

School of Health Sciences

Pre-registration Occupational Therapy Programmes

Practice-based Learning 4 Assessment Form

|  |  |
| --- | --- |
| Learner’s Name |  |
| Matriculation Number |  |
| Name of Practice Educator(s) |  |
| Practice Educator Training Record (please answer all questions) | **Date/Year last attended University Practice Education Event:****Event type: Introductory Update Taught Module****(circle one as appropriate)****Online eLearning via Turas completed Yes/ No** **University: QMU GCU RGU ENU Other**(**circle one only as appropriate)** |
| Practice-based Learning Site |  |
| Experience |  |
| Overall Grade | A\* A B C D E F (circle one grade only) |
| Practice-based Learning Dates | From | To |
| Total Practice-based Learning Hours |  |
| Practice-based Learning Absences  | Record all absences from Practice-based Learning here, and sign Attendance Monitoring Declaration at back of this Form |

Learners are required to submit a signed copy of this assessment form to the appropriate drop box in Canvas within 5 working days of completion of practice-based learning.Final Evaluation

Practice educator’s comments – FINAL EVALUATION

Provide brief summary at the end of practice-based learning with a suggested development plan for the learner once they graduate. Maximum five key learning action points.

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4.

Signature of practice educator: Date:

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Learner’s comments – FINAL EVALUATION

Self-assess own performance, including an evaluation of all 6 learning outcomes

Signature of learner: Date:

Service user comments – FINAL EVALUATION (if available):

MIDWAY REVIEW ONLY

Agreed Development Plan for second half of practice-based learning:

Signature of practice educator: Date:

Signature of learner: Date:

Practice-based Learning 4: Information and guidance for Practice Educators

1. Queen Margaret University Learning Outcomes for Practice-based Learning 4 (PBL4)

This practice-based learning experience is of 10 weeks duration, full time. By the end of PBL4 learners should have completed 375 hours (50 days equivalent) of practice-based learning. During PBL4, learners should receive a half day of study time per week (3.5 hours). The study time forms part of the working week and is included in the overall hours for practice-based learning. This half day may be used in a flexible way and is negotiated with you, the practice educator.

On completion of this PBL4 it is expected that the learner will be able to:

1. Practice within an ethical framework commensurate with the Health and Care Professions Council Standards of Conduct, Performance and Ethics, and College of Occupational Therapists Code of Ethics and Professional Conduct.
2. Integrate knowledge and skills to work effectively with individuals/ groups/ communities/ populations with multiple and/or complex needs.
3. Contribute effectively to professional/inter professional/ inter-agency working.
4. In collaboration with relevant stakeholders, use appropriate strategies to identify issues and develop a proposed action plan.
5. Design appropriate programmes and implement these in collaboration with individuals/ groups/ communities/ populations.
6. Evaluate the effectiveness of the programmes reflecting on the outcome of the decisions made and take appropriate actions with a view to developing or improving practice.
7. Autonomously prepare and produce concise, logical and accurate records, reports and documents.
8. Critically reflect on personal learning and generate a personal development plan for addressing post registration development.

2. School of Health Sciences Practice-based Learning Support Web Site

All of the Occupational Therapy Practice-based Learning Handbooks and Assessment Forms can be accessed directly from the School of Health Sciences Practice Based Learning Support Web Site https://www.qmu.ac.uk/current-learners/practice-based-learning/nursing-and-allied-health-programmes-pbl-information/

3. Checking learner identity

Learner identity must be confirmed at the start of each practice-based learning experience. To do this learners show their QMU matriculation card to the practice educator who has overall responsibility for their learning. If the learner’s identity cannot be confirmed from his/her matriculation card, alternative official photo ID (i.e. passport or driving licence) can be used to confirm identity. Once the learners’ matriculation card has been checked and identity confirmed please sign the declaration at the end of this report.

4. Monitoring learner attendance during practice-based learning

In the event that a learner has an authorised or unauthorised/unexpected absence from placement which lasts for more than 48 hours we ask that you inform the University of this absence immediately.

5. Practice Education Passport

Every pre-registration occupational therapy learner at QMU maintains a Practice Education Passport. It is the learner’s responsibility to present the Passport to you on first day of placement. If this is not forthcoming, then ask to see it.

6. Learning agreement

For each practice-based learning experience, learners are required to negotiate a learning agreement in collaboration with their practice educator(s). Normally, the agreement should be developed by week 2.

7. Reflective diary

It is expected that learners will use a reflective diary as part of the learning process and in preparation for supervision sessions with their practice educator(s).

8. Portfolio of evidence

As part of their professional development, learners compile a practice-based learning portfolio during each experience. It is recommended that learners discuss the portfolio and its content with you on at least one occasion during practice-based learning.

9. Supervision

Learners should receive a minimum of one-hour formal supervision with their practice educator(s) each week.

10. Monitoring learner’s professional conduct during practice-based learning

Learner’s professional conduct should be continuously monitored during practice-based learning and is guided by the Health and Care Professions Council Guidance on Conduct and Ethics for Learners (HCPC 2016) and the College of Occupational Therapists Code of Ethics and Professional Conduct (2015).

It is essential that you notify the University immediately if you have any concerns about a learner’s professional conduct, and/or professional behaviour.

11. How to complete the assessment form

Consult and use University Grade Descriptors provided in this form. Do bear in mind that you are making a judgement about the learner’s performance in relation to what is reasonably expected of a learner at that level of the programme, and not in comparison with a qualified occupational therapist.

Midway assessment

* This should take the form of a discussion between the practice educator and the learner highlighting areas of progress across all 8 learning outcomes. Areas requiring further development and priorities to be addressed in the second half of the practice-based learning experience should be highlighted, agreed and documented in the development plan section. Written feedback only should be documented by the practice educator and learner relating to each learning outcome on the assessment form – grades for specific criteria should not be given at the midway point.
* The midway assessment should be constructive, and encourage the development of individual strengths as well as giving advice aimed at resolving any difficulties encountered during practice-based learning.
* It is expected that learners will prepare for the midway assessment by completing the learner’s comments sections. Learners have been advised by the University to be prepared to discuss their own self-evaluations, and any other issues relating to practice-based learning with the practice educator. Comments section must be signed and dated by the learner.
* If you consider the learner to be at risk of failing PBL4, then you need make the learner, and the University aware of this preferably no later than the midway assessment. Contact the learner’s Personal Academic Tutor at the University if you have any concerns pertaining to the learner’s well-being, professional conduct, or quality of performance overall.
* Contact the University and ask to speak with the Professional Practice Tutor if you consider the learner to be achieving the equivalent of an A\* or A standard performance midway, or final assessment.

Final assessment

* The assessment form must be completed with reference to the University Grade descriptors provided in this booklet. Report forms are graded A\*- F in line with the Queen Margaret University criteria for undergraduate modules. In making a judgement, it is important to bear in mind the extent to which the placement has given the learner the opportunity to demonstrate the criterion being considered, and on what can be realistically expected from the learner in relation to their level of the programme.
* Mark a cross in each box to indicate the learner’s level of performance for each of the criteria.
* Written comments for each learning outcome and an overall summary must be provided along with a development plan for future practice. This should be dated and signed by the practice educator.
* The final assessment should be constructive and encourage the development of individual strengths as well as giving advice aimed at resolving any difficulties encountered during practice-based learning.
* Learners must pass all 8 learning outcomes. All criteria within each learning outcome must be passed to achieve an overall pass.
* Make a judgement of the learner’s overall performance throughout practice-based learning and record this on the “overall grade section” on the front page of the assessment form. A\*-D gradings represent pass grades. An A\* is an outstanding performance; a D is a satisfactory performance.
* Learners awarded an overall grade of E or F will be required to retake PBL4.
* Learners must prepare for the final evaluation by completing the “learner’s comments” sections and be prepared to discuss these with the practice educator. Comments must be signed and dated by the learner.
* The final grade will be subsequently converted into a percentage by the Professional Practice Tutor in line with the University grade to mark conversion rules.
* Where possible, include feedback from service users, including advice to learners.

Service user comments

* Learners are encouraged to consider the service user’s perspective on their performance as this is good professional practice.
* This will always be a voluntary process for the service user.
* Always discuss with your practice educator before approaching a service user for feedback.
* Learners may wish to use the information on Visual CARE Measure or Paediatric CARE Measure available from to help gather feedback, or the CARE Measure itself at <http://www.caremeasure.org/about.php> A student version of the Care Measure is also available on Turas or on Canvas for students to download.
* In some circumstances it may be more appropriate to gain feedback from carers, family members or other appropriate individuals rather than the service user, although it is recommended to seek this form the service user where possible.

As part of the continual monitoring process this Assessment Form may be subject to modification or alteration on an annual basis.

12. University Grade Descriptors: Practice-based Learning 4

|  |  |
| --- | --- |
| Grade | Description |
| A\*: PassOutstanding performance | For this level of the programme, an outstanding, safe performance, consistently demonstrated throughout the whole of the practice-based learning experience. * Exceptional abilities in assimilating new information and skills. Minimal support and guidance have been required, taking into consideration the learner’s level in the programme.
* Self-motivated in seeking out appropriate learning opportunities.
* Outstanding professional communication skills
* Shows outstanding originality in problem solving, critical thinking, analysis and evaluation.
* Demonstrates outstanding understanding of theoretical principles and concepts reflected in discussion, written, and practical work. Outstanding ability to locate these within the workplace.
* Displays an outstanding ability to synthesise concepts, theory and practical knowledge and demonstrates exceptional insights.
* Demonstrates outstanding self-management skills.
 |
| A: PassExcellent performance | For this level of the programme, an excellent, safe performance, consistently demonstrated throughout the whole of the practice-based learning experience. * Assimilates new information and skills quickly. Minimal support and guidance have been required, taking into consideration the learner’s level in the programme.
* Self-motivated in seeking out appropriate learning opportunities.
* Excellent professional communication skills
* Shows originality in problem solving, creativity, originality, critical thinking, analysis and evaluation.
* Demonstrates excellent understanding of theoretical principles and concepts reflected in discussion, written, and practical work. Excellent ability to locate these within the workplace.
* Displays an excellent ability to synthesise concepts, theory and practical knowledge and demonstrates exceptional insights.
* Demonstrates excellent self-management skills.
 |
| Grade | Description |
| B: PassVery good performance | For this level of the programme, a very good, safe performance, consistently demonstrated throughout the majority of the practice-based learning experience.  * Assimilates new information and skills. The learner has required some guidance, and/or prompting to achieve this level, but less than what normally might be expected for this stage of the programme.
* Very good uptake of learning opportunities relating to practice-based learning.
* Very good professional communication skills
* Shows very good problem solving, creativity, originality, critical thinking, analysis and evaluation.
* Shows consistent understanding of theoretical principles and concepts reflected in discussion, written, and practical work and is able to locate these within the workplace.
* Displays a very good ability to synthesise concepts, theory and practical knowledge.
* Demonstrates very good self-management skills.
 |
| C: PassGood performance | For this level of the programme, a good, safe performance, consistently demonstrated throughout the majority of practice-based learning. * The learner has required the support and guidance that would normally be expected of a learner at this stage to assimilate new information and skills.
* Good uptake of learning opportunities available on practice-based learning
* Good professional communication skills
* Shows good problem solving, creativity, originality, critical thinking, analysis and evaluation, but not consistently applied.
* Shows good understanding of some theoretical principles and concepts and is able to locate these within the workplace.
* Demonstrates a good ability to synthesise concepts, theory and practical knowledge.
* Demonstrates good self-management skills.
 |
| D: PassSatisfactory performance | For this level of the programme a satisfactory, safe performance consistently demonstrated for the second half of the practice placement. Additional engagement may be required to sustain and enhance performance in subsequent practice-based learning experiences. * The learner has required additional support and guidance than would normally be expected for a learner at this stage to assimilate new information and skills.
* The learner has made use of some learning opportunities available on practice-based learning.
* Demonstrates satisfactory professional communication skills.
* Shows some satisfactory but inconsistent attempts to problem solve, show creativity and originality, analyse and evaluate.
* Shows partial understanding of theoretical principles and concepts related to the workplace.
* Demonstrates a satisfactory ability to synthesise concepts, theory and practical knowledge.
* Demonstrates satisfactory self-management skills.
 |
| E: FailUnsatisfactory performance | For this level of the programme an unsatisfactory performance. Some attempt to address issues in the practice setting but does not meet the criteria outlined for an acceptable performance in several areas of practice. Shows very limited ability to learn from previous experience.* Demonstrates unsafe practice on more than one occasion during practice-based learning.
* Demonstrates unsatisfactory professional communication skills on more than one occasion during practice-based learning.
* Demonstrates unprofessional behaviour and/or attitudes on more than one occasion during practice-based learning.
* Demonstrates very limited ability to problem solve, show creativity and originality, analyse and evaluate.
* Shows narrow understanding of theoretical principles and concepts related to the workplace.
* Demonstrates unsatisfactory self-management skills on more than one occasion.
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| F: FailUnsatisfactory performance | For this level of the programme an unsatisfactory performance. Unsatisfactory attempt to address issues in the practice setting and does not meet the criteria for an acceptable performance in a significant number of areas. Shows little or no ability to learn from previous experience.* Demonstrates unsafe practice throughout the majority of practice-based learning.
* Demonstrates unsatisfactory professional communication skills throughout the majority of the practice placement.
* Demonstrates unprofessional behaviour and/or attitudes throughout the majority of practice-based learning.
* Demonstrates little or no ability to problem solve, analyse, and evaluate.
* Shows very narrow understanding of theoretical principles and concepts related to the workplace.
* Demonstrates unsatisfactory self-management skills throughout the majority of practice-based learning.
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Learning Outcome 1

Practice within an ethical framework commensurate with the Health and Care Professions Council Standards of Conduct, Performance and Ethics, and the College of Occupational Therapists Code of Ethics and Professional Conduct.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  Criteria | A\* | A | B | C | D | E | F |
| Acts in accordance with HCPC Standards of Conduct, Performance and Ethics, and the College of Occupational Therapists Code of Ethics and Professional Conduct. |  |  |  |  |  |  |  |
| Takes responsibility for managing own time, organising and prioritising own work effectively |  |  |  |  |  |  |  |
| Demonstrates sensitivity to culture, equality and diversity |  |  |  |  |  |  |  |
| Adheres consistently to safety regulations and organisational policies as specified in the practice setting and uses sound judgement in regard to safety of self and others  |  |  |  |  |  |  |  |
| Presents self in a manner appropriate to the working environment |  |  |  |  |  |  |  |
| Responds constructively towards changing circumstances and demands in the practice setting |  |  |  |  |  |  |  |

Final Evaluation only - Learning Outcome 1: has learner achieved learning outcome? Yes/ No

Practice educator’s comments - Learning Outcome 1

(Comments to be recorded in preparation for the midway review and final evaluation)

Learner’s comments - Learning Outcome 1

(Comments to be recorded in preparation for the midway review and final evaluation)

Learning Outcome 2

Integrate knowledge and skills to work effectively with individuals/ groups/ communities/ populations with multiple and/or complex needs.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  Criteria | A\* | A | B | C | D | E | F |
| Conducts interviews in a clear and logical manner, gathering pertinent information |  |  |  |  |  |  |  |
| Demonstrates effective listening skills, recognising the significance of both verbal and non-verbal communication |  |  |  |  |  |  |  |
| Relates effectively to individuals |  |  |  |  |  |  |  |
| Relates effectively in group situations |  |  |  |  |  |  |  |
| Demonstrates the ability to integrate evidence from a broad range of sources into the planning of the OT process |  |  |  |  |  |  |  |
| Demonstrates the delivery of the OT process underpinned by a sound theoretical rationale |  |  |  |  |  |  |  |
| Demonstrates the ability to recognise the effect of inequality, poverty, exclusion, identity, social difference and diversity on occupational performance  |  |  |  |  |  |  |  |

Final Evaluation only - Learning Outcome 2: Has learner achieved learning outcome? Yes/ No

Practice educator’s comments - Learning Outcome 2

(Comments to be recorded in preparation for the midway review and final evaluation)

Learner’s comments - Learning Outcome 2

(Comments to be recorded in preparation for the midway review and final evaluation)

Learning Outcome 3

Contribute effectively to professional/inter professional/ inter-agency working

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  Criteria | A\* | A | B | C | D | E | F |
| Forms and sustains effective relationships with colleagues, adapting behaviour appropriately to changing circumstances |  |  |  |  |  |  |  |
| Works collaboratively with team members and other agencies to provide a service, acknowledging professional boundaries of practice |  |  |  |  |  |  |  |
| Clearly and confidently articulates the values, beliefs and/or skills of the occupational therapy profession to others |  |  |  |  |  |  |  |
| Appraises the impact of social policy and legislation within the practice setting |  |  |  |  |  |  |  |
| Contributes effectively to organisation and management of the service, taking responsibility for the maintenance of the working environment  |  |  |  |  |  |  |  |
| Takes responsibility for managing a caseload/ programme or specific project, as applicable to the service |  |  |  |  |  |  |  |

Final Evaluation only - Learning Outcome 3: Has learner achieved learning outcome? Yes/ No

Practice educator’s comments - Learning Outcome 3

(Comments to be recorded in preparation for the midway review and final evaluation)

Learner’s comments- Learning Outcome 3

(Comments to be recorded in preparation for the midway review and final evaluation)

Learning Outcome 4

In collaboration with relevant stakeholders, use appropriate strategies to identify issues and develop a proposed action plan.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  Criteria | A\* | A | B | C | D | E | F |
| Selects, plans and performs screening and assessments effectively  |  |  |  |  |  |  |  |
| Identifies person centred goals and interventions, collaboratively identifying personal strengths and obstacles to engagement in meaningful occupation  |  |  |  |  |  |  |  |
| Clarifies and prioritises areas of need with the person/group/ community/ population basing decisions on interpretation of assessment results  |  |  |  |  |  |  |  |
| Creates goals in collaboration with person/ group/ community/ population that address desired outcomes |  |  |  |  |  |  |  |
| Selects and applies relevant conceptual models/ frames of reference/ approaches to practice setting |  |  |  |  |  |  |  |
| Articulates a clear, logical rationale for the assessment process |  |  |  |  |  |  |  |

Final Evaluation only - Learning Outcome 4: Has learner achieved learning outcome? Yes/ No

Practice educator’s comments - Learning Outcome 4

(Comments to be recorded in preparation for the midway review and final evaluation)

Learner’s comments - Learning Outcome 4

(Comments to be recorded in preparation for the midway review and final evaluation)

Learning Outcome 5

Design appropriate programmes and implement these in collaboration with individuals/groups/communities/ populations.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  Criteria | A\* | A | B | C | D | E | F |
| Select, plan and implement occupation-based interventions and programmes that enable agreed goals to be met  |  |  |  |  |  |  |  |
| Articulates a clear, logical rationale for the intervention process |  |  |  |  |  |  |  |
| Reflects upon and evaluates practice and modifies actions appropriately in response  |  |  |  |  |  |  |  |
| Initiates resolution of problems and exercises personal initiative |  |  |  |  |  |  |  |

Final Evaluation only - Learning Outcome 5: Has learner achieved learning outcome? Yes/ No

Practice educator’s comments - Learning Outcome 5

(Comments to be recorded in preparation for the midway review and final evaluation)

Learner’s comments - Learning Outcome 5

(Comments to be recorded in preparation for the midway review and final evaluation)

Learning Outcome 6

Evaluate the effectiveness of the programmes reflecting on the outcome of the decisions made and take appropriate actions with a view to developing or improving practice.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  Criteria | A\* | A | B | C | D | E | F |
| Evaluates outcomes of intervention effectively |  |  |  |  |  |  |  |
| Recognises and plans for the conclusion of intervention with the person/others |  |  |  |  |  |  |  |
| Utilises evidence from published research and relevant resources to make informed decisions and reflect on practice  |  |  |  |  |  |  |  |
| Demonstrates awareness of the importance of evidence-based practice and is able to utilise this/ discuss this in relation to enhance service provision  |  |  |  |  |  |  |  |

Final Evaluation only - Learning Outcome 6: Has learner achieved learning outcome? Yes/ No

Practice educator’s comments - Learning Outcome 6

(Comments to be recorded in preparation for the midway review and final evaluation)

Learner’s comments- Learning Outcome 6

(Comments to be recorded in preparation for the midway review and final evaluation)

Learning Outcome 7

Autonomously prepare and produce concise, logical and accurate records, reports and documents.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  Criteria | A\* | A | B | C | D | E | F |
| Gives well structured, clear, accurate oral reports  |  |  |  |  |  |  |  |
| Produces well structured, clear, accurate, comprehensive and comprehensible documentation |  |  |  |  |  |  |  |
| Uses language appropriate to the recipient(s) of the information |  |  |  |  |  |  |  |
| Clearly articulates clinical and professional reasoning verbally and in written records, reports and documentation  |  |  |  |  |  |  |  |

Final Evaluation only - Learning Outcome 7: Has learner achieved learning outcome? Yes/ No

Practice educator’s comments - Learning Outcome 7

(Comments to be recorded in preparation for the midway review and final evaluation)

Learner’s comments - Learning Outcome 7

(Comments to be recorded in preparation for the midway review and final evaluation)

Learning Outcome 8

Critically reflect on personal learning and generate a personal development plan for addressing post registration development.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  Criteria | A\* | A | B | C | D | E | F |
| Collaborates with practice educator(s) to maximise the learning experience |  |  |  |  |  |  |  |
| Takes responsibility for own learning, responding constructively to feedback  |  |  |  |  |  |  |  |
| Implements learning agreement |  |  |  |  |  |  |  |
| Recognises personal strengths and areas of development from previous practice-based learning and identifies own learning needs |  |  |  |  |  |  |  |
| Maintains a record of personal and professional development through use of a portfolio  |  |  |  |  |  |  |  |

Final Evaluation only - Learning Outcome 8: Has learner achieved learning outcome? Yes/ No

Practice educator’s comments - Learning Outcome 8

(Comments to be recorded in preparation for the midway review and final evaluation)

Learner’s comments - Learning Outcome 8

(Comments to be recorded in preparation for the midway review and final evaluation)



School of Health Sciences

Master of Occupational Therapy

Checking learner identity and attendance monitoring during practice-based learning

Identity check

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

Attendance

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

Contact details

E-mail otplacement@qmu.ac.uk in the first instance. Alternatively, please email AcademicAdministration@qmu.ac.uk stating the learner’s name, the date and the nature of the absence.

Practice Educator Declaration

* I have seen the learner’s QMU matriculation card and can confirm that the photograph on the card matches the learner on practice-based learning.
* I understand the actions I should take in the event of any learner absence from practice-based learning.

|  |
| --- |
| Name of Learner: |
| Practice-based learning Number: (please circle)PBL1 PBL2 PBL3 PBL4 |
| Practice-based Learning Site: | Dates of practice-based learning: |
| Practice Educator signature: | Date:  |



School of Health Sciences

Division of Occupational Therapy & Arts Therapies

Master of Occupational Therapy

Learning Agreement Form

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| --- |
| Learning Agreement |
| Name of learner:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Name of practice educator(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Area of work:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PBL1 PBL2 PBL3 PBL4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Agreed supervision day/ time:Final Report (date and time): |

\*\* This Learning Agreement should be detached from the Assessment form at the end of the PBL and retained by the learner \*\*

Learning Agreement: Guidance for learners and practice educators

For each practice based learning experience learners prepare a Learning Agreement in collaboration with their practice educator(s).

After an induction period (normally, by the end of first week), all learners should be able to contribute to discussions about what they want to achieve from their practice-based learning – their personal and individualised learning goals. These learning goals should be informed and guided by the University learning outcomes for the practice-based learning module. Learners are encouraged to use feedback from practice educators on PBL 1, 2, and 3 to shape these goals.

Flexible learning acknowledges that each person has different learning needs. A flexible learning environment promotes choice and negotiation to enable the development of a learning programme which best suits the individual. The Learning Agreement is a practical negotiated agreement between the learner and practice educator. Negotiation allows learners to take ownership of their learning and clarifies both the learner and practice educator’s roles. Avoid being overly ambitious. Keep the learning goals realistic, and relevant. Using the prefix “By the end of practice-based learning I will be able to …” is a useful way to frame goals.

The learner and practice educator(s) agree what is to be learned, how the learner is going to demonstrate their learning, how the learner’s learning is to be assessed and the timescale. This encourages shared commitment in the learning process as well as providing a focus for weekly formal supervision time.

The Learning Agreement should be reviewed during formal supervision, when learning goals are jointly evaluated and specific learning goals, in relation to the core skills of occupational therapy, are identified for the coming week.

We respectfully request that practice educators refrain from giving pre-determined weekly practice-based learning objectives to learners.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Learning goalsWhat do I want to learn or develop during this experience? | Learning methodsWhat learning strategies will I employ? | Learning resourcesWhat resources do I needaccess to in order toachieve my learninggoals? | EvidenceHow can I show myself, and my practice educator that I have met my learning goals? What proof will I offer and when? | Date achievedPractice educator and learner initial |
|  |  |  |  |  |
| Learning goalsWhat do I want to learn or develop during this placement? | Learning methodsWhat learning strategies will I employ? | Learning resourcesWhat resources do I needaccess to in order toachieve my learninggoals? | EvidenceHow can I show myself, and my practice educator that I have met my learning goals? What proof will I offer and when? | Date achievedPractice educator and learner initial |
|  |  |  |  |  |

Learning Agreement Part 2: To be completed by learner at end of practice based learning

|  |  |
| --- | --- |
| Learning goals achieved | Facilitating factors |
|  |  |
| Learning goals partially, or not achieved | Inhibiting factors |
|  |  |
|  My targets/goals for future practice based learning  |  |