

Practice Education

OT1006

5 Credits

The focus of this module is on the development of professional behaviour within an occupational therapy context. Students will observe, participate and feedback on their observations of the occupational therapy process. Students will develop their professional behaviour in terms of professional communication, responsibility, accountability and development.

Learning Outcomes for each individual module

Module Goal: To develop professional behaviour, knowledge, skills and attitudes related to working with patients/clients who are availing of an occupational therapy service because of physical and/or psychosocial needs.

Outcomes

On completion of this module, you should be able to:

1. Follow placement site and UCC policies and procedures, demonstrating knowledge of the parameters of the profession.
2. Observe and discuss the multidisciplinary team's skills in clinical reasoning and judgement with the practice educator.
3. Observe and give feedback on patient/client caseload interventions, undertaking some duties and responsibilities associated with patient management through direct teaching by practice educator.
4. Explore the use of occupations as a therapeutic tool by completing an activity analysis with a patient/client.
5. Present self in a manner appropriate to the practice environment.
6. Model effective use of words, body language, rate, pitch and tone of voice with patients/clients and colleagues.
7. Discuss expectations and model how to utilise feedback from the practice educator and other team members.

8. Commence the use of a reflective diary and discuss some critical incidents within supervision.

Teaching Schedule

Week	Date and Time	Session	Facilitators	Venue
TBA	Interprofessional Learning Day			
31	Friday 6 th March 2026 10am-1pm	Introduction to practice education	John Hastings	BHSC301
38	Thursday 23 rd April 2026	Pre- Practice Linking Learning	John Hastings Caroline Booth	WGB G13
39-40	27 th April-8 th May 2026	Placement		
41	Monday 11 th May 2026	Post-Practice Linking Learning	John Hastings Caroline Booth	BHSC 101

Teaching Style

In Year 1 the teaching style used by a students' practice educator is directive. As students progress through the programme, they will move through the stages of professional competency development. Please see Figure 1 below.

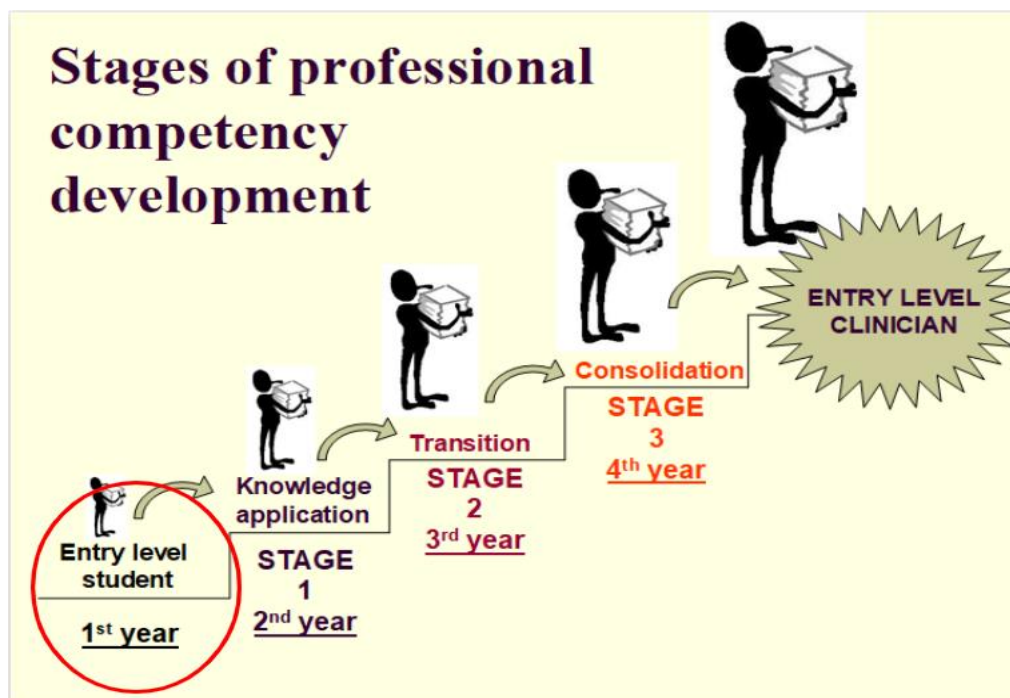


Figure 1: Stages of Professional Competency Development

Directive: During this early stage of development, students need to observe, practice skills, and reflect on their performance. Providing direct evaluation and feedback is useful to students with little or no experience or for students who are inexperienced in a specific area of practice (Anderson, 1998). While students benefit from direct teaching at this stage, they are encouraged to engage in self-directed learning/learn from peers as well.

Student expectations

Students will be allocated to a practice educator (PE), practice site and a practice tutor where possible. Students will become familiar with the role of an occupational therapist and the role of other disciplines in a practice site where occupational therapy is delivered. Students will have the opportunity to observe an occupational therapist in daily practice and to gain experience, guided by the practice educator. Students will become familiar with referral procedures, interviews/assessments and explore a range of occupational therapy interventions within the practice site. Students will observe clients and their families/carers/educators and experience an understanding of client-centred practice.

Students are **expected** to act and behave in a professional manner suited to that of a clinical environment. Students are reminded that they are professional students, representing the Occupational Therapy programme as well as UCC. Students are expected to show a commitment to their role as an Occupational Therapy student by:

- Following placement site and UCC policies and procedures
- Being professional in their interactions and behaviours
- Being punctual, organised and prepared for placement
- Following the appropriate dress code

Students are required to **actively** observe and **actively** participate in practice under the direct supervision of their practice educator. Students can do this by:

- Non-verbal communication – nodding their head, making eye contact, reacting to what is happening in a session
- Introducing themselves

- Demonstrating enthusiasm and interest
- Asking questions about what they have observed

Pre-Placement

Student declaration: All students must sign and upload a student declaration prior to starting placement. This represents the student's commitment to professional behaviours which must be upheld during placement. See Appendix 1 for a copy of the student declaration and there is also a copy on Canvas. Please read, sign and upload to the appropriate Canvas folder.

Training

Before attending practice education, students are required to complete the following training:

Garda Vetting	Garda vetting is carried out by the admissions office in UCC once the student has accepted his/her place on the programme. All students must have cleared garda vetting before being allocated to a placement site.
Insurance	The University provides insurance cover for students for their practice experience. This indemnity is conditional on the students' compliance with university requirements and the practice site's policies and procedures. Practice Educators will state if a car is required for placement, and this is noted in the Site Profile. Students driving their own cars must contact their insurers to arrange adequate cover and to update their policy.
UCC Occupational Health Screening and Vaccination Programme	The Student Health Department recommend and provide a programme of vaccinations to students and will make individual recommendations as required. Based on recommendations that students are entering clinical settings; a range of vaccinations and advice is available through the Student Health Department at UCC. Students will receive a text message with the date and time for their appointment. Semester 1 vaccination dates: Tuesday 23rd September 09.30-16.30 and October 21st October 09.30-16.30.
First Aid Training	This training needs to be completed every two years and is organised by the PEC and funded by the department. Date to be announced on Canvas.

People moving and Manual Handling Training	This training needs to be completed every two years and is organised by the PEC and funded by the department. Date to be announced on Canvas.
HSEland e-courses (online)	<p>HSEland is an online training portal providing courses and learning resources for healthcare professionals. Students must set up an account and complete the following HSEland modules:</p> <ul style="list-style-type: none"> • Hand Hygiene – renewed before each practice (including deferrals/repeats) • Cybersecurity – renewed before each practice (including deferrals/repeats) • Open Disclosure – renewed every 3 years • Children First – renewed every 3 years • Dignity at work– renewed every 3 years • GDPR – completed once

It is the student's responsibility to ensure the above training is fully completed and in date prior to placement. Please refer to Appendix 2 for the student declaration which students will need to complete and upload to Canvas, alongside their training certificates for review by the PEC.

Teaching

Pre-practice 'linking learning' sessions is organised by the practice education team. These sessions are **mandatory** attendance as they are crucial for the preparation of students for placement. To facilitate the need to assimilate and manage information, shorter, there will be shorter 'bite-sized' sessions and one full day classroom session. Please refer to Table 1 above for the teaching schedule.

CV, Letter of Introduction and Site Profile

Students are required to complete a practice education CV and letter of introduction (LOI). There is a template available for this on Canvas and in Appendix 3.

Students will receive a site profile from a member of the practice education team with induction information to assist them in preparing for placement. The site profile gives practical information, practice educator contact details, signposts to pre-placement reading materials and any other relevant information the student will require before commencing placement.

Important

Within two weeks of receiving the placement allocation students should:

- Complete their CV and LOI and **send** to their assigned practice tutor or PEC
- PEC/PT will return the CV and LOI with any feedback/changes to make along with the placement **site profile**
- Students are to **amend** the CV/LOI as instructed and **contact** their practice educator via email (*information for this on the site profile*) with their attached CV and LOI and to **cc** in their practice tutor

Other

Students are required to source a name badge for placement (See *Canvas for information*) as well as a uniform/appropriate clothing (*information found on your site profile*). Students are advised to purchase a diary and to maintain a practice education folder to store important practice education documents **required for professional registration** as outlined below.

During Placement

The Learning Contract

The learning contract refers to the partnership between the student and the practice educator to ensure both parties understand their roles and expectations. There are four key elements to the Learning Contract:

1. Induction/orientation – each student attends orientation and induction to the placement setting at the beginning of placement with their practice educator or practice tutor
2. Learning objectives – year 1 learning objectives are pre-set
3. Supervision – students will have **one hour** of weekly protected face to face supervision with their practice educator. Students should **prepare** appropriately for this session (bring reflections, questions/observations, key learning points, learning objective paperwork, self-directed work) and use this time to demonstrate learning, reflect and facilitate their professional development. See Appendix 6 and Canvas for the supervision form.
4. Informal Feedback – students will receive informal feedback throughout the course of their placement on their performance as related to their competencies. This is an important two-way informal feedback process where students share their experiences and insights and discuss skills development with their practice educator.

Placement Tasks

Students must complete the mandatory tasks during the practice education placement. Please see list below:

1. **Learning Objectives:** Learning Objectives are pre-set in Year 1. Please refer to Appendix 4 and Canvas for the learning objectives.
2. **Activity Analysis:** Students are required to complete at least one occupation-based activity analysis form during placement. Please refer to template on Canvas. This will be discussed in class.
3. **Reflective Journal:** Students are required to maintain a reflective journal during practice placement. Students are encouraged to make reflective entries on critical learning events/key learning points/key experiences to support their development. The journal is private however the practice educator will discuss reflections with students and will expect to see evidence of this.
4. **Hours Log Template:** Students must record accurately and neatly in the Hours Log Template. This must be signed by the student, practice educator and practice tutor/practice education coordinator. A signed copy must be uploaded

to Canvas after placement and the original copy maintained by the student. A digital copy will be stored by the PEC. The hours log template can be found on Canvas.

Post Placement

Once placement is complete, students will attend a **mandatory** post practice linking learning classroom session. This session is crucial to reflect on placement, understand how practice influences theory and draw a close to placement before returning to academic studies.

It is the student's responsibility to upload their placement assessment paperwork and hours log to Canvas and to maintain and store safely their own hard copies of same.

Some students may be invited to attend a 'Learning Review' with the PEC and PT once placement has completed. Individual students will be invited to this as appropriate.

Attendance

This module has a minimum attendance requirement to pass. Students are expected to attend **all** scheduled teaching activities. Where this does not occur, students will be expected to provide a satisfactory explanation for all absences, supported with evidence. Unavoidable planned classroom absence must be discussed & agreed with the module coordinator (Jean Harrington, jeanharrington@ucc.ie) in advance. Failure to comply with these regulations will result in a student being deemed not to have fulfilled the attendance requirements and a 'Fail Special Requirement' will be recorded.

Assessment

A modified version of the Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT, Bossers et al., 2002) is the assessment form that will be used by the practice educator and the student during Year 1 placement. Students are assessed and graded by their supervising practice educator with the support of the practice education team in the following seven core competency areas:

1. Practice Knowledge
2. Clinical Reasoning
3. Facilitating Change within a Practice Process
4. Professional Interactions and Responsibilities
5. Communication
6. Professional Development
7. Performance Management

For Year 1 placement, students are graded on a **pass/fail basis** on a modified version of the CBFE assessment form. See Appendix 6 and Canvas for detail.

Practice educators base their evaluation of the student's performance on placement on the above competencies and the pre-set learning objectives. They attend training on

how to assess a student's performance on placement, and they have the support of the practice education team in the event of any queries. They also have reference documents to aid with validating students' performance examples and deciding on the grade classification.

Table 1 Assessment Details

Assessment	Description	Weighting	Date	Learning Outcomes Assessed
CBFE-OT (modified)	Standardised assessment form containing 7 core competencies necessary	5 credits Pass/fail	Summative (Final) assessment at end of placement	See above

Appendix 1: Student Declaration



University College Cork

School of Clinical Therapies

Student Declaration

Introduction

Profession Clinicians seek to maintain high standards of conduct and moral judgement in their practices as clinicians, particularly in their relationships with their patients/clients, the public, fellow practitioners and with practitioners of other disciplines. The following declaration aims to bind student practitioners of the clinical therapies to sound moral reasoning and personal integrity in their professional conduct as student clinicians.

As a Clinical Therapy Student, you will be studying to obtain a University degree that will allow you to work in a profession. During this period of study, you will be working within this professional environment to include practice education placements and clinic experience hours. During your study you will gain practice experiences in various health care settings, interacting with individuals,

members of staff, and other health care professionals. It is therefore essential that you agree with the conditions set out below to ensure that you can learn effectively.

Failure to comply with the conditions set out in this agreement, which you will be asked to sign, may result in your not being allowed to continue in your programme.

1 'Individual also refers to patient, client, resident, significant other, colleague, other health care professional

2 'Member of staff' refers to both academic and health service personnel.

I AGREE THAT:

1. I will listen to individuals and respect their views, treat individuals politely and considerately, and respect their privacy, dignity, and their right to refuse to take part in teaching.
2. I will act according to the Code of Professional Conduct and Ethics for my profession.
3. My views about a person's lifestyle, culture, beliefs, race, colour, gender, sexuality, age, social status, or perceived economic worth will not prejudice my interaction with individuals, members of staff, or fellow students. I confirm that I am willing to undertake physical examination of patients that may include physical contact, in order to establish a clinical diagnosis or make a professional judgement, irrespective of the gender, colour, culture, beliefs, disability, or disease of the patient.
4. I will respect and uphold an individual's trust in me.
5. I will always make clear to individuals that I am a student and not a qualified practitioner.
6. I will maintain appropriate standards of dress, cleanliness and appearance.
7. I will wear a health service provider identity badge with my name clearly identified.
8. I will familiarise myself and comply with the Health Service Provider's values, policies, and procedures.
9. I have read and understood the guidelines as set out in the current Practice Placement Handbook.
10. I understand and accept to be bound by the principle of confidentiality of individual's records and data. I will therefore take all necessary precautions to ensure that any personal data concerning individuals, which I have learned by virtue of my position as a student, will be kept confidential. I confirm that I will not discuss individuals with any other party outside of the clinical setting, except anonymously. When recording data or discussing care outside the clinical setting, I will ensure that individuals cannot be identified by others. I will respect all Health Service Providers' and individuals' records.
11. I have read and understand UCC's Grievance and Disciplinary Procedures:
<https://www.ucc.ie/en/academicgov/policies/student-policies/>
12. I understand that, if I have (or if I develop) an impairment or condition, it is my responsibility to seek advice regarding the possibility that it may impact on my ability to learn, to perform safely in the clinical environment, or affect my personal welfare or the welfare of others. An Appropriate person to seek advice from in the clinical setting may be Clinical Placement

Coordinator, Practice Tutor or Practice Educator. I understand it is also my responsibility to declare the impairment or condition on the relevant health disclosure form which can be found at the following link: <https://www.ucc.ie/en/academicgov/aago-policies/fitnesstopractise/>. I accept that only through disclosure of this impairment/condition can an appropriate plan of support to reach required clinical learning outcomes/competencies be explored.

13. I confirm that I shall not partake of or distribute illicit drugs or non-prescribed medications and avoid over-indulgent use of alcohol, drugs, or medications.
14. I understand that if I have any criminal conviction(s) during the programme that I will declare same on the relevant fitness to practice disclosure form:
https://www.ucc.ie/en/media/support/academicsecretariat/fts/FTS_Appendices.pdf
15. If I am returning from a period of illness/hospitalisation/surgery, it is expected that I report this to the Practice Education Team, as I may be required to attend the occupational health department prior to accessing my clinical placement.
16. I confirm that I shall endeavour to recognize my own limitations and shall seek help/support when my level of experience is inadequate to handle a situation (whether on my own or with others), or when I or other individuals perceive that my level of experience may be inadequate to handle a situation.
17. I shall conduct myself in a professional and responsible manner in all my actions and communications (verbal, written, and electronic, including text, e-mail or social and communication media).
18. I will attend all scheduled teaching sessions and all scheduled clinical placements, as I understand these are requirements for satisfactory programme completion. If I am unable to attend any theoretical or Mandatory/Essential Skills element (including online requirement) of the programme, I will notify a member of the Practice Education Team (prior to scheduled date) and provide a written explanation for the Module Leader as soon as possible. I will also inform the relevant team member prior to the commencement date of my clinical placement. If I am then unable to attend my scheduled clinical placement due to the above reasons, I will act according to Local Health Service Provider Guidelines to the Practice Placement Agreement and will inform the relevant personnel in a timely manner e.g. Clinical Placement Coordinator, Practice Educator, or Practice Tutor, as soon as possible.
19. I will abide by the infectious disease policy:
<https://www.ucc.ie/en/media/support/studenthealthservice/InfectiousDiseaseScreeningImmuni-sationPolicyincludingBBVv4.pdf>

Adherence to University Rules

In addition to the preceding Student Responsibilities, Clinical Therapy students must also adhere to University College Cork Rules and Regulations:

<https://www.ucc.ie/en/academicgov/policies/student-policies/studentrules/>

SIGNATURE

STUDENT NAME (BLOCK CAPITALS): _____

STUDENT NUMBER: _____

YEAR IN PROGRAMM: _____

I am signing to show that I have read and understood the above Declaration in this document,
and I agree that I can and will comply with all of the Codes of Conduct detailed therein.

STUDENT SIGNATURE: _____

DATE: _____

PRACTICE EDUCATION COORDINATOR _____

Appendix 2: Student Declaration Training

HSELand Certificate Renewal Frequency and Student Declaration

All students, due to commence their clinical practice education, must engage in the training below in order to practice as a safe and competent Occupational Therapy Student while on placement.

1. HSELand is an online training portal providing courses and learning resources for healthcare professionals. Students must set-up an account and complete the following HSELand modules:
 - Hand Hygiene – renewed before each practice (including repeats)
 - Cybersecurity – renewed before each practice (including repeats)
 - Open Disclosure – renewed every 3 years
 - Children First – renewed every 3 years
 - Dignity at work– renewed every 3 years
 - GDPR – completed once

2. The college arranges first aid training and people moving and manual handling training. This must be updated every two years. Dates will be released on Canvas.

3. Students must engage with Occupational Health for a health screening and follow the appropriate vaccination requirements according to the UCC Infectious Disease Screening and Vaccination Policy ([Infectious Disease Screening and Vaccination Policy](#)). Students will be sent a text message with their time and date for vaccinations. Students must incur the cost of vaccinations.

Please read the following declaration, initial each statement and sign to show that you have read, understood and complied with the pre-placement student preparation requirements. Failure to comply will result in a delay or deferral to commencing your practice education subject to placement offers being available.

- I have engaged with Occupational Health and followed the appropriate vaccination requirements **(Initial -)**
- I have attended first aid training and people moving and manual handling training and uploaded my certificates to Canvas **(Initial -)**
- I have completed the above HSEland training, checked that my training is up to date as per the above guidelines and uploaded my certificates as evidence to Canvas **(Initial -)**

SIGNATURE:

STUDENT NAME (BLOCK CAPITALS):

STUDENT NUMBER:

YEAR IN PROGRAMME:

STUDENT SIGNATURE:

DATE:

Please upload this completed form to the assignments section in Canvas for review by the practice education coordinator.

Appendix 3: CV and LOI



PRACTICE EDUCATION STUDENT CURRICULUM VITAE

PERSONAL INFORMATION	
Name:	
Term Address: Home Address:	
Mobile number:	
Student Email:	
Car driver (full licence): Have a car for this practice:	Yes/No (delete as relevant) Yes/No/Some days (say which days) (delete as relevant)
Date of Garda Clearance:	
Name & Number of emergency contact person:	

Vaccinations and Dates
Hep B:

BCG/IGRA test:

MMR:

COVID:

Other?

NOTE: Start with the most recent and work back

Skills Development and Training

Date of HSELand 'An Introduction to Children First' certificate:

Date of HSELand 'Cybersecurity Awareness' certificate:

Date of HSELand 'Dignity at Work' certificate:

Date of HSELand 'Open Disclosure' certificate:

Date of HSELand 'GDPR' certificate:

Date of Hand Hygiene Practical:

Date of HSELand 'Hand Hygiene' certificate:

Date of People Moving & Manual Handling certificate:

Date of People Moving & Manual Handling refresher training:	
Date of Basic Life Support: Date of Basic Life Support refresher training:	
Date I read the Trust in Care policy:	
<u>Other professional development</u> <i>(sort by date: start with most recent and work back)</i> <ul style="list-style-type: none"> • <u>????</u> • <u>???</u> 	<u>Date:</u> ? ?

Work History
<u>Practice Education Experience:</u> Year One: [2 weeks] (28 th April – 9 th May 2025). <i>About to embark</i> <u>Year Two:</u> [8 weeks] (insert dates) <u>Year Three:</u> [10 weeks] (insert dates) <u>Year Four:</u> [10 weeks] (insert dates)
<u>Paid Work:</u> <u>Volunteer Work:</u>

Interests

Personal Interests /Leisure Pursuits:

*

*

*

*

Specific Professional Interests for this practice:

*

*

*

Signed: _____

Date: _____



XX XX XX.

Dear XXXXX (name of your Practice Educator/s)

Thank you for facilitating my first year Occupational Therapy practice education for
XXXXXX

Please find attached my Curriculum Vitae with personal details and information
about

my paid and volunteer work and Occupational Therapy practice experience to date.

I will review the Site Profile information you have developed with my Practice Tutor,

XXXXX and I am enthusiastic about spending time with you and your
colleagues in this setting.

I look forward to seeing you on XXX at the appointed time and place.

Kind regards,

Your name in full.

X Year Occupational Therapy Student.

Appendix 4: Learning Objectives

Competency Area		Learning Objective	Pass	Fail
1	Practice Knowledge	Identify key personal and environmental factors that support and constrain participation for 1 client you have met.		
2	Clinical Reasoning	Observe and discuss with the Practice Educator (PE) how, and what skills the PE and other colleagues use in clinical reasoning and judgement.		
3	Facilitating Change with a Practice Process	<ul style="list-style-type: none"> - Observe and give feedback on patient caseload interventions, undertaking some duties and responsibilities associated with patient management through direct teaching by practice educator. - Explore the use of occupation as a therapeutic tool by completing Activity Analysis Form 3 to reflect on how a chosen task would typically be undertaken. 		
4	Professional Interactions and Responsibilities	Discuss expectations and model how to utilise feedback from your practice educator and other team members.		
5	Communication	Model effective use of words (rate, pitch, tone of voice) and expression (body language) with clients and colleagues.		
6	Professional Development	<ul style="list-style-type: none"> - Adhere to on-site and UCC policies and procedures and demonstrate proper conduct. - Present self in a manner appropriate to the practice environment. 		
7	Performance Management	Adopt punctual practices and manage key responsibilities consistently throughout the working day.		

Appendix 5: Supervision Contract and Record

Student Supervision Contract Form

The following details have been agreed (in week 1) between:

Student Name: _____ **Educator Name:** _____

Practice Education Placement Year:	
Total Number of Placement Weeks:	
Location of Supervision:	
Frequency of Supervision:	
Duration:	
Agreed Format: (e.g. pre-supervision form)	
Any other specific arrangements / needs:	
To ensure the Supervision is effective I commit to cooperate with the above arrangements.	
Signed: _____ Date: _____	
Signed: _____ Date: _____	

Supervision Record

Week: _____

Date: _____

Duration: _____

Topics for Discussion

Student Agenda	Practice Educator Agenda

Summary of Discussion

(Examples: learning objectives, wellbeing, caseload, professional development, critical incidents from reflective diary etc.)

Agreed Actions	Timeframe for Action and by Whom

Student Signature: _____

Practice educator: _____



Department of Occupational Therapy

OT1006

YEAR 1

STUDENT CBFE

Student Name:

Student Number:

Modified Competency Based Fieldwork Evaluation for Occupational Therapists

Practice Site: _____ Date _____ of _____ Practice: _____

OVERALL FIRST YEAR PRACTICE EXPERIENCE RESULT:

Competent (Pass) ☐

Did not reach 1st year competency level (Fail) ☐

	Competency Area	NUI Grade Descriptor only (no percentage bands required)
1	Practice Knowledge	
2	Clinical Reasoning	
3	Facilitating Change With A Practice Process	
4	Professional Interactions and Responsibilities	
5	Communication	
6	Professional Development	
7	Performance Management	

Score	National University of Ireland Percentage Bands		National of Ireland Grade Descriptors
Unacceptable/Fail	0-49%	Fail	Unacceptable
Satisfactory stage 1 competencies	50-54%	Pass	Satisfactory
Good/Very Good stage 1 competencies	55-59%	2.2	Good
	60-69%	2.1	Very Good
Mastery of stage 1 competencies	70-79%	1.1	Excellent
	80-89%	1.1	Exceptional
	90-100%	1.1	Supreme Performance

Students are expected to achieve a pass grade on all seven competency skills.

Failure of one competency will result in an overall failed placement

Final Report	
Practice Educator: _____	PE Signature: _____
Student: _____	Student Signature: _____
This evaluation has been explained to me and I have had the opportunity to discuss the feedback	
Practice Tutor: _____	PT Signature: _____

Competency Area		Learning Objective	Pas s	Fail
1	Practice Knowledge	Identify key personal and environmental factors that support and constrain participation for 1 client you have met.		
2	Clinical Reasoning	Observe and discuss with the Practice Educator (PE) how, and what skills the PE and other colleagues use in clinical reasoning and judgement.		
3	Facilitating Change with a Practice Process	<ul style="list-style-type: none"> - Observe and give feedback on patient caseload interventions, undertaking some duties and responsibilities associated with patient management through direct teaching by practice educator. - Explore the use of occupation as a therapeutic tool by completing Activity Analysis Form 3 to reflect on how a chosen task would typically be undertaken. 		
4	Professional Interactions and Responsibilities	Discuss expectations and model how to utilise feedback from your practice educator and other team members.		
5	Communication	Model effective use of words (rate, pitch, tone of voice) and expression (body language) with clients and colleagues.		
6	Professional Development	<ul style="list-style-type: none"> - Adhere to on-site and UCC policies and procedures and demonstrate proper conduct. - Present self in a manner appropriate to the practice environment. 		
7	Performance Management	Adopt punctual practices and manage key responsibilities consistently throughout the working day.		

Space for any additional comments if required, e.g. suggestions for further development