

Professional Experience Placement (PEP) 1 Outline

Master of Occupational Therapy, UTAS Health

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Acknowledgment of Country

We acknowledge the Pakana and Palawa people of Lutruwita, the traditional owners of the land upon which we live and work.

We pay respects to Elders past and present as the knowledge holders and sharers. We honour their strong culture and knowledges as vital to the self-determination, wellbeing and resilience of their communities.

We stand for a future that profoundly respects and acknowledges Aboriginal perspectives, culture, language and history.

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1. PEP 1 Overview

Positioned in the student's first semester, PEP1 will enable students to integrate foundational occupational therapy theory, models and processes with their direct experience of occupational therapy practice on PEP. The part-time nature of PEP1 allows students time and capacity to manage this integration and continue their coursework. PEP1 will build the foundational placement skills required for successful placements throughout the entire Master of Occupational Therapy course.

2. PEP 1 Team

- Tasmanian Placements Team - Tasmania.Placements@utas.edu.au
- Fieldwork Co-ordinator– Johnson Lock can be contacted at johnsonwaikong.lock@utas.edu.au, or via Teams by phoning 03 6324 3612.
- Unit Coordinator (CXA717) - Michelle Fair, Senior Lecturer, Occupational Therapy.
- Academic Placement Support:
 - Clarissa Adriel, Conjoint THS and UTAS Clinical Lead
 - Helen Titmuss, Lecturer
- Michelle, Clarissa and Helen can be contacted on UTAS MOT email: OccupationalTherapy@utas.edu.au

3. PEP 1 Structure

Part-time and distributed across the first stage of UTAS Master of OT (MOT).

- Placements within all types of Occupational Therapy settings.
- Supervision provided by placement provider Occupational Therapist.
- Peer placements (2 students co-located in one setting) is encouraged for PEP1, to allow peer support. Supervision model is at the agency's discretion – 1:1 or 1:2 supervision. Peer placement is not essential, and providers are welcome to offer placement for 1 student.
- Part 1: Weeks 7-11 of UTAS semester. 1 day per week, of the agency's choosing, (excluding Fridays). 5 days in total, 8 hours per day including lunch.
- Part 2: Weeks 12-16 of UTAS semester. 2 days per week, of the agency's choosing- 10 days in total, 8 hours per day including lunch. Please note, online

tutorials continue on Fridays of weeks 12 and 13, and Wednesdays of weeks 14-16, and students are therefore not available for PEP on these days.

- In 2025 dates students are unavailable for PEP are:
 - Friday 12/9/25
 - Friday 19/9/25
 - Friday 26/9/25
 - Friday 3/10/25
 - Friday 10/10/25
 - Friday 17/10/25
 - Friday 24/10/25
 - Wednesday 29/10/25
 - Wednesday 5/11/25
 - Wednesday 12/11/25
- Days per week in either Part 1 or Part 2 may be increased at the agreement of the agency and university to accommodate specific needs. Total days remains at 15 days.
- Part 1 and 2 are generally expected to be continuous with the same clinical setting, supervisor, and service/caseload. If the agency would like to/needs to change supervisor/service/caseload setting within PEP1, there should be sufficient continuity for ongoing student learning and development. PEP 1 Unit Co-ordinator can be contacted to discuss PEP design further.

4. Learning outcomes of the Unit (CXA717) related to PEP1

Engage in culturally responsive and inclusive occupation focused practice including needs of Aboriginal Peoples.

Demonstrate safe and effective foundational level written and verbal communication skills with clients, families, colleagues, and service users.

Integrate foundational level professional knowledge for occupational therapy practice and process.

Demonstrate foundational level professional practice behaviours in accordance with relevant codes and standards.

5. Student performance expectations for PEP 1

- Understands how to maintain privacy and confidentiality in the workplace and demonstrates awareness of privacy and confidentiality across a range of tasks and environments.
- Always follows clear directives from supervisor and maintains safe scope of practice.
- Participates in development of learning goals. Agrees to learning goals and steps to achieve these, then demonstrates accountability. Engages in feedback and supervision willingly, demonstrated by dialogue and behaviour change related to both positive and constructive feedback. Persists in working towards learning objectives.
- Demonstrates respectful communication and effective self-management. Initiates and engages in communication with staff and clients appropriately. Receives and acts on information accurately. Achieves engagement with clients within PEP1 student scope. Receives feedback and sets learning goals related to communication.
- Practices specific, simple information gathering tasks once oriented to workplace processes. Selects and records some relevant information once familiar with workplace clinical scope and model of care.
- Demonstrates awareness of OT models and processes, and client-centred practice when participating in goal setting with support.
- Follows directions, policies and local practices for documentation. Using templates, tools, or clear structures, completes simple documentation activities that uses professional and ethical language.
- Uses Occupational Therapy models and frameworks to understand clinical client presentations with some support. Includes core factors of person, occupation and environment in designated tasks, reflections, and clinical discussions, once familiar with the clinical setting.
- Suggests approaches to address occupational performance issues and meet client goals, to the extent of foundational theory learnt to date, with support.
- Applies principles of task analysis to less complex clinical situations with support.
- Uses familiar Occupational Therapy frameworks and process models to engage in some clinical reasoning with support.
- Engages in EBP skills to seek high quality evidence, and explores application to the practice context, with support.

6. Assessment on PEP 1

Students are assessed as novices on PEP 1. They are evaluated against the expectations above, not against entry-level performance.

The 'Evaluation of Foundational Placement Competencies' (EFPC) will be used for Placement 1. This assessment tool rates performance on 6 domains:

- Professional Behaviour
- Learner Behaviour
- Communication
- Information Gathering
- Documentation
- Understanding their Professional Scope

The EFPC is an interprofessional tool, intended to evaluate foundational knowledge and skill development, to promote student success in future placements. It has been evaluated across multiple contexts. It does not measure clinical competence. These attributes allow the EFPC to be used across a very wide range of clinical settings.

The foundational nature of the EFPC domains mean that all domains will usually be able to be included in Placement 1 student evaluation. There is an option to omit 'Documentation' and 'Understanding their Professional Scope', however placement providers are encouraged to contact their UTAS Academic Placement Support to explore how to evaluate all domains wherever possible.

Completing the EFPC:

- At midway (day 7) and final evaluation, the following steps are expected to be performed:
 1. Student self-evaluation against the EFPC domains;
 2. Supervisor evaluation on the EFPC (domains and Summary Recommendation), with some comments to demonstrate reasoning;
 3. Review of learning goals and plans.

Submitting the EFPC:

- At midway, supervisors email their midway EFPC evaluation to OccupationalTherapy@utas.edu.au
- At end of placement, students upload their supervisor's final EFPC evaluation into Mylo for completion of unit grading. Supervisors email a copy of their final EFPC evaluation to OccupationalTherapy@utas.edu.au

See 'UTAS MOT Supervisor Manual' for further general advice on PEP assessment.

See Appendix A of this document - 'EFPC Guide'

7. Professional Portfolios

Students are creating a Portfolio, which will map their capabilities, competencies, and skills across the UTAS MOT course. The Portfolio will include Australian OT Competency Standards, where students place evidence of their learning and development against the competencies. Students can choose to place evidence of learning and development gathered on PEP into their portfolio. Supervisors can remind and encourage students to do so. Should the students collect evidence for their portfolio related to clients, please ensure students de-identify documents to maintain client privacy and confidentiality. **The Portfolio is assessed by UTAS MOT academic staff.**

8. Scope of Practice and Supervision

In a part-time placement, students are likely to see part of a single client's OT process. We encourage you to allow time for students to engage in self-directed activities and independent learning in PEP hours to understand the broader OT process for clients and the workplace. This may include, but is not limited to:

- file review to understand the events and OT process prior to the observed clinical moment;
- research the impact of specific conditions on occupational performance;
- mapping client occupational profiles against OT models;
- research specific OT assessments and interventions and their application;
- building occupational profiles; proposing next steps or future parts of the OT process for a current client.

Students may be ready to participate in clinical activities during PEP 1, and supervisors are encouraged to facilitate participation where is safe for clients and students to do so. Direct student supervision is recommended for all clinical activities on PEP 1. Five general levels of supervision for clinical activities are outlined below. **In PEP 1, students will begin on level 1 and will not be expected to progress beyond level 3. Attainment at level 2 will be an appropriate outcome for PEP 1 generally.**

- Level 1: the learner is allowed to be present and observe
- Level 2: the learner is allowed to execute a specific, defined clinical activity, or part of, with direct, pro-active supervision, present in the room
- Level 3: the learner is allowed to carry out the specific clinical activity without a supervisor in the room, but quickly available if needed, i.e. with indirect, reactive, supervision

- Level 4: the learner is allowed to work unsupervised
- Level 5: the learner is allowed to provide supervision to more junior learners (Ten Cate & Taylor, 2021).

The types of clinical activities that would be suitable for students to undertake on PEP 1 may include:

- introducing themselves and the role of occupational therapy in the practice setting; introducing an activity; seeking informed consent.
- a brief client specific file review or audit;
- taking part of a case history interview/initial assessment;
- administering a discrete section or part of a familiar assessment;
- delivering a discrete part of a familiar, low-risk intervention;
- simple documentation, or part/s of more complex documentation;
- communicating with other health professionals, e.g. a short verbal handover updating a team member on activities undertaken with a client that day.
- UTAS MOT Academic Placement Support can be contacted for queries about student scope and activities.

9. PEP and WIL experience prior to PEP 1

Students will complete a 3-day 'Simulated Placement' (SIMPRAC) on campus, immediately prior to PEP 1. The simulation takes place in a simulated hospital environment using actors for authenticity. Students will be expected to be punctual, wear uniform, maintain professional standards of behaviour, and manage their time effectively. During the simulation, within small groups, students will practice:

- Information gathering from simulated health information systems and medical records.
- Documentation into a medical record.
- Client interview with an actor.
- Observing a client (actor) perform tasks in ward or community environments.
- Developing an occupational profile for a client.
- Presenting a client's details at a case conference.
- Receiving feedback, evaluation with the EFPC, and undertaking self-evaluation with the EFPC.

10. Curriculum content prior to and during PEP 1

Prior to PEP1 (summary only, not a complete list):

OT conceptual models (PEO, CMOP-E, Kawa)	Risk management
OT process models (OTPF4, OTIPM, OPPM)	Informed consent, client-centred practice, privacy, confidentiality.
Cultural considerations and cultural safety	Documentation principles, digital health tools.
Activity analysis	Reflective practice (before/in/on action), models include Driscoll's, Gibbs, Kolb, and Rolfe.
Principles and examples of OT assessment, issue identification, goal setting, intervention planning, outcome evaluation (including case studies)	Supervision models and supervisee behaviours
Occupational Therapy in child & youth – 5 F words, family-centred practice,	Feedback literacy, including using feedback to set learning goals.
Child & youth typical development, applying the OT process to a range of child & youth conditions.	Student scope on placement
Note – students have received only basic manual handling training prior to PEP1 as part of their compliance.	

During Part 1 of PEP 1 (summary only, not a complete list):

Occupation (across the lifespan, engagement, adaptation, balance, justice)	Interprofessional practice and collaboration.
Child & youth OT interventions & frames of reference.	Self-care – wellbeing and resilience.

Appendix 1: EFPC Guide

Overview

Intended to evaluate foundational knowledge and skills required for success in future placements. The EFPC is designed for students with little or no placement experience.

Replaces the SPEF-R2 for PEP 1. Like the SPEF-R2, it is designed for midway and final assessment and can also be used to structure feedback and guide learning goals throughout placement.

Briefer than the SPEF-R2: 6 domains and 26 behaviours (EFPC) versus 8 domains and 37 behaviours (SPEF-R2).

Targets 'core' professional competencies, therefore most elements can be evaluated in a wide variety of workplaces. 'Not applicable (N/A)' options are included for some items that are not as widely relevant.

Provides guidance in scoring, including examples of behaviours for each item.

Midway and final ratings are based on observations throughout the placement.

Has been researched and tested for validity and reliability – across a range of healthcare settings, for either a placement block of consecutive days, or a series of linked clinical experiences (with appropriate familiarisation/training).

The EFPC is not used in any other UTAS OT PEPs. SPEF-R will be used for all other UTAS MOT PEPs.

How can the EFPC help placement supervisors?

Create clear and shared understanding of placement expectations for students and supervisors.

Helps supervisor select relevant tasks for students that align with assessment items, allowing student to practice and demonstrate behaviours.

Help supervisor plan and deliver feedback.

Track student progress, and pinpoint learning needs.

How does the EFPC support student development?

The UTAS Masters of OT course will develop lifelong learners, who are able to set and achieve learning goals. As a first step, students will use the EFPC to identify goals for

PEP1. They will do this by evaluating their own performance on a simulation placement, using the EFPC, immediately prior to PEP1.

The EFPC aligns with professional standards, including AHPRA Code of Conduct, OT Scope of Practice Framework, and Australian Occupational Therapy Competency Standards (2018), to guide early development of professional behaviours.

The EFPC is able to evaluate student's foundational written and verbal communication skills with clients, teams, and stakeholders.

The EFPC evaluates early professional knowledge of Occupational Therapy practice, within its professional scope domain. Students will identify Occupational Therapy concepts, models and processes in the placement context, understand how Occupational Therapy benefits clients, and begin to engage in Occupational Therapy clinical reasoning with support. EFPC's 'Information Gathering' domain will also guide students to identify occupational performance issues and participate in goal setting.

Students continue coursework alongside PEP1. They will be using EFPC to structure reflections and other learning activities. PEP1 supervisors will not be expected to contribute to or evaluate this coursework, however students may engage with supervisors to ensure they understand how a client's experiences link to OT processes and concepts.

Content Snapshot

The 6 domains assessed by the EFPC are:

- Professional behaviours
- Learner behaviour
- Communication
- Information gathering
- Documentation ('not applicable' option)
- Understanding their professional scope ('not applicable' option)

Each domain consists of up to 5 behaviours. For example, the behaviours for Domain 1 are:

1. Professional Behaviour

Core

The student...	0	1	2	3	4
1a adheres to professional and ethical standards including privacy, informed consent and confidentiality	☐	☐	☐	☐	☐
1b is punctual and manages their application of time to tasks	☐	☐	☐	☐	☐
1c contributes to effective workplace functioning	☐	☐	☐	☐	☐
1d identifies and responds to potential risks and hazards	☐	☐	☐	☐	☐

Each behaviour is rated using this 0-4 Likert scale:

0 = not demonstrated at appropriate opportunities
 1 = rarely demonstrated without significant prompting **or** performed below acceptable standard
 2 = demonstrated appropriately with some prompting **and** performed at an acceptable standard
 3 = consistently demonstrated appropriately with minimal prompting **and** performed at an acceptable standard
 4 = consistently demonstrated above the acceptable standard
 N/A = Not Applicable – denotes the item was not assessed

The EFPC manual (Judd et al, 2020), found on the website [Support for Supervisors - Professional Experience Placement | University of Tasmania](#), gives examples of behaviors at each level (0-4).

Following the 6 domains, the EFPC concludes with a ‘Summary Recommendation’, where the supervisor evaluates whether the student met the performance expectations of an ‘acceptable standard’ for this placement (see section 5 of the PEP 1 Outline):

Overall, this student (tick one):

Did not, or rarely demonstrated foundational placement competencies to an acceptable standard ☐	Demonstrated acceptable foundational placement competencies with some prompting ☐	Demonstrated foundational placement competencies to an acceptable or above acceptable standard with minimal to no prompting ☐
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The middle box is considered a ‘pass’ for the EFPC in the context of PEP 1, and the right box is for when performance is above expectations.

Frequently Asked Questions (FAQs):

Do students need to score a particular ‘number’ against any or all behaviours in order to ‘pass’?

No. This is a difference between the SPEF-R2 and the EFPC.

Which ‘Summary Recommendation(s)’ is considered a ‘pass’?

‘Demonstrated acceptable foundational placement competencies with some prompting’ AND ‘demonstrated foundational placement competencies to an acceptable or above acceptable standard with minimal to no prompting’ are both considered a pass. Note that a final determination about student pass/fail for their entire unit of study will be made by UTAS MOT academic staff, based on evidence gathered, including the EFPC.

Are students expected to be ‘independent’ in all the EFPC behaviours by the end of PEP1?

No. Students are generally expected to perform at a ‘novice’ level of development. The EFPC developers also acknowledge that some behaviours are likely to be commonly achieved to a lower standard than others, based on research of student performance on the EFPC. ‘A degree of prompting or other support is likely to be appropriate for some behaviours. Furthermore, testing has found some behaviours are more readily demonstrated at the novice level than others’ (Judd et al., 2021). Individual student characteristics will also impact patterns of behaviours across the EFPC. For example, students with relevant employment histories in health care settings may progress more rapidly in documentation competencies.

Where do I find the EFPC Manual?

The EFPC Manual is available on the UTAS PEP website for supervisors [Support for Supervisors - Professional Experience Placement | University of Tasmania](https://www.utas.edu.au/health/professional-experience-placement/supervisors) (<https://www.utas.edu.au/health/professional-experience-placement/supervisors>)

How do I lodge the completed midway EFPC for my student?

Supervisors email the completed midway EFPC to OccupationalTherapy@utas.edu.au

How do I lodge the completed final EFPC for my student?

Students will upload the supervisor’s completed EFPC to Mylo for completion of the unit. Supervisors email their completed final EFPC to OccupationalTherapy@utas.edu.au

References:

Brentnall, J., & Judd, B. *Levels of Development in Foundational Placement Competencies*. January 2021. University of Sydney.

Judd, B., Brentnall, J., Thomson, K., Scanlan, J., & McAllister, S. (2020). *Evaluation of Foundational Placement Competencies (EFPC) (3.0)*. University of Sydney