



University of
Salford
MANCHESTER

BSc (HONS) PROSTHETICS AND ORTHOTICS INTERMEDIATE AND FINAL PLACEMENT MODULE HANDBOOK



**SCHOOL OF
HEALTH
& SOCIETY**

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1. PROSTHETICS & ORTHOTICS PRACTICE – BASED LEARNING

Rationale

Clinical application of theoretical knowledge through practice-based learning is an essential and indispensable component of the BSc (Hons) Prosthetics and Orthotics programme, which provides Students with the opportunity to focus on the integration of knowledge and skills whilst working in direct contact with patients in a variety of clinical settings. This approach is essential in developing fitness for practice, ensuring that qualifying prosthetists / orthotists are equipped with the necessary skills to deliver effective and efficient patient care.

Introduction to practice-based activity

In line with the Health Care Professions Council (HCPC) and the British Association of Prosthetists and Orthotists (BAPO) guidelines for best practice, the aim of practice-based learning is to deliver a programme that is both integrated and interactive. In demonstrating fitness for practice, graduates should possess not only requisite practical skills but also the ability to apply underpinning theoretical knowledge and demonstrate interpersonal skills in a professional context. In addition, they should be able to synthesise and balance biomedical and psychosocial approaches to ensure that a holistic approach to the delivery of patient care is achieved. In order to do so, Students must be aware of the context in which prosthetics and orthotics is practised and should be aware of the wide range of intrinsic and extrinsic factors that affect prosthetics and orthotics practice, including:

Research and evaluation

- Evidence-based practice
- Health promotion
- Focus on primary care
- Patient-centred care
- Inter-professional collaboration
- Non-discriminatory practice
- Cultural diversity
- Continuing professional development (CPD)

The following section (2) summarises the practice-based learning during the Intermediate Placement at Level 5 and the Final Placement at Level 6, and it also gives brief details on associated assessments. More information may be found in the module specification forms which can be found in the relevant module folder on Blackboard.

2. PLACEMENT PERIODS

Intermediate Placement and Final Placement

These two approximately 4-month placements take place in semester 3 of year 2 Level 5 (Intermediate Placement – 40 credits) and in semester 1 of year 3 Level 6 (Final Placement – 60 credits). This gives a total of approximately 8 months practice-based clinical training that focuses on one discipline of clinical experience (i.e. prosthetics or orthotics) during the Intermediate Placement and on the other discipline (i.e. orthotics or prosthetics) during the Final Placement.

Prior to the placements, in order to gain an appropriate level of clinic-based knowledge and hence to be prepared for the placements, Students will have completed the necessary university-based modules where significant clinical training will be provided in the following key areas:

Prosthetics

- Transtibial prostheses
- Transfemoral prostheses
- Transradial prostheses
- Transhumeral prostheses

Orthotics

- Footwear and functional foot orthoses
- Ankle-foot orthoses
- Knee orthoses and knee-ankle-foot orthoses
- Spinal orthoses

Placement levels

These key areas and associated modules are aimed at complementing the practice-based clinical training programmes to integrate university and practice-based learning as well as reflective practice and personal development planning. On both placements, students are required to demonstrate that they are knowledgeable and safe to practice in a clinical setting. Following the Intermediate Placement, Students during their Final Placement are expected to transfer and build upon previous learning and to further develop their clinical knowledge and understanding of more complex medical related scenarios. In particular, they must demonstrate their ability to effectively manage core aspects of clinical caseloads, to plan and manage their own learning, and to demonstrate a high level of reflective practice and the integration of evidence within their practice.

Placement schedule

Students on placements are expected to acquire and develop professional skills and competencies required to meet the learning outcomes they plan for themselves and that are stated in the placement module specifications. To help Students with this, they will have a Clinical Educator allocated to them at each placement, who will be the student's supervisor to oversee and, to some extent, co-ordinate their placement time. Students will initially be shadowing their Clinical Educator and then, with time, take on clinical roles themselves whilst of course still being supervised by their Clinical Educator. Other clinicians may also be involved in the Student's training, but their Clinical Educator will remain the Student's main supervisor throughout the respective placement.

During each placement, Students will be entitled to 4 days leave, which should be arranged at a time that does not impinge too much on their training programme. Every day on placement should be considered as vital to the overall learning.

3. ASSESSMENT OF PRACTICE – BASED LEARNING

Assessment – Intermediate Placement and Final Placement

The practice-based component that is common to both placements will be evaluated using a Professional Aptitude Assessment (PAA), which will be completed by the Student's Clinical Educator, who will assign a Pass or Fail grade and comment on the Student's performance to identify the level of competence demonstrated in each section of the PAA. The Clinical Educator must discuss the PAA with the student. The Student will then analyse the PAA to understand the structured feedback on the level of progression they are achieving and then utilise this feedback to guide their continuing professional development over their remaining placement period.

Assessment – Intermediate Placement

The practice-based component that is specific to only the Intermediate Placement will be a two station viva of 45 minute duration for each viva.

The Orthotic Viva will consist of:

1. A lower limb assessment with a patient present to access. From your initial assessment you will be asked what orthoses you would provide and to describe the orthoses.
2. Footwear and insoles / FFO's. Within this viva you will be provided with case scenarios and be asked to describe clinical effects of pathologies and relate these to your prescription of footwear and insoles/FFO's.

The Prosthetic Viva will consist of:

1. Upper Limb, pathologies, professional issues
2. Lower limb assessment, prescription and alignment

Assessment – Final Placement

The practice-based component that is specific to only the Final Placement is a 3000-word Reflective Essay supported by a portfolio. There will be two viva stations for each discipline. These will focus on the Student's ability to undertake appropriate clinical assessments to determine a treatment plan for prescribed case scenarios (assessed by an internal and external examiner in each Viva Exam). The weighting in terms of the marks allocated will be 50% each for the Reflective Essay and the Viva Exam.

Assessment Summary – Intermediate Placement and Final Placement

	Assessment	Weighting	Maximum length	Pass required
Intermediate Placement	PAA	Pass / Fail	N/A	Yes
	Viva Exam	100%	2 x 0.45mins	Yes
Final Placement	PAA	Pass / Fail	N/A	Yes
	Reflective Essay	50%	3000-word	Yes
	Viva Exam	50%	2 x 0.45mins	Yes

Procedures to be followed if the PAA of the Intermediate Placement is failed.

The placement within level 5 is integrated within the 'Intermediate placement' module. Much of this module will take place during the summer period at the end of the second year of study, finishing shortly before the 'Final placement' module begins at the start of the third year.

If the Professional Aptitude Assessment (PAA) component of the Intermediate placement module is failed, the student will be required to re-sit the Intermediate placement within the time period of the Final placement (16 weeks). A revision of the PAA competencies achieved will take place 8 weeks from the start of the placement. If the PAA competencies have been achieved at this 8 week stage, the student will be allowed to finish the placement, providing that all other assessment have been successfully completed.

If not, then the student will be entitled to undertake the remaining 8 weeks of the placement, i.e. the full 16 weeks in total. If successfully completed the student will then be able to register for the programme as a third year student, and complete all level 6 modules within semester 2, before embarking on their Final placement after the summer exams have been completed.

4. ROLES AND RESPONSIBILITIES IN PRACTICE – BASED LEARNING

The Role of the Clinical Educator

The Clinical Educator is an experienced and HCPC registered clinician who takes responsibility for the Student in the clinical setting and assists to develop the Student's skills and competencies in relation to the clinical discipline they are registered to practice. The Clinical Educator is normally prepared for the educational and training roles by undertaking an appropriate Practice Based Educators Programme, whereby newly accredited Clinical Training Centres will be required to nominate an appropriate clinician to undertake this programme.

The role of the Clinical Educator is to facilitate learning and to liaise with the Student and the university to plan, develop and deliver practice-based learning experiences that fulfil the module learning outcomes. The Clinical Educator is an active participant in the process of practice-based learning and contributes to student learning and the relevant assessment process. The Clinical Educator is also responsible for ensuring that the student receives the relevant level of supervision, quality assurance, constant observation, formative feedback and summative assessment.

It is recognised that the Clinical Educator is the expert in their field and hence in the best position to accurately assess the levels of the student's achievement. In addition to fulfilling the roles and responsibilities detailed in the Accreditation Documentation, the Clinical Educator is responsible for the following:

- facilitating the integration of underpinning theoretical knowledge and practical skills to patient treatment and management;
- ensuring suitable clinical experiences to meet the learning outcomes of the placement;
- selecting patients that are appropriate to the Student's level of experience and skill;
- providing specialist teaching in the subject area;
- coordinating the training programmes undertaken by fellow clinicians in specific subject areas;
- providing feedback, guidance and supervision for the Student;
- assisting the Student to determine priorities and organisation of workload;
- facilitating the Student in their professional development;
- monitoring and assessing the Student's performance;
- clearly and constructively communicating progress to the Student in relation to the achievement of learning outcomes;
- providing pastoral care, support and encouragement for the Student;
- enabling the Student to gain confidence in the clinical setting;
- providing non-patient contact learning opportunities e.g. in-service lectures, tutorials, visits to other units/departments (as appropriate);
- liaising between university and practice-based setting;
- completing the summative clinical assessment documentation in conjunction with feedback from clinical colleagues who were involved in the training programme.

The Role of the Placement Supporting Lecturer

The Placement Supporting Lecturer acts as a link between the university and practice-based environments, assists and supports the Student's learning, provides personal support and pastoral care, and gives guidance and support for the Clinical Educators.

Therefore, the placement supporting lecturer's role differs from that of the Clinical Educator in that it complements the clinical expertise by guiding and monitoring the Student's learning experience and hence provides support and mediation as required.

This may be achieved through a variety of mechanisms, including communication via telephone, email and Skype, visits to the clinical site. It is possible for the level of support to be increased depending on the Student's needs.

The Placement Supporting Lecturers will advise upon their nominated students' reflective essay/portfolio. The first point of advice will occur at the placement visit. The second point of advice relates to feedback upon the students written work. This should include reviewing the outline plan and providing feedback on no more than two paragraphs including the related references.

Reviewing the outline plan ensures that the student is writing the correct content. Reviewing two paragraphs will ensure the student is writing in the correct style (reflectively in the first person) and also ensure that students includes suitable references and that they are correctly referenced.' Please look at the module folder on Blackboard within the assessment section to review the information provided to the students.

Responsibilities include:

- to contact the Student and/or Clinical Educator during the first two weeks of the placement period;
- to arrange a visit as necessary to the placement facility at a mutually convenient time;
- to arrange additional visits, if required, although further contact will normally be made via telephone, email, Skype or Blackboard (the university's main online environment).

One clinical visit usually occurs for each four month duration placement.

However with the expressed agreement of **ALL** parties (the Student/the Clinical Educator/ the Placement Manager/and the Placement Supporting Lecturer) the visit may be deemed unnecessary.

An indicator for when this may be appropriate would be exceptional performance at the intermediate PAA stage.

It is imperative that the Placement Supporting Lecturer **retains written agreement from all the above parties** and agrees to this only **after** receipt of the intermediate PAA.

The Placement Supporting Lecturer upon taking this decision must make regular contact with the placement thereafter to ensure that progress remains at a satisfactory level.

Regular contact being at least three further phone calls after the receipt of the Intermediate PAA, to speak directly with the Clinical Educator.

The Placement Supporting Lecturer upon receipt of any negative feedback during these calls must arrange a visit as soon as possible to ensure that retrieval of the placement is ensured.

The Placement Supporting Lecturer must arrange any further visits and tutorials required to maximize the chance of retrieving the placement subsequently.

It is **not advisable** to miss the mid placement visit in certain circumstances including;

- Where a Clinical Educator has limited experience within that role.
- Where training centres' have undergone changes that may affect the smooth running of the placement. (E.g. where changes of contract have taken place/ the Clinical Educator has changed/the lead manager at the placement has changed).
- Where a training centre has not been visited this must be identified to the placement manager (Mark McAloon).

Subsequently a visit must be ensured on the following placement to ensure minimal continuity.'

The Role of the Personal Tutor

The Personal Tutor is an academic member of staff within the directorate and responsible for the development and support of the Student throughout the programme. This is achieved through regular meetings, review of achievements, pastoral support, and personal development planning. Prior to, and following, practice-based learning, Students will have the opportunity with their personal tutor to review their learning, receive formative feedback, discuss the development of their portfolio and plan for their future experiences within both university and practice-based settings. Please note the Personal Tutor will not necessarily be assigned as the placement supporting lecturer.

The Role of the Student including required documentation

The programme philosophy is that Students take responsibility for directing their own learning and development and are hence encouraged to begin the process of becoming competent and reflective practitioners and life-long learners, which means that they are not passive recipients of knowledge and skills but active participants in the learning experience. The Student needs to integrate knowledge and skills and apply processes of self-evaluation, critical analysis and clinical reasoning in order to become a flexible, adaptable practitioner, capable of working in a changing health and social care context. Responsible for ensuring they are adequately prepared for the placement, Students must ensure they have the appropriate documentation, and that this is fully completed at the end of the placement (see below under 'Documentation'). Also, the Student is required to examine the BAPO Guidelines for Good Clinical Practice and to comply with these throughout the duration of their programme, including placement periods. Further, the Student is responsible for maintaining their portfolio and ensuring that required evidence is submitted to the university. Other responsibilities include:

Please also note that students based full time within an NHS centre can also access the trusts Placement Education Facilitator (PEF) for general advice and well- being issues.

Preparation

As all Students are responsible for their own learning, they therefore must prepare themselves for all practice-based learning modules. Aims and learning objectives for each placement are outlined in the module specification forms. Prior to placements, Students will have the opportunity to discuss their preparation and plan learning agreements with staff and their peers. Students are required to contact their Clinical Educator prior to the placement through an email or letter that contains a brief personal outline. In addition, it is the Student's responsibility to speak to the placement centre to clarify issues such as initial meeting place and time, uniform, and pre-reading etc. It is also the student's responsibility to arrange accommodation for the duration of the placement. (Please note a student's individual financial affairs can have no bearing on the allocation of a placement). Although most clinical centres have libraries to which students might gain access, this is not always the case, and it should be noted that it is unlikely that hospital libraries will stock prosthetics and orthotics books. It is therefore suggested that students take relevant texts with them to the clinical placement, including module notes, assignments, reports critiques, reviews, papers, journals, as well as other texts that provide information relevant to the placement.

Confidentiality

All students have access to patient details, such as medical, social and personal, whether by virtue of being directly involved in the treatment and/or management of patients or by attending ward rounds, case conferences etc. Therefore:

Any information gained about patients must never be discussed in public or with anyone not directly concerned with patients' care. To do so would constitute a serious breach of confidentiality, confidence, professional ethics and the Student's professional code of conduct, and it could lead to disciplinary procedures being instituted against the Student.

Students' notebooks containing patient information should therefore be kept secure. Any notes to be used for the Clinical Essay, Reflective Essay and Portfolio should not identify patients by name nor include hospital number or any other personal details that could reveal the patient's identity.

Equipment

On arrival at the placement, each Student should be equipped with a watch, a name badge, a black pen, a notebook, a tape measure, a goniometer, a pair of plaster scissors, and a pair of steel-capped protective flat shoes with a non-slip sole.

Appearance

A professional appearance is essential at all times whilst on placement. Students must wear the correct uniform, which should be clean and pressed and appropriate clean shoes (see 'Student equipment') for health and safety reasons. It is the student's responsibility to check with the placement centre about the types of footwear that are acceptable. Jewellery (other than wedding bands) and long fingernails can create a serious hazard when handling patients and are therefore not acceptable. Watches must be worn with care and must be removed when moving or handling patients. Nail polish is not permitted. Hair should be tied back if longer than collar length. Appropriate care must be taken when using workshop and machine room tools and machines. Students must use the appropriate eye, ear and nasal protectors when using machinery and equipment that they are qualified to use. Students must not use equipment they have not been formally trained on and approved to use, as this may endanger the Student and others. Students must not use band saws at any stage of their training, and hence also not on placement.

Students are expected to abide to any additional requirements of individual clinical centres. The Clinical Educator will be able to advise the Student on any specific regulations pertaining to workshop and machine room activities.

Health and Safety

Under the Health and Safety at Work Act (HASAWA) 1974, all employers have a responsibility to prepare a written statement of their general policy in relation to health and safety at work, and the organisation and arrangements for carrying out that policy. It is the Student's responsibility to be aware of that policy and any regulations for safety at each placement. All employees (including Students) are responsible for their own safety and the safety of others once they are made aware of such policies. The Student must sign the 'Health and Safety at Work' form (Appendix N), which accompanies placement documentation during the induction period of each placement.

Accidents and Emergencies

All Students are obliged to familiarise themselves with fire regulations, evacuation procedures, emergency telephone numbers, and medical emergency procedures (for example in cases of cardiac/respiratory arrests). Also, any accident, involving patients or staff, must be reported immediately to the Clinical Educator or other appropriate member of hospital staff.

It is a legal requirement that any such events are documented.

Absence

Both the Clinical Educator and the university must be informed of extended periods of absence from a placement but also in the event of short periods due to illness or unavoidable absence and do so by 10:00 AM on the day of absence. Students are required to complete a self-certification form (Appendix D) for absence of more than three days, and have a medical certificate for absence of more than six days.

Permission for absence for any reason (other than illness) must be sought, in writing, from the university Programme Leader or Placement Coordinator. The permission of the Clinical Educator and prosthetics or orthotics manager must also be sought in order to minimise disruption of the service and reduction in standards of patient care. Non-urgent appointments should, accordingly, be made out of working hours whenever possible. When a student misses 3 or more days of either the Intermediate Placement or Final Placement, then the Student must inform the Placement Coordinator.

Professional Conduct

Students are bound by the rules documented in the BAPO Guidelines for Good Clinical Practice, and are expected to act in accordance with these at all times. Students are also expected to take responsibility for their own learning, and consequently need to seek clarification, guidance and support wherever necessary and to actively seek opportunities to develop, monitor and review learning agreements. Additionally, Students are reminded that it is a legal requirement to implement the laws relating to non-discriminatory practice in the workplace. Further, Students are reminded that they have a duty to disclose any information that might influence their ability to undertake clinical activities (examples include police cautions and convictions, or medical issues that might affect public liability insurance).

If a Student feels a practice-based experience is not satisfactory or is not meeting their needs, it is in their interest to communicate this with their Clinical Educator, Placement Supporting Lecturer or Placement Co-ordinator as soon as possible. Poor or delayed communication may result in an unsatisfactory experience.

Please also note that students based full time within an NHS centre can also access the trusts Placement Education Facilitator (PEF) for general advice and well-being issues.

Documentation

Before leaving the university to begin a placement, Students must ensure that they have the correct copies of all documentation, which are available on the University 'Blackboard' online environment.

For assessment purposes, Students require two copies of the following forms – one to be completed as self-assessment and one to be given to the Clinical Educator (and it is the Student's responsibility to ensure that this is fully completed, signed by all parties and returned to the university school office at the very latest when the final week of placement commences):

Professional Aptitude Assessment

Appendix D

For inclusion in their Portfolio, Students require the following forms:

Personal Development Plan
Handbook

Personal Development Plan (PDP)

Portfolio Inspection

Appendix E

Clinical Experience Timetable

Appendix F

Record of Experience

Appendix G

Learning Agreement	Appendix B
Reflective Practice Record	Appendix H
Critical Incident	Appendix I
Course / Training Record	Appendix J
Clinical Placement Evaluation	Appendix K

For completion during placements, Students require the following documentation:

- Hours of Clinical Contact (compulsory) Appendix L
- Health and Safety at Work (compulsory) Appendix N
- Sickness Self Certification (as required) Appendix C
- Request for Leave / Absence (as required) Appendix N

5. LEARNING STANDARDS

During placements

- By the end of the first week and the fourth week of both placements, the initial Learning Agreements will be written by the Student with help from the Clinical Educator who then also signs the Learning Agreement.
- The Clinical Educator must ensure that an appropriate induction programme is undertaken by the Student, including Health and Safety issues. The Clinical Educator then signs appropriate institution specific H&S forms to indicate that this has occurred.
- The Student will actively seek opportunities to monitor and review Learning Agreements in order to ensure that personal and professional development objectives are achieved.
- As the student is an active participant on placement and hence responsible for their own learning, they are therefore required to engage in discussions specific to their own performance and about the placement opportunities in relation to their needs.
- The Clinical Educator will ensure that appropriate amount of time is set aside to facilitate the process of development, monitoring and review of the Learning Agreements, and to provide appropriate levels of feedback, guidance and support.
- The Placement Supporting Lecturer see **Roles and Responsibilities** under Placement Supporting Lecturer.
- Students must be given clear, unambiguous, constructive feedback by the Clinical Educator and the Placement Supporting Lecturer which must be documented whenever this is formal.
- Where it is apparent that Students are failing to achieve required standards, they must be informed using clear and unambiguous statements, both verbally and in writing. The Clinical Educator should then contact the Placement Coordinator to make him/her aware of the unsatisfactory progress.
- If Students fail to reach the required standard in order to pass a placement, then the appropriate component must be retaken. In turn, if Students fail a placement, then the Board of Examiners will determine all appropriate retrieval period, whereby successful completion of any imposed retrieval period is a pre-requisite of progression within the programme. A retrieval period, normally of at least eight weeks in duration, will be arranged at either the same clinical centre or at an alternative centre. Arranging the retrieval of a failed placement will be negotiated between the Student, the Placement Coordinator and the Clinical Educator.

6. SUBMISSION OF ASSESSMENTS

Students must submit the Reflective Essay via Turnitin by the given submission date, which will be approximately three weeks before the end of the placement.

Students must ensure that their student number and discipline (orthotics or prosthetics) is clearly stated within the submission title, as it is impossible to identify the essay within Turnitin if this is not done.

For the Final Placement, the Portfolio (again, in support of the reflective essay) needs to be posted to, and has to arrive at, the university school office by the given submission date (this will be the same date as the reflective essay is submitted). Students must keep a duplicate of all information submitted.

Students must ensure the Clinical Co-ordinator submits and discusses the PAA at the start of the final week of placement at the very latest. The PAA should be returned to the Placement Manager (Mark McAloon).

It is most important for this to be completed in digital format and e-mailed to m.mcaloon@salford.ac.uk no later than the last week of the placement. The Clinical Educator must leave sufficient time to discuss the PAA with the student.

7. DOCUMENTATION OF THE CLINICAL EXPERIENCE

Please submit the following forms

The following describes each part of the document and how it should be used.

Professional Aptitude Assessment

Students are required to perform a self-evaluation of performance prior to the formative (mid-point of Practice placement) and summative (end of Practice placement) assessments for each of three main placement periods. Students will use their copy of the Professional Aptitude Assessment documentation. This will enable students to constructively contribute to discussion with their assessors. This is particularly important at the formative assessment stage in order to ensure that personal and placement objectives are met and any areas of difficulty or deficiency are addressed.

The Clinical Educator has overall responsibility for the completion of the assessment documentation at the mid-point of the placement period and at the end of the placement period. The mid-point assessment is the formative assessment and the assessment at the end is the summative assessment. These must be discussed with the Placement Supporting Lecturer in person or via telephone / email **BEFORE** they are discussed with the student. The role of the Placement Supporting Lecturer is to discuss aspects of performance and assist in the moderation of assessment.

The PAA must be returned to the Placement Manager (Mark McAloon). It is most important for this to be completed in digital format and e-mailed to m.mcaloon@salford.ac.uk no later than the last week of the placement. The Clinical Educator must leave sufficient time to discuss the PAA with the student.

An example of a PAA document that will be used as part of the assessment process can be seen in Appendix E

The Professional Aptitude Assessment (PAA) comprises six sections:

- Personal Conduct
- Professional Conduct
- Communication
- User Assessment
- Selection of Appropriate Interventions/Management Plans
- Application

The student must pass all six sections of the report in the summative assessment in order to satisfactorily conclude the placement programme.

It is possible for a student to pass the overall assessment yet fail specific criterion in a section or sections of the PAA. The only exception being the Health and Safety criterion which is included in the section entitled Professional Conduct. A student who fails the health and Safety criterion fails the entire placement.

Where the level of performance falls below an acceptable level and it is anticipated that the student might fail the placement, the student must be informed that unless his/her performance improves, he/she WILL FAIL THE PLACEMENT.

Record of the failure warning and strategies for retrieval must be documented using part two of the assessment document, signed and dated by the Clinical Educator and the student.

Action Plan for Retrieval / Successful Completion of Placement

Additional visits will be provided as required to support the student and Clinical Educator in the retrieval of the placement. This support will be negotiated and may include additional visits from the existing Placement Supporting Lecturer, visits from lecturers with specialist knowledge of the placement area, visits from the clinical education co-ordinator or support from the student's personal tutor.

Where an assessment has been completed without discussion between the Clinical Educator and Placement Supporting Lecturer the assessment will be **PROVISIONAL** until the necessary discussions have taken place. All results are subject to ratification by an appropriate board of examiners.

Sickness Self Certificate form – Appendix C

Students are required to complete the form if any episode of sickness keeps them away from their placement work for more than three days. For sickness of seven days or more this must be accompanied by a medical certificate. The University must be informed of any prolonged absence from placement.

Learning Agreement form – Appendix B

A completed learning agreement by the end of the first week – agreed and signed by the Student and the Clinical Educator

After this point a minimum of four learning agreements to be spread equally over the duration of the placement.

Portfolio Inspection form - Appendix E

Students are requested to make their Portfolio available for inspection by their Clinical Educator during the Intermediate and Final placement periods. The Clinical Educator should have the opportunity to examine the student's Portfolio on three occasions during the progression of the placement. The Clinical Educator will gain a greater insight into the abilities of the student to plan their clinical progression and record relevant experiences. Each time the Clinical Educator examines the portfolio s/he should sign the Portfolio Inspection Form. This form should be included at the front of the Portfolio.

Clinical Experience Timetable form - Appendix F

Students are required to submit an example of their weekly time table. This form is also used by the Clinical Coordinator to monitor the range of clinical activities which the students is exposed to during their placement training. This form must also be positioned at the front of the Portfolio.

Record of Student Experience form – Appendix G

The student must keep a record of their experiences through the relevant pro-formers within their portfolio. Clinical Educators are asked to sign these records as an accurate account, NOT as an indication of standard achieved or evidence of competence.

Reflective Practice Record form- Appendix H

As part of the student's ongoing studies, reflective practice is required to formulate a more effective learning strategy within the clinical environment. This form enables the student to record each relevant experience, in order that they may refer to it at a later date.

Critical Incidence Report form- Appendix I

This form should be used to record key student clinical experiences that may be referenced and referred to later on in their placement journey and beyond.

Course Training / Record form – Appendix J

This form may be used to record presentations / lectures and describe the experiences and learning points derived from them.

Student Evaluation form(s) – Appendix K

This provides the student with the opportunity to comment on the training within the placement, and the role and input from the Placement Supporting Lecturer. In order for comments to be given freely and in confidence this will normally be completed on return to the University. Clinical Educators may ask for additional formal or informal feedback from students. This feedback provides guidance for all parties in the clinical educational setting.

Record of Hours of Clinical Contact form - Appendix L

The student is required to keep a record of the number of hours of clinical contact at each placement. The Clinical Educator must sign this record. The minimum contact hours per week, stipulated for each placement period, does not include lunch breaks or activities not related to the practice-based module e.g. research or work related to other modules or activities. Appropriate study time for research specifically related to patient management and learning activity related to placement experiences e.g. Refection and portfolio updating is considered within practice-based learning hours. The student may be assigned a maximum of 4 hours per week to maintain their Portfolio.

Health & Safety at Work form - Appendix M

Students are required to complete this form once they have read the appropriate documentation or undergone an induction process within the clinical centre. The form must then be counter-signed by the Clinical Educator / Prosthetic/Orthotic Manager. This must be completed within the first week of the placement.

Request for Leave of Absence Form – Appendix N

Any student requesting leave of absence during the placement must submit their request **in writing** to the Programme Leader and Clinical Education Co-ordinator. Requests will only be considered following discussion with the Clinical Educator.

8. APPENDICES

BSc (Hons) Prosthetics and Orthotics Reflective Essay level 6 –Grade Descriptors

MARKS	LEVEL OF PERFORMANCE	ABILITY TO UNDERSTAND THE CONCEPT OF EVIDENCE BASED PRACTICE AND LINK THEORIES OF BIOMECHANICS, MATERIALS AND PHYSIOLOGICAL CONDITIONS WITH CLINICAL PRACTICE.	ABILITY TO ASSESS AND REFLECT ON THEIR OWN PERFORMANCE	DEMONSTRATE COMPETENCE IN WRITTEN COMMUNICATION SKILLS	THE ABILITY TO WORK WITH OTHERS.
		40%	20%	20%	20%
100 - 90	Outstanding	Fully understands EBP and there is outstanding evidence of how theory has been fully evaluated and related to practice in all areas.	Has developed a reflexive habit and is able to cope with on the spot problems to an outstanding level	Has demonstrated an outstanding level of written communication skills	Outstanding awareness of self and relationships with others. Outstanding knowledge of the team and their contribution to it.
89 - 90	Excellent	Fully understands EBP and theory has been fully evaluated and related to practice in all areas to an excellent level	Has developed a reflexive habit and is able to cope with on the spot problems to an excellent level	The level of written communication is consistently excellent	Excellent awareness of self and relationships with others. Excellent knowledge of the team and their contribution to it.
79 - 70	Very Good	Fully understands EBP and theory has been fully evaluated in all areas and related to practice	Has developed a reflexive habit and is able to cope with some on the spot problems	Written communication is always to a very good standard	Very good awareness of self and relationships with others. Very good knowledge of the team and their contribution to it.
69 - 60	Good	Fully understands EBP and there is substantial evidence of relevant reading and how this relates to practice	Demonstrates a good level reflection on their performance Full consideration of self-assessment process and identifies areas for improvement and ways to achieve this	Demonstrates a good level of written communication	Good awareness of self and relationships with others. Good knowledge of the team and their contribution to it.
59 - 50	Fair	Shows understanding of EBP and there is reasonable evidence of relevant reading and how this relates to practice	Demonstrates reflection on their performance Consideration of self-assessment process and identifies areas for improvement	Written communication is consistently fair and clear	Fair awareness to self and relationships with others. Fair knowledge of the team and their contribution to it.

MARKS	LEVEL OF PERFORMANCE	ABILITY TO UNDERSTAND THE CONCEPT OF EVIDENCE BASED PRACTICE AND LINK THEORIES OF BIOMECHANICS, MATERIALS AND PHYSIOLOGICAL CONDITIONS WITH CLINICAL PRACTICE.	ABILITY TO ASSESS AND REFLECT ON THEIR OWN PERFORMANCE	DEMONSTRATE COMPETENCE IN WRITTEN COMMUNICATION SKILLS	THE ABILITY TO WORK WITH OTHERS.
		40%	20%	20%	20%
49 - 40	Adequate	Basic Understanding of EBP and there is some evidence of relevant reading and how this relates to practice	There is some evidence of reflection on their performance but it is mainly descriptive Adequate completion of self-assessment and evidence of learning contract meetings	Written communication is presented at an adequate level	Adequate awareness of self and relationships with others. Acceptable knowledge of the team and their contribution to it.
39 - 30	Unsatisfactory	No understanding Of EBP and there is little evidence of relevant reading and how this relates to practice	Descriptive writing as evidence of reflection Little evidence of self-assessment through learning record	Written communication is inconsistently effective	Some limitations in awareness of self and relationships with others and the team. Limited knowledge of group values, beliefs, ethical and political issues.
29 -20	Poor	No understanding Of EBP and little or no evidence of linking theory with practice	Descriptive writing as evidence of reflection Self-assessment has not been completed and there is little evidence of learning agreement meetings	Evidence of written communication is poor and does not cover all aspects	Limitations in awareness of self and relationships with others and the team.
19 - 10	Very Poor	No understanding Of EBP and no serious attempt: Insufficient volume of work submitted to be able to demonstrate an adequate level of performance			
9 - 1	Extremely Poor	No serious attempt: insufficient volume of work submitted to be able to demonstrate an adequate level of performance			
0	No Attempt				

APPENDIX B: LEARNING AGREEMENT

	University of Salford MANCHESTER	SCHOOL OF HEALTH & SOCIETY DIRECTORATE OF ALLIED HEALTH BSc (HONS) PROSTHETIC & ORTHOTIC PROGRAMME
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Student Name:

Student ID: @

LEARNING AGREEMENT

Negotiated between (Student) :

and Clinical Educator:

Clinical Placement Centre:

Module:

Date:

Action points or needs identified from previous experience

Learning objective(s)	Strategies and resources available	Evaluation criteria	Time scale	Outcome and Action Points
Reviewed by Placement Supporting Lecturer		Signature of Placement Supporting Lecturer		Date:

APPENDIX C: SELF CERTIFICATION FORM

 University of Salford MANCHESTER	SCHOOL OF HEALTH & SOCIETY DIRECTORATE OF ALLIED HEALTH BSc (HONS) PROSTHETIC & ORTHOTIC PROGRAMME
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Student Name:	Student ID:
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Address:

Practice – based Learning Centre:

Unfit from work from: _____ Return date (if known): _____

I certify I was unfit for work for the period shown above for the following reasons
(*enter details of sickness below*)

Is this absence a result of an industrial injury? YES NO

If yes has the accident been reported? YES NO

Have you consulted a doctor? YES NO

Name of doctor:

Address:

If this absence lasts more than seven (calendar) days your will be required to furnish a Doctor's statement for the eighth day onward.

DECLARATION

I declare that the information given above is a true and accurate record.

Signed: _____ Date: _____

NOTES FOR GUIDANCE

This form should be completed for any period of absence up to and including seven calendar days or for the first seven days of a longer period. You should complete all sections of the form on the first day of your return and submit with your placement documentation.

ON THE FIRST DAY OF SICKNESS

First inform your Clinical Educator or Placement Centre manager of your sickness, then contact the Prosthetics and Orthotics Placement Administrator Sarah Hall on 0161 295 2766 or by email s.j.hall@salford.ac.uk Cc m.ncaloon@salford.ac.uk

APPENDIX D1 – 2 MONTH PAA

	University of Salford MANCHESTER	SCHOOL OF HEALTH & SOCIETY DIRECTORATE OF ALLIED HEALTH BSc (HONS) PROSTHETIC & ORTHOTIC PROGRAMME
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PROFESSIONAL APTITUDE ASSESSMENT (PAA)
2 MONTH DOCUMENTATION

STUDENT NAME	
STUDENT ID	
DATE OF PLACEMENT	
LEVEL	
PLACEMENT CENTRE	
CLINICAL EDUCATOR	
PLACEMENT SPECIALITY	PROSTHETICS <input type="checkbox"/> ORTHOTICS <input type="checkbox"/>
DATE OF ASSESSMENT	
ASSESSMENT COMPLETED BY	

*** INVOLVES ONE OF THE KEY SKILLS OF COMMUNICATION, NUMERACY, INFORMATION TECHNOLOGY, MANAGING OWN LEARNING, WORKING WITH OTHERS, AND PROBLEM SOLVING.**



Student Name:

Student ID:

SECTION 1 – PERSONAL CONDUCT	Y	N/Y	N
	<i>Please tick as appropriate</i>		
Has a positive attitude towards learning and seeks to enhance their learning*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents a neat and tidy appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows responsibility in punctuality and attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to organise their time suitably including management of and ability to prioritise case load, duties and responsibilities*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds well to constructive criticism*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aware of own strengths and areas for development*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to ask questions and for assistance when necessary*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL ASSESSMENT EVALUATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CLINICAL EDUCATOR COMMENTS

Clinical Educator Signature:

Date:

Student Signature:

Date:

NB: IF A STUDENT FAILS TO ENSURE THE SAFETY OF THEMSELVES OR OTHERS BY THE COMPLETION OF THE FINAL PROFESSIONAL APTITUDE ASSESSMENT THEY ARE DEEMED TO HAVE FAILED THE PLACEMENT



Student Name:

Student ID:

SECTION 2 – PROFESSIONAL CONDUCT	Y	N/Y	N
	<i>Please tick as appropriate</i>		
Shows co-operation and mutual respect for colleagues*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the role of the prosthetist/orthotist within the multidisciplinary team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the role of other members of the multidisciplinary team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates as a member of the multidisciplinary team*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently shows regard to the Guidelines for Best Practice and the Ethical Code of the HCPC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently shows regard to the legal requirements of working as a prosthetist/orthotist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently ensures a safe working environment for the user and relatives/carers, self and colleagues and takes action to prevent injury in accordance with the Health and Safety at Work Act 1974 (see note below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL ASSESSMENT EVALUATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CLINICAL EDUCATOR COMMENTS

Clinical Educator Signature:	Date:
Student Signature:	Date:

NB: IF A STUDENT FAILS TO ENSURE THE SAFETY OF THEMSELVES OR OTHERS BY THE COMPLETION OF THE FINAL PROFESSIONAL APTITUDE ASSESSMENT THEY ARE DEEMED TO HAVE FAILED THE PLACEMENT



Student Name:

Student ID:

SECTION 3 – COMMUNICATION	Y	N/Y	N
	<i>Please tick as appropriate</i>		
Initiates and directs conversation to draw out user history and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains the nature and purpose of procedures and the likely outcomes to the user, in appropriate detail and at a suitable level of understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains the care and use of the prosthesis/orthosis in appropriate detail and at a suitable level of understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes prosthetic/orthotic clinical notes that meet or exceed the BAPO and statutory regulatory body (HCPC) minimum standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes prosthetic/orthotic measurement/information forms as provided by the department/company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively and appropriately with all staff in the department and with staff in other departments/hospitals as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates and directs conversation to draw out user history and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL ASSESSMENT EVALUATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CLINICAL EDUCATOR COMMENTS

Clinical Educator Signature:	Date:
Student Signature:	Date:

NB: IF A STUDENT FAILS TO ENSURE THE SAFETY OF THEMSELVES OR OTHERS BY THE COMPLETION OF THE FINAL PROFESSIONAL APTITUDE ASSESSMENT THEY ARE DEEMED TO HAVE FAILED THE PLACEMENT



Student Name:

Student ID:

SECTION 4 – USER ASSESSMENT	Y	N/Y	N
	<i>Please tick as appropriate</i>		
Gathers pertinent data from appropriate sources including:			
• Gait analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Physical assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Referral letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Medical and social history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Identifies users own perceptions and priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducts assessments considering:			
• Health and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Logical sequencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Care and comfort of user	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Psychological and cultural needs of user	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Evaluates results to identify functional loss/impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL ASSESSMENT EVALUATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CLINICAL EDUCATOR COMMENTS

Clinical Educator Signature:	Date:
Student Signature:	Date:

NB: IF A STUDENT FAILS TO ENSURE THE SAFETY OF THEMSELVES OR OTHERS BY THE COMPLETION OF THE FINAL PROFESSIONAL APTITUDE ASSESSMENT THEY ARE DEEMED TO HAVE FAILED THE PLACEMENT



Student Name:

Student ID:

SECTION 5 – INTERVENTION AND PATIENT MANAGEMENT PLANS	Y	N/Y	N
	<i>Please tick as appropriate</i>		
Prescription/specification of appropriate prosthesis/orthosis considering:			
• Health & safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Prosthetic/orthotic componentry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Interface materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Fabrication techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Cognitive function of user	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Physical and medical requirement of user	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Psychological and cultural requirements of user	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Able to explain rationale behind prescription	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Awareness of referral to other health care professionals where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL ASSESSMENT EVALUATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CLINICAL EDUCATOR COMMENTS

Clinical Educator Signature:	Date:
Student Signature:	Date:

NB: IF A STUDENT FAILS TO ENSURE THE SAFETY OF THEMSELVES OR OTHERS BY THE COMPLETION OF THE FINAL PROFESSIONAL APTITUDE ASSESSMENT THEY ARE DEEMED TO HAVE FAILED THE PLACEMENT



Student Name:

Student ID:

SECTION 6 – APPLICATION	Y	N/Y	N
	<i>Please tick as appropriate</i>		
Accurately record and measure data to allow production of a prosthesis or orthosis*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately capture the 3-D body segment characteristics (Casting, CAD/CAM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to competently rectify the 3-D model applying the appropriate biomechanical and anatomical principles or provide written details for rectification on the appropriate form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to fit the prosthesis/orthosis to the user and customise where appropriate including:*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Adjustments to the prosthetic/orthotic interface	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Adjustments to the alignment of the prosthesis/orthosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of the importance of continuing process of evaluation and the requirements of user review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL ASSESSMENT EVALUATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CLINICAL EDUCATOR COMMENTS

Clinical Educator Signature:	Date:
Student Signature:	Date:

NB: IF A STUDENT FAILS TO ENSURE THE SAFETY OF THEMSELVES OR OTHERS BY THE COMPLETION OF THE FINAL PROFESSIONAL APTITUDE ASSESSMENT THEY ARE DEEMED TO HAVE FAILED THE PLACEMENT

APPENDIX D2 – 4 MONTH PAA

	University of Salford MANCHESTER	SCHOOL OF HEALTH & SOCIETY DIRECTORATE OF ALLIED HEALTH BSc (HONS) PROSTHETIC & ORTHOTIC PROGRAMME
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PROFESSIONAL APTITUDE ASSESSMENT (PAA)
4 MONTH DOCUMENTATION

STUDENT NAME	
STUDENT ID	
DATE OF PLACEMENT	
LEVEL	
PLACEMENT CENTRE	
CLINICAL EDUCATOR	
PLACEMENT SPECIALITY	PROSTHETICS <input type="checkbox"/> ORTHOTICS <input type="checkbox"/>
DATE OF ASSESSMENT	
ASSESSMENT COMPLETED BY	

*** INVOLVES ONE OF THE KEY SKILLS OF COMMUNICATION, NUMERACY, INFORMATION TECHNOLOGY, MANAGING OWN LEARNING, WORKING WITH OTHERS, AND PROBLEM SOLVING.**



Student Name:

Student ID:

SECTION 1 – PERSONAL CONDUCT	Y	N
	<i>Please tick as appropriate</i>	
Has a positive attitude towards learning and seeks to enhance their learning*	<input type="checkbox"/>	<input type="checkbox"/>
Presents a neat and tidy appearance	<input type="checkbox"/>	<input type="checkbox"/>
Shows responsibility in punctuality and attendance	<input type="checkbox"/>	<input type="checkbox"/>
Able to organise their time suitably including management of and ability to prioritise case load, duties and responsibilities*	<input type="checkbox"/>	<input type="checkbox"/>
Responds well to constructive criticism*	<input type="checkbox"/>	<input type="checkbox"/>
Aware of own strengths and areas for development*	<input type="checkbox"/>	<input type="checkbox"/>
Able to ask questions and for assistance when necessary*	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL ASSESSMENT EVALUATION	<input type="checkbox"/>	<input type="checkbox"/>

CLINICAL EDUCATOR COMMENTS

Clinical Educator Signature:

Date:

Student Signature:

Date:

NB: IF A STUDENT FAILS TO ENSURE THE SAFETY OF THEMSELVES OR OTHERS BY THE COMPLETION OF THE FINAL PROFESSIONAL APTITUDE ASSESSMENT THEY ARE DEEMED TO HAVE FAILED THE PLACEMENT



Student Name:

Student ID:

SECTION 2 – PROFESSIONAL CONDUCT	Y	N
	<i>Please tick as appropriate</i>	
Shows co-operation and mutual respect for colleagues*	<input type="checkbox"/>	<input type="checkbox"/>
Understands the role of the prosthetist/orthotist within the multidisciplinary team	<input type="checkbox"/>	<input type="checkbox"/>
Understands the role of other members of the multidisciplinary team	<input type="checkbox"/>	<input type="checkbox"/>
Participates as a member of the multidisciplinary team*	<input type="checkbox"/>	<input type="checkbox"/>
Consistently shows regard to the Guidelines for Best Practice and the Ethical Code of the HCPC	<input type="checkbox"/>	<input type="checkbox"/>
Consistently shows regard to the legal requirements of working as a prosthetist/orthotist	<input type="checkbox"/>	<input type="checkbox"/>
Consistently ensures a safe working environment for the user and relatives/carers, self and colleagues and takes action to prevent injury in accordance with the Health and Safety at Work Act 1974 (see note below)	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL ASSESSMENT EVALUATION	<input type="checkbox"/>	<input type="checkbox"/>

CLINICAL EDUCATOR COMMENTS

Clinical Educator Signature:

Date:

Student Signature:

Date:

NB: IF A STUDENT FAILS TO ENSURE THE SAFETY OF THEMSELVES OR OTHERS BY THE COMPLETION OF THE FINAL PROFESSIONAL APTITUDE ASSESSMENT THEY ARE DEEMED TO HAVE FAILED THE PLACEMENT



Student Name:

Student ID:

SECTION 3 – COMMUNICATION	Y	N
	<i>Please tick as appropriate</i>	
Initiates and directs conversation to draw out user history and needs	<input type="checkbox"/>	<input type="checkbox"/>
Explains the nature and purpose of procedures and the likely outcomes to the user, in appropriate detail and at a suitable level of understanding	<input type="checkbox"/>	<input type="checkbox"/>
Explains the care and use of the prosthesis/orthosis in appropriate detail and at a suitable level of understanding	<input type="checkbox"/>	<input type="checkbox"/>
Completes prosthetic/orthotic clinical notes that meet or exceed the BAPO and statutory regulatory body (HCPC) minimum standard	<input type="checkbox"/>	<input type="checkbox"/>
Completes prosthetic/orthotic measurement/information forms as provided by the department/company	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively and appropriately with all staff in the department and with staff in other departments/hospitals as required	<input type="checkbox"/>	<input type="checkbox"/>
Initiates and directs conversation to draw out user history and needs	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL ASSESSMENT EVALUATION	<input type="checkbox"/>	<input type="checkbox"/>

CLINICAL EDUCATOR COMMENTS

Clinical Educator Signature:

Date:

Student Signature:

Date:

NB: IF A STUDENT FAILS TO ENSURE THE SAFETY OF THEMSELVES OR OTHERS BY THE COMPLETION OF THE FINAL PROFESSIONAL APTITUDE ASSESSMENT THEY ARE DEEMED TO HAVE FAILED THE PLACEMENT



Student Name:

Student ID:

SECTION 4 – USER ASSESSMENT	Y	N
	<i>Please tick as appropriate</i>	
Gathers pertinent data from appropriate sources including:		
• Gait analysis	<input type="checkbox"/>	<input type="checkbox"/>
• Physical assessment	<input type="checkbox"/>	<input type="checkbox"/>
• Referral letter	<input type="checkbox"/>	<input type="checkbox"/>
• Medical and social history	<input type="checkbox"/>	<input type="checkbox"/>
• Identifies users own perceptions and priorities	<input type="checkbox"/>	<input type="checkbox"/>
Conducts assessments considering:		
• Health and safety	<input type="checkbox"/>	<input type="checkbox"/>
• Logical sequencing	<input type="checkbox"/>	<input type="checkbox"/>
• Care and comfort of user	<input type="checkbox"/>	<input type="checkbox"/>
• Psychological and cultural needs of user	<input type="checkbox"/>	<input type="checkbox"/>
• Evaluates results to identify functional loss/impairment	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL ASSESSMENT EVALUATION	<input type="checkbox"/>	<input type="checkbox"/>

CLINICAL EDUCATOR COMMENTS

Clinical Educator Signature:	Date:
Student Signature:	Date:

NB: IF A STUDENT FAILS TO ENSURE THE SAFETY OF THEMSELVES OR OTHERS BY THE COMPLETION OF THE FINAL PROFESSIONAL APTITUDE ASSESSMENT THEY ARE DEEMED TO HAVE FAILED THE PLACEMENT



Student Name:

Student ID:

SECTION 5 – INTERVENTION AND PATIENT MANAGEMENT PLANS	Y	N
	<i>Please tick as appropriate</i>	
Prescription/specification of appropriate prosthesis/orthosis considering:		
• Health & safety	<input type="checkbox"/>	<input type="checkbox"/>
• Prosthetic/orthotic componentry	<input type="checkbox"/>	<input type="checkbox"/>
• Interface materials	<input type="checkbox"/>	<input type="checkbox"/>
• Fabrication techniques	<input type="checkbox"/>	<input type="checkbox"/>
• Cognitive function of user	<input type="checkbox"/>	<input type="checkbox"/>
• Physical and medical requirement of user	<input type="checkbox"/>	<input type="checkbox"/>
• Psychological and cultural requirements of user	<input type="checkbox"/>	<input type="checkbox"/>
• Able to explain rationale behind prescription	<input type="checkbox"/>	<input type="checkbox"/>
• Awareness of referral to other health care professionals where appropriate	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL ASSESSMENT EVALUATION	<input type="checkbox"/>	<input type="checkbox"/>

CLINICAL EDUCATOR COMMENTS

Clinical Educator Signature:	Date:
Student Signature:	Date:

NB: IF A STUDENT FAILS TO ENSURE THE SAFETY OF THEMSELVES OR OTHERS BY THE COMPLETION OF THE FINAL PROFESSIONAL APTITUDE ASSESSMENT THEY ARE DEEMED TO HAVE FAILED THE PLACEMENT



Student Name:

Student ID:

SECTION 6 – APPLICATION	Y	N
	<i>Please tick as appropriate</i>	
Accurately record and measure data to allow production of a prosthesis or orthosis*	<input type="checkbox"/>	<input type="checkbox"/>
Accurately capture the 3-D body segment characteristics (Casting, CAD/CAM)	<input type="checkbox"/>	<input type="checkbox"/>
Ability to competently rectify the 3-D model applying the appropriate biomechanical and anatomical principles or provide written details for rectification on the appropriate form	<input type="checkbox"/>	<input type="checkbox"/>
Ability to fit the prosthesis/orthosis to the user and customise where appropriate including:*	<input type="checkbox"/>	<input type="checkbox"/>
• Adjustments to the prosthetic/orthotic interface	<input type="checkbox"/>	<input type="checkbox"/>
• Adjustments to the alignment of the prosthesis/orthosis	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of the importance of continuing process of evaluation and the requirements of user review	<input type="checkbox"/>	<input type="checkbox"/>
Accurately record and measure data to allow production of a prosthesis or orthosis*	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL ASSESSMENT EVALUATION	<input type="checkbox"/>	<input type="checkbox"/>

CLINICAL EDUCATOR COMMENTS

Clinical Educator Signature:	Date:
Student Signature:	Date:

NB: IF A STUDENT FAILS TO ENSURE THE SAFETY OF THEMSELVES OR OTHERS BY THE COMPLETION OF THE FINAL PROFESSIONAL APTITUDE ASSESSMENT THEY ARE DEEMED TO HAVE FAILED THE PLACEMENT

Appendix E: Portfolio Inspection form

 University of Salford MANCHESTER	SCHOOL OF HEALTH & SOCIETY DIRECTORATE OF ALLIED HEALTH BSc (HONS) PROSTHETIC & ORTHOTIC PROGRAMME
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Student Name:	Student ID:
----------------------	--------------------

DATE	CLINICAL EDUCATOR SIGNATURE

APPENDIX F: CLINICAL EXPERIENCE TIMETABLE

	University of Salford MANCHESTER	SCHOOL OF HEALTH & SOCIETY DIRECTORATE OF ALLIED HEALTH BSc (HONS) PROSTHETIC & ORTHOTIC PROGRAMME
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Student Name:	Student ID:
----------------------	--------------------

Period covered from:	To:
----------------------	-----

CP Number:	Date:
------------	-------

CLINICAL PLACEMENT ACTIVITY		
------------------------------------	--	--

PM	AM	
		MONDAY
		TUESDAY
		WEDNESDAY
		THURSDAY
		FRIDAY

Enter details of your clinical experience activities on the timetable above. State the duration of each activity and provide information about the number of hours spent in direct contact with patients, the number of hours spent in workshop activities and the amount of time spent on administrative tasks.

Total number of hours spent per week in direct contact

Total number of hours spent per week in workshop activities

Total number of hours spent per week in administrative tasks

APPENDIX G: RECORD OF STUDENT EXPERIENCE FORM (ORTHOTIC)

	University of Salford MANCHESTER	SCHOOL OF HEALTH & SOCIETY DIRECTORATE OF ALLIED HEALTH BSc (HONS) PROSTHETIC & ORTHOTIC PROGRAMME
Student Name:		Student ID:
ORTHOTIC (EXAMPLE) PLACEMENT EXPERIENCE FORM		
AMPUTEE LEVEL	NUMBER OF RELEVANT EXPERIENCES	
LOWER LIMB		
Conventional AFO		
Plastic AFP		
Knee Orthoses		
Conventional KAFO (Knee Control)		
Conventional KAFO (Weight Relief)		
Plastic KAFO (Weight Relief)		
Hip Joints in conjunction with KAFO		
Orthosis for congenital deformities		
Foot insoles		
External adaptations		
Footwear		
UPPER LIMB		
Finger Orthosis		
Passive WHO		
Dynamic WHO		
Shoulder/Elbow Orthosis		
Orthosis for congenital deformities		
SPINE AND TRUNK		
Lumbosacral Orthosis		
Taylor Brace (TLSO)		
Moulded Plastic Jacket		
Milwaukee Brace / Boston Brace		
Cervical Orthosis		
OTHER EXPERIENCES		
Fracture Bracing Lower Limb		
Halo Bracing		
Other specialised treatment		
Details:		

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APPENDIX G: RECORD OF STUDENT EXPERIENCE FORM (PROSTHETIC)

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Student Name:	Student ID:
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PROSTHETIC (EXAMPLE) PLACEMENT EXPERIENCE FORM	
AMPUTEE LEVEL	NUMBER OF RELEVANT EXPERIENCES
Partial Foot	
Ankle Disarticulation	
Trans – tibial	
Knee Disarticulation	
Trans – femoral	
Hip Disarticulation	
Partial Hans	
Trans – radial	
Elbow Disarticulation	
Trans – humeral	
Fore Quarter and Shoulder Disarticulation	
Other Experiences	
Details	

APPENDIX H: REFLECTIVE PRACTICE RECORD FORM

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Student Name:	Student ID:
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REFLECTIVE PRACTICE RECORD

Date of experience:

Location of experience:

Description of experience

Action taken by myself

Outcome – what did I learn and how will I apply this to my practice?

APPENDIX I: CRITICAL INCIDENT REPORT

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Student Name:	Student ID:
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CRITICAL INCIDENT REPORT

Date of experience:

Location of experience:

Description of experience

Action taken by myself

Outcome – what did I learn and how will I apply this to my practice?



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Student Name:

Student ID:

COURSE /TRAINING RECORD

Date:

Venue:

Title or Topic

Speaker/Presenter(s)

Key Learning points

Criticisms

Application of new knowledge to current and future working practice

APPENDIX J: COURSE / TRAINING RECORD FORM

Clinical Educator Placement Evaluation Scheme

APPENDIX K: STUDENT EVALUATION OF CLINICAL EDUCATOR(S) (FORM: SE/CE)

APPENDIX L: RECORD OF HOURS OF CLINICAL CONTACT (COMPULSORY)

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Student Name:	Student ID:
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Name of Educator(s):
Placement Site:
Date:

		YES	NO
Q1	Did your Clinical Educator arrange induction on day one of the placement?	<input type="checkbox"/>	<input type="checkbox"/>
Q2	Were you provided with a variety of learning experiences to meet the learning outcomes for the placement?	<input type="checkbox"/>	<input type="checkbox"/>
Q3	Was your Clinical Educator approachable and willing to negotiate your learning development plan?	<input type="checkbox"/>	<input type="checkbox"/>
Q4	Did you receive feedback to enable you to acknowledge your own strengths and weaknesses?	<input type="checkbox"/>	<input type="checkbox"/>
Q5	Were you given the opportunity to discuss or work with other professionals within an MDT?	<input type="checkbox"/>	<input type="checkbox"/>
Q6	Was your Clinical Educator willing to demonstrate/teach/observe?	<input type="checkbox"/>	<input type="checkbox"/>
Q7	Did you feel able to ask questions about your learning and seek clarification in aspects of which you were unsure?	<input type="checkbox"/>	<input type="checkbox"/>
Q8	Were you given regular constructive feedback on each area of your development?	<input type="checkbox"/>	<input type="checkbox"/>
Q9	Did you feel accepted as part of the team?	<input type="checkbox"/>	<input type="checkbox"/>
Q10	In your opinion could any aspect of the placement have been improved?	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS	
Student Name:	Student Signature:
Date:	NOTE: Completion of this page is compulsory. Please complete the form and email to s.j.hall@salford.ac.uk on the essay submission date: Cc m.mcaloon@salford.ac.uk



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Student Name:

Student ID:

HEALTH AND SAFETY AT WORK

I have read and understood the Health and Safety documentation of:

(please complete below)

I understand the procedures and have noted the actions to be taken in event of fire, cardiac arrest and all other specific procedural issues.

Student Signature:

Date:

I can confirm that the student has been made aware of the Health and Safety requirements for this workplace.

Clinical Manager Name:

Signature:

Date:

Practice – based Learning Centre:

Practice area:

APPENDIX N: REQUEST FOR ABSENCE OF LEAVE



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Student Name:

Student ID:

REQUEST FOR ABSENCE OF LEAVE

Student's request for leave of absence from placement

Student's Personal Tutor:

Dates requested / involved:

From:

To:

Reason for request

(please complete below)

Please note:

If this is a confidential matter for discussion only with your personal tutor please tick

If this is the case you need to give no further details in writing.

Signed (Student)

Date:

Signed (Training Officer)

Date:

Signed (Directorate Staff member)

Date: