and in the event that a document goes missing in the post.

All assessment forms must be submitted to the School Office within **five working days** from the time of completion of the placement/completion of the assessment form.

If the assessment form is posted to the University you must obtain a Proof of Posting document from the Post Office, to evidence the date of posting.

Note: We require all completed assessment forms to be returned in a timely manner to ensure that you are processed at the relevant Board of Examiners. Failure to return the forms may have a negative impact upon ratification of your marks, progression and ultimately graduation.

Checking student identity and attendance monitoring

Identity Check

To enable an identity check we have asked all students to show the relevant practice educator their QMU Matriculation card. This card shows the photograph and name of the student. All practice educators are asked to sign the declaration below, to indicate that the photograph matches the student who has arrived on placement. Please contact us immediately if there is a discrepancy.

Attendance

We require that all students inform both their practice educator and the University should they be unable to attend their placement on any given day. Where the student has an agreed absence from placement, we ask that the practice educator informs the University of this arrangement within a 48 hour period. In the event that a student has an unauthorised/unexpected absence from placement, we ask that the practice educator informs the University of this absence immediately, and certainly within 48 hours.

Contact

Pamela Knox on 0131 474 0000 / pknox@qmu.ac.uk in the first instance. If she is not available, please redial and ask to speak to the School Office. If more convenient, please email HSAdmin@qmu.ac.uk stating the student's name, the date and the nature of the absence.

Practice educator declaration:

I have seen _____'s QMU matriculation card and can confirm that the photograph on the card matches the student on placement. I also understand the action I should take in the event of any student absence from placement.

Signature: _____ Date: _____

Print Name: _____

Organisation: _____

If there are absences for any reasons please record the reason and hours missed below:

| Date/s | Hours missed | Reason (e.g. Sickness / Funeral / Unauthorised leave) |
|--------|--------------|---|
| | | |
| | | |
| | | |
| | | |

Introduction/Guidance

This tool has been constructed to clarify the expectations of students, to facilitate the award of grades and to enable students to obtain detailed feedback from each placement in their clinical education programme.

Section One is completed by the student and should be seen as a positive method of progressing learning throughout the placement as well as from one placement/ other learning experience to another.

Section Two is completed by the Practice Educator (PE). This section contains pass/fail criteria, all of which the student must achieve in order to pass the placement. A fail in any one or more of these criterion will result in a failed placement.

Section Three is completed by the student and is primarily intended for their own record keeping.

To ensure that the student is aware of his/her standard of performance during the placement, a “mid-placement review” is given approximately halfway through the placement. This should take the form of a discussion between the student and Practice Educator/s (PE). Students should prepare for the mid-placement review by considering their progress and their goals for the second half of the placement. The PE will highlight areas of progress, areas requiring further development in the second half of placement and priorities to be addressed in the second half of placement. The PE will refer to the criteria in Section 2 of the tool when providing the student with on-going and formal feedback. Following the mid-placement review the student completes section 1, part (ii) to document the main points discussed, reflect on the feedback received and outline a plan for the rest of the placement. The PE, to ensure the student understands the feedback given, should review this. Both student and PE should sign and date this record.

The student has the opportunity to comment on his/her final assessment in section 1 (iii). Every student will also have the opportunity to comment on their placement experiences within a confidential questionnaire after each placement as part of course monitoring processes.

Reportable incidents

If there has been a reportable incident during the placement please contact QMU with information about this at the earliest opportunity and record this below.

| Date of incident | Date reported to QMU | Member of QMU staff contacted |
|------------------|----------------------|-------------------------------|
| | | |

Support for Practice Educators

QMU has a dedicated website for the support of practice educators - <http://www.qmu.ac.uk/pbl/>. Many frequently asked questions are answered here. You may also contact the Personal Academic Tutor (PAT) indicated on the front of this form if you have any questions.

Guidance if the Practice Educator feels that a student is failing a placement

By mid-placement review, at the latest, if the PE is concerned that the student is not making satisfactory progress towards achieving any of the outcomes for the placement, the student needs to be informed that they are currently “failing” the placement. **The word “fail” must be clearly used in this discussion** and the attributes / knowledge gaps where the student is not passing must be clearly indicated to the student. Examples should be given. At this point, if not before, the PE must contact Queen Margaret University by either phoning or emailing Personal Academic Tutor (PAT) named on the front of the assessment form. A discussion will then ensue between the PAT and the PE to decide the most appropriate form of action to ensure support for both student and PE. Sections 1.2 and 2.0 should be used to document the mid-placement review, indicating clearly **areas** causing concern and identify realistic goals for the remainder of the placement.

The following process for dealing with the failing student should be followed:

- Inform the student as soon as possible if their performance is causing concern.
- Inform the PAT as soon as possible if the student's performance is causing concern.
- Ensure the student receives timely, clear, honest, non-judgemental feedback which focuses on the key areas causing concern.

Document all discussions, goals, action plans and reviews on a ‘Cause for concern’ form which can be obtained from either the PAT or downloaded from www.qmu.ac.uk/pbl/. This form should be signed by both student and educator and returned to QMU following the placement.

- Review the student's report of the mid-placement review ensuring that they have clearly documented the areas of concern and the extent on the shortfall of their performance. Both student and PE must sign this.
- Schedule weekly feedback sessions (more frequently if possible) indicating progress on the set goals using the cause for concern form.
- Encourage the student to use reflection as much as possible to allow them to assess their own performance – giving some focus to where things go well as well as those where performance has not been satisfactory.
- Keep in touch with the PAT; contact to feedback on progress and to discuss future plans.
- Contact the PAT for information on grading a fail.
- If at the final assessment the student has not been able to retrieve their performance, ensure that verbal and written comments leave the student with a clear picture of where their performance did not meet expected levels. If felt appropriate the PAT (or alternate) can also be present at this discussion.
- Students should be encouraged to talk with the personal academic tutors at the earliest opportunity.

Section 1 – To be completed by the student.

i) Pre-placement planning. Use this space to highlight your personal strengths, areas for development, preferred ways of learning and SMART goals for this placement. Use a range of previous learning to inform your thoughts. **Complete this before you attend placement and discuss with your Practice Educator(s) within the first 2 days of placement.**

| | |
|--|------------------------|
| Strengths: | Areas for development: |
| Preferred ways of learning: | SMART goals: |
| Students signature _____ Date _____ Practice Educator's/s' Signature/s _____ Date _____ | |

Section 1 continued – to be completed by student

ii) Mid-way evaluation. Use this space to record the feedback you receive from your Practice Educator midway through the placement. Outline your plan for the rest of the placement. Discuss and agree this with your Practice Educator.

| | |
|--|---|
| My understanding of mid-way feedback – strengths, areas for improvement | My priorities to be addressed in second half of the placement |
| Students signature _____ Date _____ Practice Educator's/s' Signature/s _____ Date _____ | |

Section 1 continued – to be completed by the student

iii) End of placement review. After your final assessment, use this space to reflect on your learning throughout the placement and to identify and review your strengths, areas for development, needs and goals for subsequent placements. You may wish to show this to your practice educator, but this is not essential.

| | |
|---|------|
| Reflection on my learning: | |
| Review and identification of areas for development: | |
| Review of SMART goals: | |
| <input type="checkbox"/> I have completed the Hub based placement feedback form | |
| Student signature | Date |

Section 2 Pass / fail criteria

This section should be completed making use of Attributes of Performance for Practice Based Learning: foundation placement criteria.

The student must achieve a pass in all criteria, by the end of the placement, in order to pass the placement. Where an educator is concerned at the mid-way stage that the student is not making satisfactory progress, this should be clearly written in the mid-way comments, using as statement such as, 'failing to achieve a satisfactory standard midway'.

A – Achieved, N – Not achieved

| Criteria | Midway Comments | Final Comments | A | N |
|---|-----------------|----------------|-------------|---|
| <p>Adheres to key Health Board/ Organisational policies and regulations and professional and regulatory body standards; including, where appropriate, those concerned with health and safety, patient care, child and adult protection, moving and handling, confidentiality, infection control, hand washing, record keeping IT access.</p> <p>Demonstrates a satisfactory standard of professional behaviour as outlined in the HCPC Standards of Conduct, Performance and Ethics (2008).</p> <p>Appropriate appearance/attire.</p> | | | | |
| Educators signature | | | Date | |

Any final comments that the educator wishes to make may be recorded in the box below.

Educators overall comments

Please comment on areas of strength during the placement and areas for future development

Practice educator signature:

Date:

Section 3 – Record of techniques, conditions, skills observed etc.

To be completed by the student

| | |
|--|--|
| Student name: | Matriculation number: |
| Practice placement address: | Practice placement dates: From: To: Total hours achieved: |
| Client/patient group description (delete as appropriate, you may need to select multiple groups): <ul style="list-style-type: none"> • Paediatric (under 18) • Adult (18-64) • Older person (65 and over) • Mixed paediatric/adult • Mixed adult/older person • Mixed paediatric / older person • Mixed client group (all ages) | |
| Placement setting (delete as appropriate): <ul style="list-style-type: none"> • Community: health centre / school / resource centre / hospice / care home • Community: hospital / combination (e.g. out-reach teams) • Hospital: inpatients / ward / outpatients / combination of out-in patients | |
| Placement sector: <ul style="list-style-type: none"> • Primary care / community care • Secondary / tertiary care • Private health care sector • Voluntary sector • Ministry of defence • Other: | |
| Placement experiences (you may need to select multiple areas): <ul style="list-style-type: none"> • Cardiovascular / cardiorespiratory • Health promotion • Learning disabilities • Maternity services • Mental health • Neuromusculoskeletal / rheumatology / orthopaedics • Neurology • Oncology • Palliative care • Other: | |

Health conditions observed as part of the placement experience:

***some health issues are not the direct focus of physiotherapy management, but are still considered as part of a holistic approach to patient care.**

Clinical reasoning skills observed:

For example:

Analysis, interpretation and synthesis of data (patient data, from records, other health/social care staff etc) to generate:

- classification / categorisation / clinical diagnosis of health condition and/or
- generation of patient centred problem list and/or
- generation of patient centred action plan

Evaluation of options for physiotherapy 'action' / management integrating information about patient presentation, contextual factors and evidence base

Establishing priorities for current or next physiotherapy-patient/family encounter

Evaluation of outcomes , determination of modifications , design of monitoring systems

Subjective and/or physical examination approaches observed:

Approaches and techniques observed in the management of patient/clients:

| |
|--|
| |
|--|

Training events/in-service education events attended by the student:

Management skills observed,, for example:

- prioritisation of cases, management of work load/tasks
- management of time, effort, resources, data/information
- constant and on-going risk assessment related to physiotherapy management, and/or management of adverse events
- delegation of tasks

Administration tasks observed:

| | |
|------------------------------------|-----------------------|
| Practice educator/s details | Name: |
| | Email address: |
| | Signature: |

Appendix 1: Attributes of Performance for Practice Based Learning: foundation placement criteria.

Pass / fail criteria and related behaviours

| Description of criteria | In order to pass this criteria the student must demonstrate the following behaviours | Demonstration of the following behaviours associated with the criteria will result in a fail for the placement |
|--|--|---|
| <p>Adheres to key Health Board/ Organisational policies and regulations and professional and regulatory body standards; including, where appropriate, those concerned with health and safety, patient care, child and adult protection, moving and handling, confidentiality, infection control, hand washing, record keeping IT access.</p> <p>Demonstrates a satisfactory standard of professional behaviour as outlined in the HCPC Standards of Conduct, Performance and Ethics (2008).</p> <p>Is appropriate their appearance/attire.</p> | <p>A pass will include awareness, where appropriate, of policies and regulations concerned with health and safety, patient care, child and adult protection, moving and handling, confidentiality, infection control, hand washing, record keeping, IT access, professional conduct and appearance, the HCPC Standards of conduct, performance and ethics (HPC, 2008). A passing student should require minimal prompting to adhere to the above policies and regulations</p> <p>A passing student should also demonstrate awareness from around the mid-point in the placement, issues relating to moving and handling, confidentiality, infection control, hand washing, record keeping, professional conduct and appearance. Minimal prompting should be required by around the mid-point of the placement and a consistent demonstration of awareness and ability to adhere to professional and regulatory body standards relating to these aspects.</p> | <p>A student will fail if they are unable to consistently demonstrate ability to adhere to key Health Board/ Organisational policies and regulations which may include with health and safety, patient care, child and adult protection, record keeping and IT access following introduction at a relevant induction.</p> <p>or</p> <p>they fail to demonstrate (and continue to fail to demonstrate) awareness from around the mid-point in the placement, issues relating to moving and handling, confidentiality, infection control, hand washing, record keeping, professional conduct and appearance. A fail will occur where despite clear and repeated prompting, a student does not adhere to professional and regulatory body standards relating to these aspects.</p> |