

Practice Placement Learning Objective Guidance Cardiff University Version

Additional supplementary guidance to support the evidencing of occupational therapy learning objectives during practice-based learning.

Please use alongside the Practice Based Learning Handbooks for each programme.

This document has been jointly produced by Cardiff University and The University of South Wales. Due to some slight differences in terminology and placement structure there is a USW and Cardiff version of the document. However, core components are the same.

Introduction

Due to the diverse nature of occupational therapy practice the learning objectives relating to placement are necessarily general. However, we recognise that this can be challenging when trying to relate different learning opportunities to the core requirements of each placement.

The following document has been produced to help with this process by providing additional detail and examples of ways in which each of the placement learning objectives might be evidenced. It is intended to be of assistance to educators, learners/students, lecturers and wider teams when supporting practice placement provision.

The examples offered are intended to give ideas and inspirations of ways to provide evidence that demonstrate learning. They are not exhaustive and there may be additional ways that learners can evidence the learning objectives specific to the setting or organisation.

The learner is not required to complete all the examples listed to meet the placement learning objectives.

This guidance has been produced in conjunction with [HCPC Standards of Proficiency](#) and [RCOT Professional Standards](#) to ensure that expectations are in line with those from our governing and regulatory bodies.

When and how should you use this document?

This guidance should be used in conjunction with the placement handbook and alongside the learning objectives that are specific to the placement.

Learners/students, educators and visiting tutors may find it helpful to use this document when:

- developing a learning contract and thinking about how to meet learning objectives in a setting.
- setting up a new placement to ensure that it can provide suitable learning opportunities.
- a learner is struggling on a placement and you are exploring different ways to approach meeting a learning objective
- making reasonable adjustments or accommodations for disabled learners

The text is formatted by colour where wording differs depending on the level of placement (i.e.. green = experiential (USW) & assessment and planning, blue = intervention and purple = critical evaluation).

Definitions of Competency

from OT Practice Based Learning Handbooks available via [Cardiff University](https://www.cardiff.ac.uk) and University of South Wales

For a learner to successfully pass a placement, **all learning objectives must be consistently met** by the end of the placement, at the following competency levels :

With assistance – by the end of the **Experiential (USW) & Assessment and Planning Placements, to pass**

The learner needs prompting from the practice educator to plan for and/or complete and/or reflect upon the objectives of a specified task. With assistance, they are able to execute tasks safely and effectively.

With supervision – by the end of the **Intervention placement**

The learner needs to discuss plans before/during/after a specified task and the practice educator gives advice/support at more than one of these stages. The learner can with supervision execute tasks safely, effectively and unaided.

With minimal supervision – by the end of the **Critical Evaluation placement**

The learner initiates and discusses his/her plans with the practice educator before, implements and feeds back after a specified task and the practice educator gives only minimal advice/support at any of these stages. The learner with minimal supervision can execute tasks safely, efficiently and unaided.

Please note: learners must also demonstrate safe practice to pass any placement

Credit Award

Note: USW do not have a credit award system.

Within the Cardiff University programmes a student can be awarded a credit if they are performing at a higher than expected level for a placement.

The level required to achieve a credit is detailed within the assessment forms. For the Critical Evaluation Placement this means that there is an additional competency level:

Self Directed / Independent – Credit level for Critical Evaluation Level. Needs to be achieved by end of placement.

The learner functions independently (as is applicable for the placement setting) whilst recognising their own learning needs. They request supervision/guidance, as and when appropriate. The learner can execute tasks safely, efficiently and unaided. Please note that the learner should demonstrate consistency over time at the level of competency being assessed for each individual placement.

1: Communication and Collaboration Skills

The learning objectives in **Section 1, Communication and Collaboration**, require learners to demonstrate, at the competency level expected of their placement, that they are aware of their own communication, verbal and non-verbal and can modify both their verbal and written reporting and recording to ensure they can support a wide range of people who use occupational therapy services, their caregivers, as well as colleagues. This will enable them to practice collaboratively as an occupational therapy learner to meet the needs of the people using services, in line with HCPC and RCOT standards and the policies of the organisation.

Please refer, in particular to:

HCPC Standard of Proficiency : Standard 7 and 8

HCPC Standards of Conduct, Performance and Ethics: 2 and 10

RCOT Professional Standards of Occupational Therapy, Conduct and Ethics: 3 and 5

1.1 The learner communicates effectively the results of **assessments and intervention plan** / **assessments, planning and interventions** / **the occupational therapy process** to people using services and appropriate others

Possible ways of evidencing this objective

The learner:

- speaks to patients about the results of a particular assessment or intervention or feeding back the results of a particular assessment or intervention to members of the team either informally or in a board round or other meeting
- completes relevant documentation where they explain the results or outcomes of an assessment or intervention appropriately.
- shows due consideration of and sensitivity to individual communication needs and preferences. For example, by considering their first language, need for interpreter, accessibility and support requirements.
- demonstrates the ability to modify their own means of communication to address the individual communication needs and preferences of people using services and caregivers and remove any barriers to communication where possible.
- on a role emerging / leadership / project-based placement, this might include feeding back the results of audits or projects and communicating how this might impact on the occupational therapy process/service/people using services

1.2 The learner records and reports all actions in a manner appropriate to the placement

Possible ways of evidencing this objective

The learner:

- communicates their whereabouts to the relevant persons in accordance with local policy.
- communicates in a professional manner via email or letter when appropriate and providing information in accessible formats.
- clearly and accurately participating in formal and informal reporting within the practice setting, always maintaining the dignity and privacy of people using services. For example, in clinical notes
- obtains and documents fully informed consent and showing recognition that this extends to all mediums, including illustrative clinical records such as photography, video and audio recordings and digital platforms
- uses information, communication and digital technologies appropriate to the setting
- produces clear and accurate records that comply with legislation, standards and guidelines relevant to the setting
- adheres to ethical principles when designing projects, resources, reports and/or audits

1.3 The learner forms constructive and professional relationships with people using services and their caregivers

Possible ways of evidencing this objective.

The learner:

- consistently and confidently introduces self and professional role to people using services and caregivers
- works in partnership with people using services and/or caregivers demonstrating mutual respect and understanding.
- demonstrates an understanding of the value of enabling and empowering people using services, to enhance their access to all services and opportunities available to them
- demonstrates an understanding of verbal and non-verbal communication and how communication can be affected by difference of any kind. This could include, protected characteristics, intersectional experiences and cultural differences. It could include both characteristics and consequences.
- on a role emerging / leadership / project-based placement, might not work directly people using services, however, they demonstrate an ability to form constructive and professional relationships with those appropriate to the setting

1.4 The learner forms constructive and professional relationships with colleagues

Possible ways of evidencing this objective.

The learner:

- Consistently and confidently Introduces self and professional role to colleagues
- works in partnership with colleagues demonstrating mutual respect and understanding.
- forms professional relationships and maintain professional boundaries as both an autonomous practitioner and collaboratively as a member of a team
- demonstrates an understanding of the need for interprofessional and multiagency collaboration (within and across sectors) in meeting people using services' needs.
- seeks out opportunities to expand their knowledge of other professional's roles with a particular person/or group of people within the organisation but also beyond e.g. in third sector
- during formal or informal conversation it is evident that they have knowledge of and recognises the responsibilities, practices and roles of health and care professionals and systems and how they interact with their profession.
- Demonstrates an understanding of verbal and non-verbal communication and how communication can be affected by difference of any kind. This could include, protected characteristics, intersectional experiences and cultural differences. It could include both characteristics and consequences.
- on a role emerging / leadership / project-based placement, demonstrate an ability to form constructive and professional relationships with those working in the setting

1.5 The learner communicates an understanding of occupational therapy to people using services and colleagues

Possible ways of evidencing this objective.

The learner could:

- clearly and effectively articulates the purpose of occupational therapy and the value of the profession to people using services, carers, colleagues and others during discussion or in written communication. This should enable fully informed consent and promote a holistic understanding of occupational therapy.
- introduces themselves as an occupational therapy learner to people and includes a brief description of what their role entails, which includes an occupational focus.
- demonstrates and communicates an awareness of the role of occupational therapy for a particular service user. This might be in discussion with colleagues, during supervision, in written reflections or a case study. within a case study.
- on a role emerging / leadership / project-based placement, this might not necessarily include people using services however they demonstrate an ability to communicate the role/value/impact of occupational therapy to relevant people within the setting

2. Organisation, Leadership and Management skills

The learning objectives in **Section 2, Organisation, Leadership and Management skills**, requires learners to demonstrate, at the competency level expected of their placement, that they are able to work within the organisations policies and procedures and adopt appropriate strategies to manage their time, to ensure they can prioritise and plan their working day.

In addition, learners need to be aware of the effects of organisational, legal and professional factors on practice.

Please refer, in particular to:

HCPC Standard of Proficiency : Standard 4,11 14

RCOT Professional Standards of Occupational Therapy, Conduct and Ethics: 3 and 4

2.1 The learner demonstrates awareness of the effects that organisational, legal and professional factors have on **the assessment and planning processes** / **the assessment, planning and intervention processes** / **the occupational therapy process**

Possible ways of evidencing this objective:

The learner:

- demonstrate an understanding of particular relevant legislation or guidance for the setting. For example, NICE guidelines or other relevant guidance, showing understanding of the impact of this on the delivery of care. This might be evidenced within formal discussion during supervision, in written reflections or in a case study.
- demonstrates awareness of physical, attitudinal, social, economic, educational, environmental and work-related factors that can impact on the whole range of people using services in the service area.
- considers organisational factors such as funding, staffing, service criteria and their impact in their practice. They might demonstrate this understanding within their clinical reasoning, a case study or formal discussion in supervision.
- shows that they have obtained fully informed consent from the person by considering capacity, proportionality and documenting appropriately
- Demonstrates, in their reasoning, that they understand equality legislation and apply it by showing they respond to the needs of different groups and individuals. They recognise this can be affected by difference of any kind. This could include, but not be limited to, protected characteristics, intersectional experiences and cultural differences.

2.2 The learner adheres to the organisation's policies and procedures

Possible ways of evidencing this objective

The learner:

- Demonstrate to the educator, prior to countersigning notes, that they have obtained and recorded informed consent to share or use people using services' information in accordance with legislation, regulations and local policy
- Demonstrate an understanding and adheres to the professional duty of confidentiality and understands when disclosure may be required. of the need to ensure confidentiality is maintained in all situations. This could include situations in which people using services rely on additional communication support (such as interpreters or translators) or during online communication.
- conducts themselves and works safely within national and local policies and procedures whilst demonstrating awareness and understanding of the need to maintain the safety of others. This might involve response to complaints, confidentiality, consent, data protection, equality, diversity and inclusion, ethics, health and safety, risk management and safeguarding. It might be evidenced in formal feedback, reflection and discussion.
- creates safe environments for practice, which appropriately manages risk. This could be through selecting appropriate personal protective equipment and using it correctly or understanding and applying appropriate moving and handling techniques.

2.3 The learner prioritises their own workload and manages time appropriately

Possible ways of evidencing this objective.

The learner:

- uses various planning resources such as a diary, electronic calendar, shared calendars or other ways that are appropriate to the setting.
- assumes responsibility for agreed tasks / an identified workload and manages time and resources safely and effectively
- shows through attendance, discussion or clinical work that they can balance their workload alongside their physical and mental well being to maintain a high standard of professional effectiveness and a safe working environment.
- exercises personal initiative and leadership at a level appropriate to their skills and abilities to maximise learning opportunities.
- takes opportunities to attend interprofessional education opportunities or peer support.

2.4 The learner demonstrates an ability to work within the given resources

Possible ways of evidencing this objective.

The learner:

- demonstrates an awareness of the resources available during conversation and when planning their professional activity. For example, amount of time, equipment, staff, sustainability
- incorporates a range of factors such as an awareness of the cost, time, sustainability implications of different intervention options when expressing their clinical reasoning.
- selects appropriate and viable assessments and interventions suitable for the setting.
- appropriately uses members of the team as a learning resource and asking questions appropriately to develop their learning.
- sources and refers to relevant University and or professional learning materials available where appropriate

3. Professional and Reflective Skills

The learning objectives in **Section 3, Professional and Legal skills**, requires learners to demonstrate, at the competency level expected of their placement, that they are able to work in line with professional standards for occupational therapy practice identified by HCPC and RCOT.

In addition they are required to adopt reflective practice to evaluate practice and the decisions that underpin it as well as their own professional development.

Please refer to:

- HCPC Standard of Proficiency :

- HCPC Standards of Conduct, Performance and Ethics:

- RCOT Professional Standards of Occupational Therapy, Conduct and Ethics

- HCPC Guidance on Conduct and Ethics for learners

3.1 The learner reflects on the problem solving process to the assessment and planning level / the problem solving process to the intervention level / the entire problem-solving process

Possible ways of evidencing this objective.

The learner:

- reflects verbally with the educator following a learning experience, moving beyond description to draw on their knowledge and understanding to identify what they have learnt and might act upon moving forward.
- during reflection shows they recognise the potential impact of their own values, beliefs and personal biases (which may be unconscious) on practice and takes action to ensure all people using services and carers are treated appropriately with respect and dignity
- identifies a significant learning experience which requires a more detailed analysis and completes a formal reflection. This might be in written form using a reflective model or in other creative forms.
- actively engages in professional supervision, critically reflecting on their own practice and employing feedback to develop professional knowledge, skills and conduct.
- on a role emerging / leadership / project-based placement, demonstrates the ability to reflect on the entire problem-solving process relevant to the setting e.g., implementing change, carrying out a research project

3.2 The learner supports their professional reasoning with evidence-based practice

Possible ways of evidencing this objective.

The learner:

- reflects on issues of quality improvement and evidence-based practice as relevant to individual cases or wider team issues.
- includes carefully selected key evidence to underpin their decision making when planning professional activities
- engages during case discussions or supervision, with educator or other relevant persons, regarding the evidence base available to shape and justify practice decisions.
- demonstrates their professional reasoning and understanding of the evidence base in the context of a case study or when creating a practice resource
- Engages with Interprofessional learning opportunities (IPE) to understand that role of others and the evidence behind their work.

3.3 The learner adheres to the Code of Ethics and Professional Conduct (RCOT) & Guidance on Conduct and Ethics for learners (HCPC)

Possible ways of evidencing this objective.

The learner

- Consistently demonstrates professional behaviours that reflect respect for all those they work with and alongside, as well as the organisation they work within.
- demonstrates an awareness of and adheres to professional standards and guidance in relation to the setting by working within their scope of practice and level of competence. For example, they might seek advice and guidance to ensure effective and ethical practice and to maintain the safety of themselves and others,.
- demonstrates an understanding of the duty to make reasonable adjustments in practice and be able to make and support reasonable adjustments in theirs and others' practice. For example, they could show support for the implementation of change and actively challenge barriers to inclusion during conversation with educator or team.
- demonstrating an awareness of the well-being of others and adapts their practice, providing support where appropriate. For example, recognising in clinical reasoning, supervision, reflection or a case study that regard to equality, diversity and inclusion needs to be embedded in the application of all HCPC standards, across all areas of practice.

3.4 The learner employs reflection and feedback to evaluate and develop professional strengths and identify continuing learning needs

Possible ways of evidencing this objective.

The learner:

- shows awareness of the need to look after their own physical, emotional and mental health and wellbeing during the placement, seeking appropriate support where necessary to develop and adopt strategies to maintain their own professional effectiveness and fitness to practise.
- actively engages in professional supervision with an educator, reflecting on their strengths and employing feedback to develop professional knowledge, skills and conduct.
- identifies and records their own learning needs as relevant to the setting and actively initiates the recording of and the monitoring of these needs on their learning contract.
- monitors their learning and tracks their continued development. This could reference the Career Development Framework (RCOT 2021) and the Principles for Continuing Professional Development and Lifelong Learning in Health and Social Care (Interprofessional CPD and Lifelong Learning UK Working Group 2019).
- identifies the qualities, behaviours and benefits of effective leadership and is able to identify the development of their own compassionate and inclusive leadership skills during supervision or case study

4. Therapeutic Skills

The learning objectives in **Section 4, Therapeutic skills**, requires learners to demonstrate, at the competency level expected of their placement, that they are able to select, justify and safely implement evidenced based occupational therapy practice in a professional manner. They need explore the factors that influence practice and consider how this shapes the decisions that are made.

Please refer to:

HCPC Standard of Proficiency :

HCPC Standards of Conduct, Performance and Ethics:

RCOT Professional Standards of Occupational Therapy, Conduct and Ethics

HCPC Guidance on Conduct and Ethics for learners

4.1 The learner selects and professionally conducts appropriate assessments for each individual/group

Possible ways of evidencing this objective

The learner:

- identifies and critiques the appropriateness of a referral or shows the ability to make and receive appropriate referrals, where necessary.
- clearly and effectively articulates the rationale for any assessment being undertaken to people using services, carers, colleagues and others, to enable fully informed consent can be given and to promote active engagement in the process.
- selects assessment techniques, tools and/or equipment that are relevant and appropriate to those who access the service, their occupational needs and their circumstances. This might include non-standardised as well as standardised assessments where appropriate to motivate and involve the service user in meaningful occupation
- gathers a diverse but full range of information about the service user to fully explore and build a picture of their occupational performance, engagement and participation
- demonstrates awareness of risk assessment and management within the assessment and planning process, including the need for positive risk taking where appropriate and safe to do so.
- on a role emerging / leadership / project-based placement, will assess the need for the, problem project/change/initiative/research and to identify and plan working goals/aims

4.2 The learner explores and justifies the possible use of a model/models of practice / a model/models of practice and approaches / a model/models of practice and approaches relevant to the placement setting

Possible ways of evidencing this objective.

The learner:

- Demonstrates understanding of the occupational nature of human beings and how they function in everyday activities and their changing needs during the lifecycle. In doing so the learner may explore and justify the possible use of a conceptual model/models of practice (relevant to the service and service user) and consider the relevance and application of occupational science concepts such as occupational deprivation / injustice.
- Shows and understanding through discussion what approaches to intervention could be applied and why, by drawing on theoretical underpinning knowledge.
- Demonstrates in their discussion about the planning of interventions, their understanding of the relationship between the person, their environment and their chosen occupation, the barriers and enablers in this system and how or when to propose change to these components as part of rehabilitation or habilitation
- to apply theoretical concepts underpinning occupational therapy in their clinical reasoning. For example, occupational science, anatomy, physiology, pathology, human development, ergonomics, biomechanics, psychology, sociology
- on a role emerging / leadership / project-based placement, this might include the exploration of models of leadership/change management/service improvement/research theory and principles

4.3 The learner can **examine** / **examine** / **critically explore and consider** factors which influence the outcomes of **assessment and planning in occupational therapy** / **assessment, planning and intervention in occupational therapy** / **the occupational therapy process**

Possible ways of evidencing this objective:

The learner:

- actively listens to a service user's occupational narrative and analyses the content to plan for the future. Whilst doing this, the learner respects and upholds the rights, dignity, values, and autonomy of people using services, including their role in the assessment and planning process.
- demonstrates an awareness of the effects that organisational, ethical, legal and professional factors have on the relevant stages of the problem-solving processes, such as issues of consent and capacity.
- provides people using services and carers with the information they may need where appropriate to support the decisions they wish to make.
- recognises the value of the diversity and complexity of human behaviour through the exploration of different physical, psychological, cognitive, environmental, social, emotional and spiritual perspectives.
- recognises in discussion and their planning of professional activities the impact of culture, equality and diversity on practice and practises in a non-discriminatory and inclusive manner
- on a role emerging / leadership / project-based placement, critically explores and considers factors which influence the outcomes of a project/ service improvement initiative/ leadership and how this may impact on the delivery of occupational therapy services

4.4 The learner can plan appropriate intervention programmes, recording the plan and priorities

Possible ways of evidencing this objective:

The learner:

- understands the need to agree the goals and priorities of intervention in relation to occupational needs in partnership with people using services and multidisciplinary team members, basing such decisions on assessment results and outcomes.
- collaborates with people using services and multidisciplinary team members to identify an appropriate intervention plan whilst taking into consideration the people using services' occupational goals, rights, dignity and values.
- Formulates specific and appropriate care plans including the setting of timescales and considering sustainable options.
- on a role emerging / leadership / project-based placement, plans a realistic project or service development plans or research project that considers any resource limitations, such as time staff and learner capability.

4.5 The learner can undertake interventions as planned/modified and justify accordingly

* NOTE Learning objective 4.5 does not apply to the Experiential & Assessment and Planning placements

Possible ways of evidencing this objective:

The learner:

- implements an intervention plan (this might be the plan in the entirety or a specific part of it) recognising the broad range of occupations and activities that can be used in intervention and how these should reflect the individual's occupational needs and preferences. This could be unprofessional or as part of interprofessional working.
- empowers and enables people using services to play a part in managing their own health through engagement in meaningful occupation whilst carrying out individual or group sessions as a form of intervention (this might be as part of a full programme or as a one-off event). For example, making recommendations for or provision of aids, equipment or adaptations; completing signposting or referrals to other services; or teaching self-management strategies to individual people using services and carers or populations and communities
- selects or develops therapeutic media and environments and adapts these as appropriate to meet people using services' needs. In doing so, the learner demonstrates an awareness of ways to adapt or modify an intervention, for example, by using grading
- demonstrates they can identify when an intervention plan needs to be changed to meet the changing needs of the service user.
- Demonstrates their ability to justify and record decisions and actions in order to make reasoned decisions to initiate, continue, modify or cease treatment and/or use of techniques or procedures.
- on a role emerging / leadership / project-based placement, will implement the project/change/initiative/research and discuss and record the decisions they have taken to do this and any changes they have made as it progressed

4.6 The learner can critically discuss the reasons for evaluation and analyse the effectiveness of a range of evaluation tools

****NOTE** Learning objective 4.6 only applies to the [critical evaluation placement](#)

Possible ways of evidencing this objective:

The learner:

- Critically discusses the various forms of evaluation tools relevant to the setting including the evaluation of self, service user and service.
- recognises the value of critical evaluation of research and other evidence to inform their own practice, this might be demonstrated through their clinical reasoning or discussion with others at journal clubs
- recognises the value of gathering and using data for quality assurance and improvement programmes and reflects on taking part or discussing organisational activities such as audits.
- recognises and evaluates the potential of occupational therapy in new and emerging areas of practice. This could be as part of a new team or through new interventions within an established area of practice.
- on a role emerging / leadership / project-based placement, evaluates the effectiveness of a service or service improvement initiative/project/research (as a whole or a stage of it) e.g. through audits or other relevant evaluation tools

4.7 The learner can critically evaluate the effectiveness of the whole occupational therapy process used with people using services/groups and modify accordingly to meet changing needs

****NOTE** Learning objective 4.7 only applies to the **critical evaluation placement**

Possible ways of evidencing this objective:

The learner:

- builds into their intervention plan and justifies their choice of, ways in which they will evaluate the effectiveness of interventions to be undertaken
- Critically appraises outcome measures that are used or could be used to evaluate occupational therapy in the placement setting
- thinks critically about how they can engage individuals/groups in the evaluation process to ensure interventions are effective and the service user voice/opinion is captured
- Discusses, during supervision, the outcomes of their practice, reflecting upon the decisions they made during any aspect of the problem solving process e.g. on the choices of assessment they made and their effectiveness
- Critically explores the evidence base to consider alternative or proposed ways of working with individuals/groups
- Critically explores the role for occupational therapy in a new emerging area of practice

Conclusion

As previously mentioned, these suggestions are not exhaustive and we recognise the challenges that can arise in practice when trying to tailor placement experiences to the needs of individual learners.

If at any point you would like to discuss an issue or talk through a difficult situation the practice placement leads and teams are on hand to support.

We are trialling this document as part of ongoing work to support practice education in South East Wales. We would love you to feedback and share the ways in which you have supported learners to evidence how they have met the learning objectives for placement

[Feedback Form](#)

Contact Details

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