

**Guidance for learners and educators completing the PPAF (Practice Placement Assessment Form)**

**Year 1 (Level 4)**

**Learner/Student** – please complete the form on page 1 with information supplied to you by Birmingham Newman University through the ARC PoW (Placements on the Web). Please check these details with your educator when you start your placement. Maintain a record of your completed hours on placement on the last page of this document or relevant tool (e.g. ARC?).

**Educator** – please check all details are correct on the first page of the PPAF. Learner keeps a record of hours they complete on placement, please check this with them regularly. A final total of hours to be added to the front page of the form.

**Learning Outcomes (page 2)**

There are learning outcomes associated with each placement module detailed on page 2 of the PPAF which also fit with the RCOT (Royal College of Occupational Therapy, 2022) four pillars of practice: professional practice, facilitation of learning, leadership and evidence, research and development.

The learner will have completed mandatory training prior to their practice placement – educator and learner are asked to confirm this on page 2 along with confirmation of the learner’s initial induction on placement being completed in the first week of the placement.

**Placement Assessment Tool (page 3)**

Page 3 of the PPAF provides detailed information on part one and two of the PPAF and how they relate to the four pillars of practice (RCOT, 2022) and the 15 HCPC (2023) standards of Proficiency for Occupational Therapists. Learners must pass both part one and two to achieve a pass overall. University tutors moderate the final assessment outcome to ensure fair and thorough assessment and to ensure all learning outcomes and required hours have been achieved. External examiners may also review this and all aspects of the placement documentation as part of quality monitoring for the university.

**Learning Agreement (pages 4-7)**

**Learner** – Completes a SWOC (strengths, weakness, opportunities, challenges) analysis prior to their placement starting. This supports their preparation for placement and their independence as an adult learner. They are then encouraged to share any information which may affect their learning on placement in any way. This is in order to raise awareness and if needed, appropriate support can be put in place.

**Educator** – please discuss with the learner their SWOC analysis and any information they have shared relating to their learning on placement. If you and the learner feel it would be beneficial, please do make contact with the University to discuss options to facilitate their learning.

**Learning Agreement (page 6)**

Learner and educator – identify up to four SMART goals and indicate which pillar/s of practice the goal sits within. Goals should be S (Specific), M (Measurable), A (Achievable), R (Realistic) and T (Time-based), and can be formed from the areas the learner has identified on their SWOC analysis.

Information provided on page 7 can help to identify the level of learning and terminology appropriate to the level (based on Bloom’s taxonomy (2010) and RCOT’s (2022) Career Development Framework) e.g.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date Set** | **Pillars of Practice**  | **Learning Objectives**Needs and interests, areas of essential knowledge and skill | **Learning Resources**Methods and situations for how and when learning can occur | **Evidence**Opportunities to show that learning objectives have been met |
| **9/06/25** | Professional Practice | **Communicate effectively with all (MDT, patients, carers etc.), demonstrating safe and person centered practice** | **Shadow experienced practitioner then carry out tasks, e.g. washing and dressing Ax, initial interview, etc. describe and reflect on afterwards.** | **Feedback from Educator on performance. Learner logs on PPAF part 2 (record of learning evidence)** |
| **9/06/25** | Facilitation of Learning | **Identify areas of knowledge and skills which require development** | **Be proactive during supervision sessions in sharing identified learning needs and particular areas requiring further learning and/or practice** | **Learner prepares notes before supervision sessions (supervision log – agenda and using reflection template)** |

Agree together when supervision will take place, where, for how long and who this will be with, and indicate on PPAF.

**Part 1: Professional behaviour and responsibilities (pages 8-10)**

**Educator** – completes part 1. Part 1 should be considered throughout the placement and evidence of good practice added to each section. Supervision meetings and subsequent recording of notes are an opportunity to review learner progress against part 1 requirements of professional behaviour and responsibilities. If there are concerns about the learner’s performance in part 1, please contact the university immediatelyto discuss and agree the outcome. Do not wait for the half-way meeting with the university. All sections of part 1 must be passed for the learner to pass the placement. Section to be completed by educator but signed and dated by both student and educator.

**Part 2: Learning Outcome/s and the four pillars of practice (RCOT, 2022)**

For each of the four pillars of practice there are sections for the learner and educator to complete

**Learner** – completes the first section (white) for each pillar during the placement with support from the educator during supervision to identify how they have met the learning outcomes. This can be linked to their weekly action plan, reflections and supervision logs as required.

**Educator** – completes the second section (yellow – at the half-way point) and third section (green – final report) for each pillar.

Learner and educator indicate at the half-way point and then again during the final report whether they have met the expectations and passed each area of development (under the four pillars of practice).

**Educator** – should identify to the leaner any areas where they are not meeting expectations in their performance with opportunities to address areas requiring development (before the mid-way and final report points).

**Learner** – should discuss any areas of their learning they have concerns about, feel they need further practice or support, or lack confidence, to enable the educator to support them in their learning.

At the end of the placement, any future learning needs can be taken to the next placement to continue the learning.

**Learner supporting comments**

Learner completes the following three sections

Yellow section – at the Mid-way point

Green section – as part of their final report

White section (blue background for title) – as part of their final report – a reflective summary of learning and indicated learning - for future University learning, self-directed learning or future practice placement/s.

**Appendices/supplementary documents**

At the end of the PPAF are other documents to support placement learning and recording –

* Practice placement supervision log
* Weekly action plan
* Reflection template