

## Practice Education

### Module Handbook

#### Overview

Welcome to the UCC BSc Hons Occupational Therapy Practice Education Module. Practice education is at the core of the programme offered in UCC facilitating the translation of theory into practice for our students. This handbook provides general information about the practice education modules over the four years of the programme. Information specific to each year of practice education can be located in the individual handbooks for OT1006, OT2007, OT3007 and OT4003.

Our programme in UCC is accredited by the Association of Occupational Therapists Ireland (AOTI) on behalf of the World Federation of Occupational Therapy (WFOT). Students complete 1,000 hours of practice education to integrate theory into practice, apply knowledge in real world settings and develop the necessary skills, knowledge and behaviours expected of a quality Occupational Therapist.

Our programme is approved by the Irish regulatory body, CORU. Students complete 1,000 hours of practice education, to include 250 hours in a physical setting and 250 hours in a psychosocial setting. 'Role-emerging' placements (where there may not always be a qualified Occupational Therapist on site) are permitted in year 3 and year 4 to a maximum of 350 hours. Students are expected to gain experience in diverse and varied settings across healthcare, social care, education and justice.

Every year registered occupational therapy students participate in a practice education module highlighting how central practice education is to the programme. See Table 1 below for an overview of the placement calendar. Specific dates for each placement can be found in the individual module handbook.

Table 1: Placement Calendar

<b>Academic Year</b>	<b>Length of Placement</b>	<b>Dates</b>
Year 1	2 weeks (70 hours)	Semester 2: April/May
Year 2	8 weeks (280 hours)	Semester 2: March-May
Year 3	10 weeks (350 hours)	Semester 2: Jan-March
Year 4	10 weeks (350 hours)	Semester 1: Sept-Dec

As students participate in the curriculum and gain experience in the practice education environment, the expectations of the student and the role of the supervising Occupational Therapist will change. Please refer to the individual practice education module handbook for further information on this.

## Practice Education Team

As a practice education team, we use the National HSCP Quality Framework for Sustainable Practice Education ([HSE-HSCP-Quality-Framework-Report](#)) to govern the quality of work, evaluate our work and as a support tool to build placement capacity and diversity.

### Module Co-ordinator

Ms. Jean Harrington is the occupational therapy Practice Education Coordinator (**PEC**) and module coordinator for the practice education modules. The PEC is responsible for the overall coordination of occupational therapy placements for the programme, allocation of student placements, and the integration of theory to practice across the entire programme.

Contact: E-mail: [jeanharrington@ucc.ie](mailto:jeanharrington@ucc.ie); Mobile: 087 279 3722

### Practice Tutors

Practice Tutors (PT) arrange, and coordinate practice education offers, provide support to students and practice educators, and are involved in teaching and supervision of a group of students while on placement. They are involved in several phases of students' participation in their practice education modules and play an active role before, during, and after the placement periods. Contact:

Table 2: Practice Tutors

<b>Tutor Name</b>	<b>Contact</b>	<b>Area Covered</b>
Ms. Miriam O'Tuathaigh	E-mail: <a href="mailto:Miriam.OTuathaigh@hse.ie">Miriam.OTuathaigh@hse.ie</a> ; Mobile: 086 787 2215	Cork Acute Services
Mr. John Hastings	E-mail: <a href="mailto:J.Hastings@ucc.ie">J.Hastings@ucc.ie</a> ; Mobile: 087 915 7038	Cork (paediatrics)/West Cork/Kerry (all areas) Erasmus Coordinator (Denmark and Malta)
Ms. Shelley Mack	E-mail: <a href="mailto:shelley.mack@hse.ie">shelley.mack@hse.ie</a> ; Mobile: 086 787 1133	Cork Mental Health
Ms. Anne Marie Norris	E-mail: <a href="mailto:AnneMarie.Norris@hse.ie">AnneMarie.Norris@hse.ie</a> ; Mobile: 087 648 4569	Waterford Acute and Community Services
Ms. Caroline Booth	E-mail: <a href="mailto:Caroline.Booth@hse.ie">Caroline.Booth@hse.ie</a> ; Mobile: 087 191 3978	Southeast services – Kilkenny, South Tipperary, Carlow
Vacancy		Cork Adult Primary Care services

Additionally, the executive assistant for the programme is Mr. Garry O'Sullivan, E-mail: [garryosullivan@ucc.ie](mailto:garryosullivan@ucc.ie); 021 490 1569.

### **Practice Educator**

The practice educator (PE) is a qualified, registered and practising Occupational Therapist that students will be allocated to for placement. The PE is responsible for providing teaching, learning support and supervision to the students. They assess and formally evaluate the student's learning and competency attainment at mid-way through placement and at the end of placement.

One, two or small groups of students may be allocated to one PE for the duration of a placement. The PEs are supported by their respective practice tutor and PEC. They have at least one year of clinical experience and have attended relevant training to fulfil their role as practice educator for students. Placement sites are vetted by the practice education team in accordance with the placement site policy. Please refer to Appendix 1 and 2 for further information.

### **Fitness to Practise Policy**

All students entering the programme must comply with the Fitness to Practise Policy and meet the Fitness to Practise Standards. Students registering annually are required to read and accept the Fitness to Practise requirements. [Fitness to Practise | University College Cork \(ucc.ie\)](#)

### **Allocation Process**

Students are allocated to their placements by the practice education team. The practice education team work with the HSE Southwest Region and outside of this region to source clinically appropriate placements suitable to the learning outcomes and competency development of the students. There are also opportunities for Erasmus placements for final year students.

Placement allocation is a complex process where the team is required to consider students' individual needs as well as numerous factors related to the practice educator and/or placement site. The practice education team strive to offer students a diverse range of placement experiences to enable the student to achieve the relevant competencies for graduation. For further information on the allocation process, please refer to Figure 1.

The team aims to place each student in their county of preference at least once over the course of the programme. This means that students need to be prepared to undertake their practice education placement outside of their county of choice for the duration of their other placements. We acknowledge and understand that there is a financial cost

often associated with this. Please refer to these student supports as appropriate:  
[Student Financial Supports and Advice | University College Cork](#).

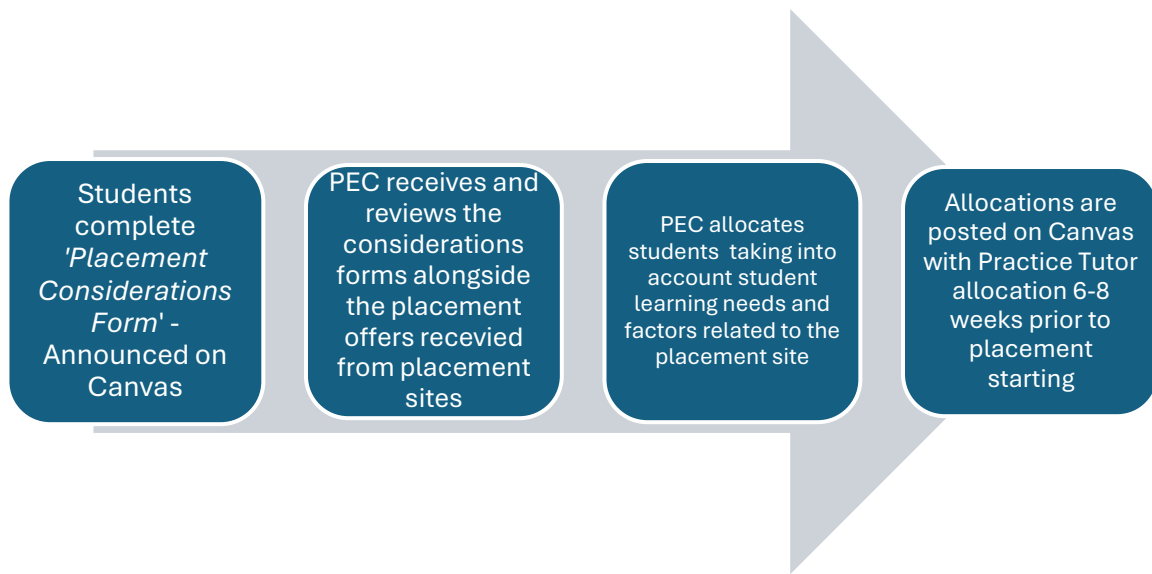


Figure 1: Allocation Process

## Pre-Placement

### Student Training

Before attending practice education, students are required to complete the following processes to ensure they are fully prepared for their placements:

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 have cleared garda vetting before being allocated to a placement site.
Insurance	<p>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.</p> <p>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 insurance cover and to update their policy.</p>
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 <b>appointment</b> .
First Aid Training	This training needs to be completed every two years and is organised by the PEC and funded by the department.
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.

HSEland e-courses (online)	<p>HSEland is an online training portal providing courses and learning resources for healthcare professionals. Students must <b>set up an account</b> and <b>complete</b> the following HSEland modules:</p> <ul style="list-style-type: none"> <li>• Hand Hygiene – renewed before each practice (including deferrals/repeats)</li> <li>• Cybersecurity – renewed before each practice ((including deferrals/repeats)</li> <li>• Open Disclosure – renewed every 3 years</li> <li>• Children First – renewed every 3 years</li> <li>• Dignity at work– renewed every 3 years</li> <li>• GDPR – completed once</li> </ul>
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It is the student's responsibility to ensure the above training is fully completed and in date prior to placement. Please refer to Appendix 3 for the student declaration which students will need to complete and upload to Canvas under the specific module code, alongside their training certificates for review by the PEC.

### Teaching

Pre-practice 'linking learning' sessions is organised by the practice education team. These sessions require **mandatory** attendance as they are crucial in 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 the individual module handbook for the teaching schedule.

### CV, Letter of Introduction and Site Profile

Students must complete a practice education CV and letter of introduction (LOI). There is a template available for this on Canvas and in Appendix 4.

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 1<sup>st</sup> year and 2<sup>nd</sup> year students should:

- Complete their CV and LOI and **send** to their assigned practice tutor or upon request to the 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

Within two weeks of receiving the placement allocation 3<sup>rd</sup> year and 4<sup>th</sup> year students should:

- Complete and **update** their CV and LOI and **send** to their assigned practice educator and cc their practice tutor or PEC

#### 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
2. Learning objectives – as outlined below in the mandatory tasks – each student creates 7 learning objectives that map to the 7 competencies that students are assessed on during their placement (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
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 mandatory tasks during the practice education placement. Please see list below:

1. **Learning Objectives:** Learning Objectives are pre-set in Year 1. Students are expected to create their own learning objectives for Year 2, 3 and 4. Please refer to the individual module handbook for further information on this.
2. **Activity Analysis:** Students are required to complete at least one occupation-based activity analysis form during placement. Please refer to the individual module handbook for further information on the specific form to be used according to the placement.
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. A signed copy must be uploaded to Canvas after placement with



all signatures. The original copy is stored by the student and the digital copy stored by the PEC.

5. **Case Study:** Students are required to complete a case study presentation in Year 2, Year 3 and Year 4. Please refer to the individual module handbook for case study guidelines.

For year 3 and 4 placement, students will come back to college for a 'mid-way' tutorial as a group to consolidate knowledge and support students' skill development. The date and time for this will be announced 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. Please refer to Appendix 5 for further information.

## **Attendance and Class Requirements**

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

The Competency Based Fieldwork Evaluation for Occupational Therapists (CBFE-OT, Bossers et al., 2002) is the assessment and evaluation form used for practice education. Modified versions of this form are used for each placement over the course of the four-year programme. 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 and Year 2 placement, students are graded on a **pass/fail basis**. For Year 3 and Year 4, students attain a grade (based on their competencies) which will contribute to their **overall award** on graduation from the programme.

Practice educators base their evaluation of the student's performance on placement on how well the above competencies were demonstrated throughout the entirety of their placement period. 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.

Please refer to the individual module handbook for further information on the form and associated grading.

## Hours Log

The Hours Log Template is documented proof you have completed the minimum 1,000 hours of practice-based education.

A usual practice week is 35 hours in duration. Students may count to a maximum of 37.5 hours a week with approval from their practice educators. Excess hours will not be credited. Students in 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year are permitted to take 3 hours' study time per week which are counted as practice education hours. Students must negotiate this time with their practice educators.

## Practice Tutor Tutorials During Placement

Practice Tutors offer tutorials throughout placement to support students in developing their competencies and enhancing their learning experience. While attendance is **not**

**mandatory**, students are encouraged to consider participating in tutorials that align with their individual learning needs.

Students should **consult with their Practice Educator** to determine which tutorials may be beneficial. Attendance should be balanced with clinical responsibilities, and decisions should be made in consideration of service priorities and commitments.

In completing the hours logbook, please detail the start and finish times for morning and afternoon work. Lunch times and bank holidays are not counted in practice hours. Bank holidays and sick/absence days should be recorded as such in your logbook too. Please ensure it is completed **accurately** and **neatly** and kept in **excellent condition during this time**.

Completing the log hours template is **the student's responsibility**. You should record and sign the template and present it to your practice educator for their verification and signature at the end of each week and at the end of the placement. At the end of placement, you will present your hours log to your practice tutor for verification and sign off.

### **Sick Leave**

If a student is unable to attend practice, they must inform their practice educator **by telephone**, their practice tutor and the PEC by e-mail, on the **morning** of their absence, indicating the day they are expected to return.

Medical certificates are required after two days of absence and should be forwarded to the department executive assistant. In some cases, you may be requested to provide a copy of this certified leave to your practice site.

Sick days must be recorded as such in the logbook. A minimum attendance of 80% is required for each individual placement in order to achieve a pass mark.

There is a detailed 'Absence from Placement' policy in Appendix 6 which all students are advised to read carefully.

### **Professional Behaviour**

Occupational therapy students who are on placement are representing the profession as well as the university. Professional behaviour, including interactions, responsibilities and accountability, is always expected from students. Students operate under the AOTI Code of Ethics ([aoti\\_code\\_of\\_ethics\\_2013\\_file\\_563.pdf](#)) and CORU Code of Ethics ([otrb-code-of-professional-conduct-and-ethics-for-occupational-therapists.pdf](#)).

Students are expected to present themselves to placement in a professional manner, to be punctual, communicate in a professional way, follow through on commitments and always show respect to services users and colleagues. Professional behaviour

encompasses many aspects to include dress code, personal hygiene, punctuality and communication inclusive of **email communication**.

In line with our code of ethics as well as equality and diversity legislation, students are expected to be respectful and culturally sensitive to diverse service users' needs as well as colleagues' specific cultural beliefs. Students are expected to be sensitive, professional and respectful of others at all times. See Appendix 8 for further information on this which all students are **required** to read, understand and enact at all times .

### **Confidentiality**

Student assessment and performance will be treated with sensitivity and confidentiality. Similarly, students must treat clients' files with the same respect. Practice educators may bring a client's file to a home visit but please bear in mind that **under no circumstances** are students permitted to remove a client's records from a practice site. Students **must not** discuss clients outside the workplace. Client/patient names **will not** be discussed in public. The site name will not be used in class discussions.

You may be advised to use your personal **laptop** while on placement for research/project related activities. Students are advised that laptops cannot have any patient/service user/placement site related material on them.

It is not acceptable to receive personal phone calls or send texts during practice time, outside of lunch/break time; unless otherwise agreed with your practice educator. However, in certain clinical settings it will be necessary to have one's phone switched on for safety reasons. Please work with the site's policy on the use of mobile phones in the workplace. Students are advised to be knowledgeable about their privacy settings on their social media accounts and **never post or comment** anything about a client or health care setting.

## **Underperforming Student Pathway**

A student who is not performing at the expected level of competency for their stage of development in the programme will be supported by the underperforming student pathway.

A practice educator who identifies student competency concerns will provide feedback directly to the student as well as to a member of the practice education team as soon as these issues arise. If there is no improvement noted after this feedback, the student, practice educator and member of the practice education team will follow the guidance of the underperforming student pathway.

This pathway provides clear direction on the discussion, action plan and documentation that is completed when the student is at risk of failing. The aim of the pathway is to support the student to achieve expected levels of competency in a clear and objective manner.

If improvement is noted in the student's performance to a level deemed suitable by the practice educator and practice tutor/PEC, the student can come off depart from underperforming pathway.

If the student does not demonstrate performance to a level deemed suitable by the practice education and practice tutor/PEC, the student will fail placement and will leave the placement site at this stage of their placement period.

For detailed information on the underperforming student pathway and associated paperwork, refer to Appendix 7.

## **Failing**

Where there is a failed attempt at satisfactorily passing the practice education module, students will be offered the opportunity to pass a repeat clinical placement. This placement may be re-scheduled over the summer months or may need to be re-scheduled in the next academic year. Failure to attend the repeat placement will result in a fail judgement and students will be required to repeat the module in a repeat year.

In exceptional circumstances, a fail mark will be given to the student with a notice to immediately leave the placement. Examples of this include but are not limited to:

- Breaches of confidentiality
- Inappropriate involvement with services users or staff members
- Serious negligence which puts the health and safety of others at risk
- Theft, deliberate misuse or damage to equipment or materials
- Incapacity to work due to the influence of alcohol or possession of illegal drugs
- Conduct that brings into disrepute the profession or the university

### **Withdrawal**

A student may request withdrawal from placement on the grounds of ill health or personal circumstances e.g. family bereavement. Students can discuss their request for withdrawal from placement with their PT and PEC or the Head of Department. Based on the individual circumstances a provisional agreement to withdraw may be put in place. The student will need to complete a deferral request form for this module and send it to the Student Records and Examination Office (SREO). A student who withdraws from placement is not credited with any Practice Education hours for that placement.

Students withdrawing on medical grounds will need to provide a 'fitness for placement' letter from their general practitioner before their repeat placement.

### **Concerns/Grievances**

Should a student have any concern about the placement site, practice educator or practice education processes, they are advised to contact the PEC as soon as the concerns arise. Students can contact the PEC during placement or after placement for a 1:1 meeting and they will work together to address any concerns or issues.

### **Use of generative artificial intelligence (AI) and automated writing tools**

You are not permitted to use generative AI or any associated AI tools when you are on placement and working with patient-related, confidential information. This will be considered a **breach of confidentiality** and serious **misconduct** on placement.

You may only use generative AI and automated writing tools in **non-clinical, non-patient related placement tasks**, if you are permitted to by your practice educator. For practice education modules, you may use level 2 of the GenAI Assessment Scale, see below. This means for all **non-clinical, non-patient** related placement work, you may use Gen AI only for **planning, idea development and research**. Your final submission should be **your own work** and no Gen AI content is allowed. If you do use these tools, you must acknowledge this in your work.

2	<b>GenAI Planning</b>	<p>GenAI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of GenAI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.</p> <p><b>You may use GenAI for planning, idea development, and research.</b></p> <p><b>Your final submission should be your own work and no GenAI content is allowed.</b></p>
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**Figure 2: GenAI Assessment Scale**

This GenAI Assessment Scale is an adapted version of Perkins, Furze, Roe & MacVaugh (2024). The Artificial Intelligence Assessment Scale (AIAS). <https://doi.org/10.53761/q3azde36>

For guidance on how to acknowledge the use of AI, please refer to [Ethical use of Generative AI](#)

## **Learning Support**

The University is committed to supporting students in their academic journey. It is important that you are familiar with the range of support services available to you and understand how to access these services.

The University uses email as its primary source of communication with students. Make sure that you check your University email regularly and respond to any communications received from the University.

Learning materials and detailed information about weekly learning activities can be accessed via Canvas. It is essential that you regularly visit relevant Canvas sites to ensure that you are up to date with all of your learning tasks.

If you are experiencing difficulties completing your studies, we are here to help you. You can access the support services offered by the University at any time during your candidature:

[Overview of Student Support Services](#)

[Disability and Support Services](#)

[Mature Student Support](#)

[Financial Support](#)

## **Reasonable Accommodations**

UCC has an established [Disability and Learning Support Service](#) (DSS) which provides tailored support for students who have disabilities/learning differences/significant ongoing health conditions which impact upon their ability to fully participate in University life. The DSS service can also support students specifically with



placement/practice education learning needs in the completion of a PLENS report. Students are strongly advised to use these services and to contact the PEC to discuss any potential reasonable accommodations that will be required for placement.

### **Study Commitment**

Students' workload is made up of time required to complete all learning activities, including attending lectures, workshops, independent and private study, group work, project work, assignments and examinations.

Notional student workloads are calculated based on the number of ECTS (European Credit Transfer and Accumulation System) allocated to the module. Typically, 1 ECTS requires 20-25 hours of total student effort. For practice education modules, please see below:

OT1006	5 credits
OT2007	5 credits
OT3007	10 credits
OT4003	20 credits

### **Graduate Attributes**

[Graduate Attributes](#) are the qualities and skills that all University College Cork graduates must demonstrate on successful completion of an award programme. As a future UCC graduates, these graduate attributes have been designed to ensure you are equipped to contribute positively in contemporary society.

GA1	Creators, evaluators and communicators of knowledge
GA2	Independent and creative thinkers
GA3	Digitally fluent
GA4	Socially Responsible
GA5	Effective global citizens, who recognise and challenge inequality

### **Responding to Student Feedback**

At the end of each practice education module, students and practice educators' complete evaluation and feedback forms. This feedback is collated and reviewed as a practice education team and changes to the modules are made as appropriate. Feedback, quality improvements and practice education information is shared in an annual report at the end of the academic year with the practice education team, academic department and placement site partners.

## **Appendix 1**

### **Policy on Eligibility to Act as UCC Occupational Therapy Practice Educator**

(Adapted from UCC SLT Policy)

All Practice Educators (PEs) must be registered with CORU.

PEs must have at least 1-year clinical experience.

PEs must have attended practice education training.

In line with the recommendations from the Therapy Project Office the following competencies should be evident to enable an Occupational Therapist to act as a Practice Educator:

#### **1. Education Competencies:**

##### **Understanding Learning Models**

- Understand individual differences in learning models.
- Apply knowledge of learning models to student practice education process.
- Demonstrate familiarity with learning models and an understanding of how one's own learning model interacts with other learning model.

##### **Understand models of Practice Education**

- Understand a range of models of practice education. E.g. 1:1 model, 1:2 peer learning model, group etc.
- Show an understanding of teaching styles, such as reflective learning, problem-based learning etc.

##### **Create a positive learning environment for students**

- Structure the placements to optimise student learning while maintaining a quality service to clients.

- Use all available resources to promote the student's professional development.

## **2. Supervision Competencies:**

### **Educate, monitor and mentor students**

- Establish and maintain an effective working relationship with the student.
- Present clear performance expectations initially and throughout the placement appropriate to level of practice.
- Organise initial planned learning, goal setting and be able to re-evaluate in collaboration with the student.

### **Identify student's competency level, learning goals and supervision needs**

- Prepare the student as appropriate for clinical practice.
- Assess and identify each individual student's supervision needs.
- Anticipate and prepare student for challenging situations as appropriate.
- Match student competency levels to direct and indirect clinical demands.

## **3. Assessment Evaluation Competencies**

### **Assess the student fairly**

- Use the student assessment tool accurately to measure student's performance based on objective information (e.g. direct observation, discussion with student, review of student's documentation etc.)

### **Encourage student development and learning**

- Involve and encourage the student in self-reflection and self-assessment using formal and informal evaluation sessions.
- Use evaluation processes to counsel students on strengths and opportunities for development.

## **4. Professional Practice Competencies**

### **Develop clinical practice skills of the student**

- Establish and maintain an effective working relationship with the student.
- Present clear performance expectations initially and throughout the placement appropriate to level of practice.
- Organise initial planned learning, goal setting and be able to re-evaluate in collaboration with the student.

### **Facilitate the development of clinical reasoning**

- Demonstrate strong clinical reasoning
- Facilitate effective clinical reasoning in students
- Guide students' integration of theory and practice.
- Guide students integration of therapeutic concepts and skills, and encourage reflective practice.

**Facilitate documentation skills**

- Use documentation format and requirements in accordance with local and professional guidelines.
- Demonstrate an ability to train students in the use of clinical recording process

## **Appendix 2**

### **Occupational Therapy Practice Education**

#### **Policy – Establishing a Partnership with a New Placement Site**

##### **Initial Contact**

- Practice Education Coordinator (PEC) or Practice Tutor (PT) to identify potential placement sites that meet the learning objectives of the practice education module
- Where an opportunity for practice education is identified by a student or member of academic staff, this is shared with the practice education team to explore
- PEC/PT to liaise with OT manager/senior OT in the organisation to discuss the potential opportunities to facilitate occupational therapy students
- Discussion to include but not be limited to organisation's history, clinical areas of practice, past experiences with practice education, opportunities for student learning

##### **Establishing a Quality Placement Site:**

Placement site to complete the following:

- Placement agreement form
- Placement checklist
- Site profile

Practice Education team to complete the following:

- Review submitted documentation
- Review documentation and cross reference to practice educator policy:
  - Check practice educator (PE) is CORU registered
  - Practice education training completed

- o At least one year experience as a qualified Occupational Therapist
- Option for member of the practice education team to complete site visit if indicated and feasible
- Provide appointed practice educator with the following:
  - o Materials on practice education to include but not limited to module handbook, competency expectation levels, underperforming student pathway, assessment form, hours logbook, activity analysis form
  - o Detail the student's preplacement requirements to include face to face sessions at the University, online mandatory training, first aid training, manual handling etc.
  - o Explanation of the roles of PEC and PT and the anticipated support that will be provided to the student and PE during the placement
  - o Opportunities for additional training/preplacement online briefings
  - o Review of the allocation process

### **Evaluation and Feedback**

- Feedback will be requested from the student and practice educator post placement
- Feedback will be collated and discussed at practice education team meetings, departmental meetings and with the placement site's manager
- Responses from feedback and associated actions will be taken and evidenced within the minutes of relevant meetings
- PEC will review the partnership with placement sites on an annual basis

## **Appendix 3**

### **HSELand Certificate Renewal Frequency and Declaration of Completion**

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 4: CV and Letter of Introduction



### PRACTICE EDUCATION STUDENT CURRICULUM VITAE

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

<b>Vaccinations and Dates</b>	
 Hep B:  BCG/IGRA test:  MMR:  COVID:  Other?  <b>NOTE: Start with the most recent and work back</b>	

<b>Skills Development and Training</b>	
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 <b>Trust in Care</b> policy:	
<b><u>Other professional development</u></b>  <i>(sort by date: start with most recent and work back)</i> <ul style="list-style-type: none"> <li>• <u>????</u></li> <li>• <u>???</u></li> </ul>	<b><u>Date:</u></b>  ?  ?

<b>Work History</b>
<u>Practice Education Experience:</u>  Year One: [2 weeks] (28 <sup>th</sup> April – 9 <sup>th</sup> 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)
<b><u>Paid Work:</u></b>

**Volunteer Work:**

**Interests**

**Personal Interests /Leisure Pursuits:**

\*  
\*  
\*  
\*

**Specific Professional Interests for this practice:**

\*  
\*  
\*

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_



XX XX 202X.

Dear XXXXX (name of your Practice Educator/s)

Thank you for facilitating my X year Occupational Therapy practice education for

XXXXXXXXXXXXXXXXXXXXX

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 XXXX at the appointed time and place.

Kind regards,

*Your name in full.*

X<sup>t</sup> Year Occupational Therapy Student.

## **Appendix 5**

### **Practice Education Team Learning Review Guidance Document**

#### **Purpose:**

Learning reviews are an opportunity for discussion, reflection and potential development of action points, once placement has been completed. They are designed to support student growth and assist with planning for future placements.

#### **Participants:**

- Student
- Practice Tutor
- Practice Education Coordinator

#### **Students who would benefit from a learning review (but not limited to):**

- Students who had difficulty meeting competencies
- Students who failed or were at risk of failing placement
- Students facing personal challenges during placement
- Students with disability-related issues or reasonable accommodation difficulties impacted on their performance
- Students needing individualise guidance before their next placement
- Students may also self-elect for a learning review

#### **Important Notes:**

- Reviews are not for grievance issues with a placement site or a member of the practice education team — those require a 1:1 meeting with the Practice Education Coordinator
- Students will be advised of this process in pre practice linking learning
- Reviews can be held online or in person

- Reviews are scheduled in advance with allocated days in the practice education team matrix
- Students are informed individually by their PT in the final week of placement if a learning review is scheduled. Time and venue details are exchanged.
- Reviews will be a focused discussion on the issues that arose during placement.
- Reviews will be documented and stored in the online student file

## Appendix 6

### **Protocol: Absences while on Placement**

Attendance at placement is mandatory and students can only graduate from the programme once they have completed 1,000 hours of placement, inclusive of 250 physical placement hours and 250 psychosocial placement hours. A minimum attendance of 80% is required for each individual placement in order to achieve a pass mark. Absences from placement may impact on the student's ability to attain competency development.

#### Sick Leave

- In the event of sickness, students must contact their PE by telephone. It is not acceptable to email, text or leave a voice message. Students must speak with their PE and this is mandatory. The student must also inform their PT and PEC. This is acceptable via email.
- If it is not possible to speak to the PE by telephone; it is acceptable to request a member of the department team or the PT to pass on the message, after every effort has been made to speak with the PE.
- A medical certificate must be submitted for absences of two days or more. This is mandatory. This is emailed only to the department administrator: [garryosullivan@ucc.ie](mailto:garryosullivan@ucc.ie). Continue to inform your PE, PT and PEC regarding your absence, that you have submitted your certificate to the administrator and where possible indicate their planned date of return.
- Where students are working in HSE facilities, they must also adhere to the HSE policies and procedures which will be set out during orientation and induction.
- Sick days must be marked as such in the log book.
- If a student is unable to pass placement due to being absent for more than 20% of their placement time, they will be required to repeat their placement. This will be dependent upon submission of a medical certificate stating that they are fit to attend placement. Placement may be repeated at the same placement site if possible or over the summer months pending placement site availability. If the practice education team are unable to source a placement over the summer



months, the student will need to repeat the module within the next academic year.

#### Planned Medical Appointments

- These appointments should be known in advance of placement
- It is the responsibility of the student to inform the PEC of medical appointments that fall within placement dates
- The student and the PEC will negotiate these planned absences from placement and will inform the PE
- Evidence will need to be provided for medical appointments
- In some cases, hours missed due to appointments may need to be made up to ensure the minimum requirement for placement hours are achieved

#### Other Planned Events

- It is not permitted for a student to take time off from placement for family gatherings, social events etc. In the event of a wedding for an immediate family member; this needs to be negotiated and agreed upon with the PEC and PE, prior to starting placement
- It is not acceptable for a student to take holidays during placement
- It is not permitted for the student to take time off from placement for routine dental appointments, these can be scheduled outside of placement hours
- Attendance at University sporting events during placement hours needs to be negotiated between the student, PEC and PE. The student needs to bring this to the attention of the PEC and PE with as much notice as possible. This will be decided upon on a case by case basis.

#### Emergency Circumstances

- In the event of a bereavement or family illness, compassionate leave can be granted. This is negotiated between the student, PEC and PE on a case-by-case basis.

## Appendix 7

### **Procedures for Practice Educators to follow in the event of an underperforming student - Pathway**

1. Prior to completing the Underperforming student form, please contact the practice tutor (*or practice education coordinator if the practice tutor is unavailable*) to arrange a date and time to complete the form together with the student.
2. It is important to verbally tell the student that they are not meeting the expected proficiency in one of more competency and may be at risk of failing the placement.
3. When outlining the areas of concern and the actions required to meet expected standards of competency, please be objective and specific in your feedback. Each action for the student needs to have a timeline.
4. If the student discloses information around personal or health circumstances that may be impacting their ability to participate in their practice education, it is necessary to work with the practice tutor, practice education coordinator and the available University supports as appropriate for example:
  - a. Disability Support Services
  - b. Student Health and Well-Being Support Services
  - c. Student Financial Support Services
  - d. UCC Keep Well Website
  - e. UCC Chaplaincy
  - f. Personalised strategies to support the placement
5. On completion of the form, ensure a review date is set (usually a one-week review date is appropriate at this point) and send a copy of the form to the practice education coordinator. The academic year coordinator and head of department will be informed that the student is underperforming and at risk of failing.
6. At the review meeting, ascertain if the actions have been achieved or not by the student. Decide upon three possible options

- a. Actions have been achieved and the student is no longer on this pathway
  - b. Some actions have been achieved but there are some outstanding. The practice educator is confident that with some additional time these actions can be achieved. Overall, the practice educator is satisfied with the improvement in the student's performance. The student remains on this pathway
  - c. Actions have not been achieved and the student has failed the placement
7. In the event of a fail, the placement is terminated with immediate effect and the student must exit the placement.
8. If the student is continuing on this pathway, they have one final opportunity to demonstrate their proficiency. The outstanding concerns are discussed, and actions are detailed with a time frame for review.
9. At the next and final review, the practice educator determines if the student has achieved satisfactory levels of competence and can come off this pathway or if they have failed the placement and must exit the placement.
10. In the event of a fail, any supports that the student and/or practice educator requires will be offered by the respective practice tutor and PEC. In the event that a student fails a placement, they will have one opportunity to repeat the placement over the summer months (Supplemental Examination Assessment) or repeat the module in the next academic year. Repeating placement over the summer months is contingent upon the practice education team being able to source a summer placement.

### **Additional Information**

1.1 The University's Fitness to Practice Policy stipulates that occupational therapy students are deemed fit to practice on placement. This includes:

- a. Having the capacity to perform key skills and tasks
- b. Are healthy of body and mind so as to be able to practice their profession
- c. Conduct and behave themselves so as not to harm their service users or put them at risk
- d. Conduct and behave themselves in a manner likely not to harm the reputation of their profession

If there is a concern regarding Fitness to Practice of an Occupational Therapy student, this needs to be raised immediately with the practice tutor, practice education coordinator and head of department.

1.2 In some extreme circumstances, an immediate fail mark is decided; with the student exiting the placement with immediate effect. This is in the event that the practice educator considers the student's conduct to be unsafe, unprofessional or otherwise unsatisfactory. These examples include but are not limited to:

- a. Conduct that could bring into disrepute the profession of occupational therapy
- b. Breaches of confidentiality
- c. Inappropriate emotional involvement with clients
- d. Serious negligence which causes unacceptable loss, damage or puts the health and safety of clients, staff or visitors at risk
- e. Theft, deliberate issue of damage to equipment or materials
- f. Incapacity to work due to the influence of alcohol or possession of illegal drugs
- g. Unsafe practices

If there is a concern regarding unsafe or unprofessional practices, this needs to be raised immediately with the practice tutor, practice education coordinator and head of department.

### **Underperforming Student Form**

This form provides a record for the student and the University that the student is at risk of failing their clinical placement.

<b>Student Name:</b>	
<b>Date:</b>	
<b>Placement (1<sup>st</sup> /2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup> ):</b>	
<b>Date and indicate what week of placement:</b>	
<b>Placement Site:</b>	
<b>Placement Address:</b>	
<b>Name of Practice Educator(s):</b>	
<b>Practice Educator Phone:</b>	
<b>Practice Educator Email:</b>	
<b>Practice Tutor:</b>	

### **First Meeting**

Outline the competency area(s) that are a cause for concern. Outline a minimum of two specific examples of performance per competency area that indicates these concerns:

Competency area 1 (areas of concern):

---

Specific examples:

1.

2.

*Additional competency areas can be discussed as relevant:*

Competency area 2 (areas of concern):

---

Specific examples:

1.

2.

Student's viewpoint on feedback:  (optional)	
---	--

Outline the agreed action plan that has been developed between the practice educator and the student to develop their competence in the above area(s). Actions need to be specific and have a timeframe:

Competency area 1 action plan:

---

Review Date (*Usually 1 week*):

*Additional competency areas can be discussed as relevant:*

Competency area 2 action plan:

---

Review Date (*Usually 1 week*):

Please note, failure to develop competency levels to an appropriate level within the above specified timeframes **may** result in a failed placement and immediate exit from this placement.

The academic year coordinator, practice education coordinator and head of department will be kept up to date on the process.

Signature of student:	Date:    /    /20
Signature of Practice Educator:	Date:    /    /20
Signature of Practice Tutor (PT) <i>and/or</i> Practice Education Coordinator (PEC):	Date:    /    /20



### **Review Meeting**

<b>Student Name:</b>	
<b>Date:</b>	
<b>Placement (1<sup>st</sup> /2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>):</b>	
<b>Date and indicate what week of placement:</b>	
<b>Placement Site:</b>	
<b>Placement Address:</b>	
<b>Name of Practice Educator(s):</b>	
<b>Practice Educator Phone:</b>	
<b>Practice Educator Email:</b>	
<b>Practice Tutor:</b>	

Please list any actions that have been achieved since the initial meeting	
Please list any actions that have not been achieved since the initial meeting	

	Option 1	Option 2	Option 3
Has the student's performance improved to meet levels of expected competency? (Choose 1 option)	Yes, the student can come off the underperforming student pathway, (Discontinue pathway)	Yes, there has been an improvement, however some concerns remain (Continue with pathway)	No, the student has failed the placement

In the event that the student is continuing this pathway, Outline the agreed action plan that has been re-developed between the practice educator and the student to develop

their competence in the above area(s). Actions need to be specific and have a timeframe:

Competency area 1 action plan: \_\_\_\_\_

Review Date (*Usually 1 week*):

*Additional competency areas can be discussed as relevant:*

Competency area 2 action plan: \_\_\_\_\_

Review Date (*Usually 1 week*):

Please note, failure to develop competency levels to an appropriate level within the above specified timeframes **will** result in a failed placement and immediate exit from this placement.

The academic year coordinator and head of department will be kept update to date on an underperforming student.

Signature of student:	Date:    /    /20
Signature of Practice Educator:	Date:    /    /20
Signature of Practice Tutor (PT) <i>and/or</i> Practice Education Coordinator (PEC):	Date:    /    /20

### **Final Meeting**

<b>Student Name:</b>	
<b>Date:</b>	
<b>Placement (1<sup>st</sup> /2<sup>nd</sup> /3<sup>rd</sup> /4<sup>th</sup>):</b>	
<b>Date and indicate what week of placement:</b>	
<b>Placement Site:</b>	
<b>Placement Address:</b>	
<b>Name of Practice Educator(s):</b>	
<b>Practice Educator Phone:</b>	
<b>Practice Educator Email:</b>	
<b>Practice Tutor:</b>	

Please list any actions that have been	
--	--

achieved since the initial meeting		
Please list any actions that have not been achieved since the initial meeting		
Has the student's performance improved to meet levels of expected competency?  <i>(Please tick)</i>	Yes, the student can exit the underperforming student pathway	No, the student has failed the placement

Signature of student:	Date:    /    /20
Signature of Practice Educator:	Date:    /    /20
Signature of Practice Tutor (PT) <i>and/or</i> Practice Education Coordinator (PEC):	Date:    /    /20

## Appendix 8

### Professional Behaviour

#### Dress Code:

Each setting will have different rules regarding dress code. It is important for students to read and follow the information in their site profile. **Some sites may require a uniform (bottle green tunic, no piping)** whereas in some settings smart casual dress is the norm. Students are required to check with their setting before attending practice experience. Blue jeans or leggings are **never** appropriate dress for a student and low-heeled closed shoes should be worn. Students are expected to dress **professionally** (smart trousers, shirt, jumper) and for ease of movement wear comfortable clothing. Provocative clothing is **never** acceptable.

- Jewellery should be kept to a minimum - wearing jewellery is not acceptable in the clinical situation (except for a plain wedding band).
- Long hair should be tied back, and nails kept clean and short.
- Name badges **must** be worn at all times - except out in the community if it is going to draw attention to the client.
- Footwear should be suitable for moving and handling.
- Clothes should be clean and appropriate to the work placement environment.

#### Personal Hygiene:

In many practice areas students work closely with people, sometimes handling them physically or leaning over them. Students are advised to ensure that their hygiene is immaculate and that they wash/shower daily and always use deodorant. Sometimes the use of clinical gloves in the workplace may be necessary.

#### Smoking/Vaping:

Smoking/vaping is not permitted during placement hours.

#### E-mail Etiquette

Students are advised to remain professional and courteous in their email communication as well as their verbal communication. When emailing your practice educator or other colleagues be concise, specify your purpose and include relevant details. Sign off professionally (kind regards/best wishes). Proof-read before sending, respond in a timely manner. Do not use slang or emojis. It is important to acknowledge receipt of an email if someone has sent you one.