Learning Agreement Guidelines

Within the first week of all placements, students will orientate themselves to the unique opportunities provided by each individual practice setting. From this orientation and discussion with their Practice Educator and guided by prior contact with their Professional Development Tutor, each student will design overarching aims in the form of a learning agreement that identifies the outcomes that the student expects to achieve by the end of the practice placement. These aims are designed to be flexible and can be adapted throughout the placement dependent on the learning opportunities. The Learning Agreement should reflect the level to which the student needs to attain professional skills, should be designed to meet the needs of the specific learning opportunity and should take account of the student's style of learning. The learning agreement should inform supervision and assist in weekly goal setting and review. In demonstrating the educational requirements in the student's development, Bloom's Taxonomy can assist the student in their formulation of an appropriately described broad aim. Students normally devise between 6 and 10 aims to encompass the 10 elements of professional practice.

As the placement proceeds, further aims may be added to the learning agreement should the original aims be achieved and/or additional learning needs be identified.
LEARNING AGREEMENT - GUIDELINES

STUDENT:  
…………………………………………………………………………………………………………………………………………

DATE AGREED:  At the end of the induction period when students are in a position to identify learning opportunities

PRACTICE EDUCATOR(s):  
…………………………………………………………………………………………………………………………………………

DATE FOR REVIEW:  Progress monitored in supervision/reviewed at the midway and final assessment

<table>
<thead>
<tr>
<th>LEARNING INTENTIONS (BROAD AIMS)</th>
<th>LEARNING ACTIVITIES (STRATEGIES)</th>
<th>LEARNING OUTCOMES (EVIDENCE)</th>
<th>REVIEW / EVALUATION (WHAT HAS BEEN ACHIEVED?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be completed at the beginning of the placement</td>
<td>To be completed at the beginning of the placement</td>
<td>To be completed at the beginning of the placement</td>
<td>For ongoing review</td>
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</tbody>
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Each placement offers a unique experience. This section identifies the broad aims for Section II of the assessment, i.e. by the end of the placement students will have demonstrated appropriate levels of performance in:

- Interpersonal Skills
- Teamwork
- Engagement in the learning Process
- Professionalism
- Ethics
- Reflective Practice
- Management Skills
- Theory into Practice
- ‘Occupation’ as Therapy
- Occupational Therapy Process

Identifying how the aims will be achieved. These may include:

- Self directed/guided study
- Observing colleagues
- Written observations and reflections
- Application of knowledge, theory, techniques
- Skills practice (supervised/independent)
- Participation in case reviews
- In service training using resources (assessment tools, creative media etc.)

Critical incident analysis. Progression of learning throughout placement as evidenced in CPD. Portfolio demonstrating competence in aspects of professional practice, for example,

- Participating/undertaking assessments
- Writing reports
- Facilitating groups
- Presentations
- Feedback from colleagues/service users

Monitoring and commenting on progress in weekly supervision, midway assessment.
NB. Broad aims should not be confused with objectives or learning goals. These will be identified during weekly supervision in order to facilitate the achievement of the identified aims.

NB. Learning outcomes should reflect the stage of learning and should be ‘readable’, ‘observable’, ‘speakable’, ‘measurable’, ‘specific’ i.e. the actual ‘concrete’ evidence that the learning intentions have been carried out.

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<tr>
<th>SIGNATURE OF STUDENT</th>
<th>SIGNATURE OF PRACTICE EDUCATOR(s)</th>
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Bloom’s Taxonomy of Educational Objectives (1956)

This proposes the following levels of cognitive operation and underpins the progression of learning in BSc (Hons) Occupational Therapy, Knowing, Understanding, Analysing, Applying, Synthesising, Evaluating.

The following questioning guide may be useful when assessing students’ progress:

<table>
<thead>
<tr>
<th>Level</th>
<th>Questioning Guide</th>
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</thead>
<tbody>
<tr>
<td>Lev 3</td>
<td>Knowing: When? Where? What? (How?) Describe, Tell me about</td>
</tr>
<tr>
<td>Lev 2</td>
<td>Understanding: What do you think about…….? Why? How? Could you explain, clarify, define, and give examples of…….? What are the pros and cons of…….?</td>
</tr>
<tr>
<td>Lev 1</td>
<td>Applying: What do you think about…….? Why? How? Could you explain…….? What are the possible uses/applications/interpretations/perspectives of/on this thing/phenomenon/idea/theory/view? Say…… were the case/were to happen, then what? What would happen then? How would this relate to/affect…….?</td>
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<tr>
<td></td>
<td>Analysing: What (would happen) if…….? Why? How? Could you explain…….?…… Can you give a possible reason for…….? What do you think are the possible reasons/interpretations/causes/implications/consequences of…….?</td>
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<td></td>
<td>Synthesising: So how does this fit with…….? How does this relate to/impinge on/affect…….? So can you put all that together? What is the big picture? What are the interconnections/causes? Consequences/implications?</td>
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</tbody>
</table>

* Expected level of performance at Level 1, 2 and 3.