



**Northumbria
University**
NEWCASTLE

Faculty of Health and Life Sciences

Professional Practice Placements Handbook

**BSc (Hons) Physiotherapy
MSc (Pre-registration) Physiotherapy
(2021 validated programmes)**

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QUICK REFERENCE INFORMATION:

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INTRODUCTION

Welcome to Northumbria University and the Faculty of Health and Life Sciences.

This handbook has been designed to give you an overall picture of placement organisation and how it affects you, either as a student or practice educator (PE). Please read it carefully so that you can make best use of placement experience.

Practice placements are an integral part of the BSc and MSc (pre-registration) physiotherapy programmes. All physiotherapy students must complete and pass 1000 hours of assessed practice learning to enable programme completion and registration with the Health and Care Professions Council (HCPC), (HCPC, 2017).

All placements are provided in collaboration with provider organisations which may include, but are not limited to, NHS services, schools, charities, sports clubs and private organisations. It is imperative that we work closely with the staff within these organisations and that all parties are clear about the roles and responsibilities they have. Practice placement educators are encouraged to attend Educator Courses and engage in regular updates to ensure their own continuing professional development (CPD) and help maintain quality of placement opportunities.

Northumbria University aims to ensure that students have a meaningful placement experience. As part of this process, students need to understand how placements are organised; the support provided and the policies and procedures that guide the organisation (HCPC, 2017).

It is hoped that the content of this handbook is comprehensive and assists with ensuring practice placement is a high quality, valuable, enjoyable learning experience for all those involved.

PROFESSIONAL PRACTICE PLACEMENT

RATIONALE OF PRACTICE PLACEMENT

Practice placement and university learning is integrated throughout the programmes and provides progression in the development of competence to practice. In order to satisfy the requirements of the Chartered Society of Physiotherapy (CSP) and the Health and Care Professions Council (HCPC) a minimum 1000 hours of practice placement must be successfully completed (HCPC, 2017; CSP, 2020). Practice placement takes place at specific times during each academic year, please see diagram of programme structures, (Appendix 1).

There are six periods of practice placement across three years in the BSc programme and 4 periods of practice placement across 2 years in the MSc programme. The experience gained will represent a variety of areas of physiotherapy practice, working with in different specialisms and settings, and reflecting the diversity of physiotherapy practice.

The timing and length of placements has been reviewed following discussions and evaluation with students, staff and practice placement educators. The new structure is a result of discussions with practice placement co-ordinators, practice placement educators and student representatives and emphasises current successful features of longer periods of placement at appropriate times at each level of study. We have balanced the benefit of longer durations of placement, with maintaining sufficient number of placements to provide diversity of experience.

The principle features of the structure of practice placement are that:

- there is at least one period of placement at each level of learning, supported by wider practice learning (such as simulation) during University periods.
- the student has gained the necessary theoretical, practical and professional preparation prior to practice placement at each level.
- simulated learning is used at key points within programmes to enable students to gain early foundational awareness of professional suitability and skills and to support students working together across levels.
- new learning, application and rehearsal are facilitated by increasing the length of placement as the programme progresses.
- longer periods of placement can support different models of practice learning including pathway placements and placements alongside educators in leadership, research and strategic roles.

The way the placement is integrated into the programme differs slightly between the BSc and MSc programmes. For the BSc programme, practice placements are academic modules in their own right, with the preparation for, and reflection upon, the placement experience contributing to the whole module. For the MSc programme, because there are fewer academic modules (over a shorter time of 2 years, rather than 3), placements are integrated in to modules which have a broader remit and focus.

Learning outcomes in the module descriptors relate to and support each of the practice placements. Alongside this, each placement will have identified placement competencies which correspond to the level of learning. Students are also expected to set specific personal learning outcomes for each practice placement. For each practice placement, every student is allocated a

practice placement educator who is a qualified physiotherapist or health professional with appropriate expertise. Each student is also allocated a personal tutor from the core team based in the university.

The overall profile of each student's practice placement is monitored by the Practice Placement team and programme leads. Across the periods of placement, the team will aim to ensure diverse experiences across specialisms and practice settings.

LEVELS OF STUDY

The areas of learning within the programmes; content, depth and breadth of study, mode of learning and assessment are organised to ensure appropriate academic rigour at each level of study.

It is important to remember that although the students on the MSc (pre-registration) programme study at level 7 academically they are still pre-registration students and therefore are developing the same level of competency in practice as the BSc (Hons) students.

The following shows how practice placement is divided into 3 levels of study.

Level 4

The student will be able to:

- demonstrate a sound foundation of underpinning areas of learning necessary for subsequent development.
- show appreciation of basic concepts which inform professional practice.
- practice at a safe level and demonstrate interpersonal competence.
- effectively use information resources.

Level 5

The student will be able to:

- develop personal and professional values and beliefs
- relate theoretical concepts to practice.
- demonstrate ability to transfer and integrate learning from a number of related areas.
- show competence in specific practice related techniques and organisational skills.
- integrate research-based evidence into learning.

Level 6

The student will be able to:

- demonstrate critical analysis of theoretical concepts.
- show expertise in integrating theoretical concepts to areas of practice.
- deal with change and uncertainty and be prepared to question their own practice and the practice of the wider service.
- use effective strategies to inform and develop knowledge and skills.
- demonstrate skills of critical analysis and research consumerism.

All modules of study from a specific level of learning must be successfully completed before a student can progress to the next level.

ROLES AND RESPONSIBILITIES

STUDENTS

Students on the physiotherapy programmes are expected to function as adult learners and to take responsibility for their own learning and development. As part of this responsibility, students are required to prepare adequately for their forthcoming placements. They are assisted in this preparation by:

- the university placement module tutor and personal tutor who assists with the student's development of personal competencies and guides the student as to how this links to wider learning and their continuing professional development.
- the placement educator who provides detailed learning objectives for the particular placement offered.

Students are responsible for:

- making known to the placements team and/or their personal tutor any personal circumstances which may impinge on the organisation of practice placement (NB students are asked to do this at the beginning of the programme but it is the student responsibility to keep this up to date).
- contacting the forthcoming placement provider, normally 4 weeks before the beginning of the placement, to ensure that all the practical arrangements are in order. The first contact should normally be by email to the placement educator, with the placement co-ordinator copied in (where specified).
- informing their personal tutor and placement educator of any health or safety issues which may affect placement learning.
- Attending (and arranging where necessary) the pre- and post-placement tutorials and when needed, the mid-placement contact.
- completing the necessary placement documentation
- discussing the placement learning agreement with the placement educator at the earliest available opportunity (normally within the first few days of the placement).
- making good use of opportunities made available during the placement.
- providing evidence of learning.
- conducting themselves in an appropriate manner during all placement activities.
- adhering to the rules and regulations of the placement provider when on placement.
- preparing for, and contributing to, supervision sessions.
- notifying any absences from placement, at the earliest opportunity, to both the placement educator and the university.
- making known any areas of concern to appropriate personnel in the placement setting and the university (referring to the University's Whistleblowing Policy where appropriate)
- participating in assessment discussions.
- ensuring that all documentation relating to the placement (hours contact form and summative practice placement assessment form) is submitted following university processes by no later than the Wednesday following completion of the placement.
- completing the online placement evaluation in a professional manner.
- maintaining an up to date health record.

PRACTICE PLACEMENT LIAISON TUTOR AND PROGRAMME LEADS

The practice placement liaison tutors alongside the programme leads are responsible for overseeing the placement process, ensuring a smooth transition for students between the university and placements setting.

The practice placement liaison tutors and programme leads have responsibility for overseeing allocations to ensure students have a balanced placement profile and for working with the placements team, placement providers and practice placement facilitators (PPFs – in NHS Trusts only) to maintain and develop placement capacity and to ensure quality of placements. The practice placement liaison tutors also have the responsibility of liaising with module tutors to ensure students are prepared for placement and the necessary policies and procedures associated with placement are communicated.

The practice placement liaison tutors work together with programme leaders, placement co-ordinators and placement educators on the delivery of activities such as preparation of new placement educators; updates and study days; business meetings; and quality assurance issues.

PERSONAL TUTORS

The responsibilities of the personal tutor include:

- Facilitating the pre- and post-placement tutorials to review preparation for and consolidation of placement learning.
- Reviewing the health and learning needs of students in line with Disabled Student Support Recommendations (DSSR) and/or occupational health reports and initiating risk assessments, plans for reasonable adjustments and further occupational health or student wellbeing reviews where appropriate.
- Supporting the student with pastoral issues which may arise during placement and, where necessary, liaising with the programme leads and placement educators.

PRACTICE PLACEMENT CO-ORDINATORS

The practice placement co-ordinator network provides an invaluable link in communication between university and practice placement educators. Practice placement co-ordinators represent a defined group of practice placement educators and are responsible for liaison with the practice placement liaison tutors and the placement administration team. Their responsibilities are divided into four main areas:

- organisation and co-ordination – including identification of staff who are able to perform the functions of a practice placement educator.
- working closely with the PPFs to sustain practice placements within the practice setting.
- communication – including representing practice placement educators at business meetings.
- working with the PPFs regarding support, monitoring and development – including facilitation of practice placement educator's development with regard to student education, monitoring student evaluation and feedback and identification and sharing of good practice.

In smaller organisations, and particularly where there are only a small number of PEs the lead educator may perform these functions.

PRACTICE EDUCATORS

Practice educators are professionals who have undertaken a practice placement educator's course, or are in the process of undertaking such a course. The practice placement educator is directly responsible for the student placed with them on a day-to-day basis.

Practice placement educators are responsible for:

- detailing the learning opportunities, to enable achievement of the placement assessment competencies, for the period of placement based on the student's level of learning and reflecting the service/practice area. **These are required in advance of the placement commencing to assist the student to prepare for placement and are communicated to the student through the ARC-WEB system**
- health and safety issues
- creating an environment conducive to learning
- facilitating a range of teaching and learning opportunities including direct instruction, opportunities for feedback and reflection and delegated activities under supervision.
- providing the student with the opportunity to rehearse knowledge and transfer skills
- supporting and guiding the student (including signposting to University staff and services when required)
- informal and formal supervision of the student
- weekly formal supervision, including regular feedback and planning for learning
- monitoring evidence of learning related to competencies.
- documenting formative and summative assessments.
- providing experience in organisation and administrative procedures related to physiotherapy service delivery.
- processing and ensuring completion of all necessary documentation for the student's placement and programme requirements (formal acceptance of the student within the workplace, indemnity forms, student hours record, practice placement assessment form, etc).

Practice placement educators are responsible for communicating with the practice placement co-ordinator, university personal tutors, practice placement liaison tutor, the placements office, and the PPFs, regarding issues related to the allocated student(s).

PRACTICE PLACEMENT FACILITATOR (PPF)

The role of the practice placement facilitator (PPF) is to ensure the quality of the learning environment meets the minimum standards set by the professional, regulatory and statutory bodies. In order to achieve this they must work in partnership with clinicians, practice placement liaison tutors, practice placement educators and staff within the university. Broadly the role is to increase the range, quality and quantity of practice placements. Based within NHS Trusts across the region, PPF's support the needs of students and educators within a range of settings.

Specific stratagems include the following:

- To increase the range of practice placements:

- PPF's work with practice placement educators to identify new opportunities and new services for student learning and to ensure placements reflect the wide range of settings in which physiotherapy is practised.
- To increase the quantity of practice placements:
 - PPF's work with placement providers and the practice placement team to develop a systematic method of data collection with regard to the total number of placements offered and provided for Northumbria University students and for students from other universities. This data can then be used to identify current and potential capacity.
- To ensure quality of placement provision is being monitored, maintained and improved:
 - PPF's initiate new, and develop existing communication systems between practice placement educators, practice placement co-ordinators and academic staff to ensure:
 - all parties are aware of their roles and responsibilities.
 - PEs are updated regularly on changes within the university and to the curriculum.
 - the university remains up-to-date with changes affecting local services.
 - practice placement evaluations undertaken by students and practice placement educators are passed on in an appropriate and timely manner to ensure they can influence service and academic development plans.
 - work in partnership with placement providers to measure the quality of the learning environment via the annual collaborative audit with the practice area.
 - PPF's support practice placement educators to understand the range of learning opportunities within a practice area, with the purpose of enabling students to gain a broad range of skills. Communicated through the ARC-WEB system, this resource will support independent learning, providing information such as access to specialist practitioners, inter-professional colleagues, and library services.
 - PPF's support practice placement educators in supporting students with diverse needs to ensure compliance with the Equality Act (2010).

NB – as the PPF role is predominantly a role within NHS Trusts, in organisations where there is no PPF role, the programme team, in conjunction with the placements team, will undertake the above responsibilities.

PLACEMENTS AND INTERNSHIPS TEAM

The Placements and Internships Team provides administrative support for the organisation of practice placements. The designated co-ordinator supports the programme team with issues such as:

- Making placement allocations in line with service capacity and taking into account health/learning requirements and student personal circumstances
- An annual trawl to areas who provide placement offers through this method
- Supporting PPFs and placement co-ordinators to manage cancellations and placement changes
- Setting up new placement profiles through the ARC-WEB system

This team works closely with the programme team and is responsible for communicating appropriate documentation which supports each practice placement, and for ensuring that appropriate indemnity and police check requirements are in order. The placements team are also responsible for maintaining the records associated with practice placement.

Contact details for the Placements and Internships Team can be found within the 'Quick Reference' section on page 3. Queries from students can also be directed to the ask4help team (ask4help@northumbria.ac.uk).

Further information related to Practice Placements can be obtained by visiting the Practice Placements website. To access the website, visit www.northumbria.ac.uk/hcesplacements. This includes frequently asked questions sections and useful resources for both students and educators.

PROCEDURES FOR THE ARRANGEMENT OF PLACEMENTS

Practice placements procedures are in place to ensure that all student placement requirements are dealt with in a systematic and objective way – ensuring equity throughout the process.

It is important that students keep their Personal Circumstance up to date as these are considered when placements are being allocated. If any matter is of a sensitive or private nature, it may be more appropriate to discuss this with the personal tutor.

Students will be allocated to suitable placements throughout their programme, with notifications of allocations normally approximately 4 weeks before commencement. This notification will be via ARC-WEB or University email (personal email addresses cannot be used).

At the end of the first year of each programme, students will be asked to express interests to inform the allocation of future placements and opportunities. This will include expressing interests in particular practice contexts and specialisms, but also in placements which may include experiences in non-traditional and non-clinical practice learning such as leadership, strategic and research opportunities and overseas and out of area placements.

DIVERSITY OF PRACTICE PLACEMENTS

The NHS provide the majority of physiotherapy student placements. However, increasingly placements are provided across private, independent and voluntary-sector organisations (PIVO). This is in line with the CSP learning and development principles (2020) which recommend that placements are planned and provided across a spectrum of public, private, independent and third-sector settings, and where frontline and non-frontline physiotherapy services are provided to individuals, groups, organisations or through activities such as leadership and research.

Where placements are provided in areas that do not currently have an established physiotherapy role, the student will work with an appropriate professional in that area and will be provided with additional physiotherapy specific supervision from someone working outside of that setting or from the university.

The academic rationale for developing placements across public sector and PIVO providers is:

- to prepare students for potential employment in a range of settings
- to promote the potential of physiotherapy practice in new areas
- to encourage students to develop skills in professional reasoning, resourcefulness and autonomy.
- to encourage initiative, creativity and problem-solving skills.

DOCUMENTS TO ASSIST STUDENTS' DEVELOPMENT AND LEARNING DURING PRACTICE PLACEMENT

RECORDS OF PLACEMENT LEARNING

To provide a structured and regularly documented approach to integrated and reflective learning, students are provided with specific tools to document and evidence their placement learning. These tools include

- reflective tools to facilitate the recording of learning experiences and achievements.
- written summary records from the pre- and post-placement tutorials undertaken with the personal tutor.
- a learning agreement template to record the agreement of specific placement learning objectives and the negotiation of support and opportunities to meet these objectives
- written records of supervision session between the practice placement educator and student.
- mid-placement summary.
- a summative assessment of practice documented by the educator at the end of the placement.

PLACEMENT LEARNING OPPORTUNITIES

Students and academic tutors can access information about a placement site through an online university system called ARCWEB. This outlines information about the placement area and the available learning opportunities including:

- Speciality and client group
- Information about the organisation
- Learning opportunities available on the placement
- Recommended pre-placement study
- Important contacts for placement
- Service hours and normal patterns of working
- Dress code
- Facilities (including access to library services)
- Location and how to find the placement area
- Top tips from other students

INTER-PROFESSIONAL LEARNING

Working in the practice settings may be seen as the most effective way of achieving the goal of inter-professional learning. Students will be expected to observe, participate and engage in inter-professional and inter-agency work during their placements in order to meet assessment competencies.

In the practice settings, students will have opportunities to evaluate the nature of team working and their own contribution to caring for patients/clients in an inter-professional context. Competencies for each practice placement are linked to working inter-professionally as part of a team. PEs, with the support of Placement Co-ordinators and PPFs, are encouraged to identify opportunities for students to experience inter-professional learning and working within the practice area. Some examples include:

- A physiotherapy student jointly working with a student or staff member from other professions with a specific service user or in a dedicated area (such as a bay within a ward or an outpatient clinic)
- Students from different disciplines presenting a case or a journal article to a multi-professional team
- Students contributing to student-led seminars to discuss real (anonymised) or hypothetical case scenarios or to discuss issues/ethical dilemmas
- Simulated learning opportunities for multi-professional students which may involve watching pre-recorded videos or role-playing an interaction
- Multiple students working on a shared project such as updating a patient information leaflet or writing a protocol and risk assessment for a new group. This could be synchronous (i.e. they all work on it together at the same time) or asynchronous (i.e. the physiotherapy student works on part of it and leaves it for another student to contribute to at the time of their own placement)

PRACTICE PLACEMENT PROCESS

Before placement

After allocation of a placement, the following process will occur:

- the student will access ARC—WEB for relevant placement details
- the student will email the practice placement educator (with a copy of the email to the practice placement co-ordinator/education lead where stated), approximately 4 weeks before the placement is due to start
- the student is advised where appropriate to organise pre-placement contact, this must be carried out outside of university timetabled sessions
- the student will prepare for the pre-placement tutorial
- a pre-placement tutorial will occur with the personal tutor which will aid the student's theoretical, practical and personal preparation. The student will keep a summary of this tutorial as part of the placement documentation

The beginning of placement

During the first week of each placement the draft learning agreement (Appendix 2) will be discussed with the practice placement educator in order to:

- establish the student's achievements, competency level to date and identify areas for development
- summarise the placement learning programme and discuss examples of how evidence of learning will be provided
- ensure mechanisms are in place for continuous evaluation of the learning process and outcome
- clarify the role of learner and educator in the particular setting
- establish how the hours for placement setting learning will be organised

Placement areas may also have their own health and safety induction programme for students, however students are also required to complete the University induction checklist with the educator (appendix 3). Students should ensure that this is shown to the PE on the first day of placement to allow time to build it into the first week.

Throughout the placement

Students will undertake practice learning, in line with negotiated learning opportunities and to assist in the achievement of placement competencies. Throughout the placement, informal and formal feedback will assist to reflect on their strengths and areas for development.

Alongside informal feedback, regular formal supervision, in a private setting, should take place to provide a formal opportunity to review progress and develop action plans. This should be documented, sample documentation sheets can be found in Appendix 4.

The mid-point of placement

The educator and student will review progress against the learning outcomes and placement competencies. The outcome of this review should be communicated to the personal tutor, and where necessary a follow up visit will be arranged to facilitate the development of an action plan or to address any specific issues. This review will ascertain the level of achievement to-date and indicate the level of performance in relation to the competencies. This review and an indication of a pass/fail mark will be documented and discussed with the personal tutor. The student will be provided with a copy of this meeting to append to their placement documentation.

The following issues are normally discussed during the mid-point visit/contact:

- the structure and process of the student's placement learning experience including learning opportunities to date, supervision arrangements, and the student's weekly timetable.
- a review of the learning agreement and weekly learning outcomes, including evidence provided of learning taking place.
- expectations of the student in relation to their level of learning.
- a review of the documentation of supervision sessions.
- service delivery issues which are considered to have an effect on placement learning.
- the action plan for the remaining weeks of placement.

- the likely outcome of the placement if the student continues working at the level observed to date and in line with the identified action plan.

A sample of the mid-point formative record can be found in Appendix 5

Further meetings can be arranged at the request of either the student or educator or if deemed advisable by the tutor.

The end of placement

At the end of the placement the student and educator will:

- ensure all competencies are reviewed and an outcome for each competency recorded.
- consider statements to be made on the final placement assessment form which are reflective of strengths, areas for development and overall progress on placement.
- complete the end of placement assessment form (educator).
- complete the online placement evaluation (student).
- prepare for the post-placement tutorial (student).

PLACEMENT ASSESSMENT

Within the BSc programme, placements constitute the main part of an academic module and therefore the module is assessed by the achievement of placement competencies. In the MSc programme, placements are housed within modules with wider academic content and therefore the placement competencies only constitute one component of a wider assessment strategy. Students must refer to the module handbook for further guidance.

SUMMATIVE ASSESSMENT OF PRACTICE

The summative assessment of practice outlines a series of competencies which are assessed either on a pass/fail basis against a performance level appropriate to the level of learning. The areas to be covered in the assessment form will relate to the development of personal and professional competencies and be integrated with the learning outcomes of the particular modules. The placement assessment form requires comment on 3 domains which are further broken down into 10 learning outcomes;

Personal Development	1. Independent learning
	2. Seeking, reflecting on and responding to feedback
	3. Organisation and prioritisation
Interpersonal Skills	4. Communication
	5. Working with others
	6. Individuals, communities and planning
Decision Making and Implementation	7. Gathering and analysing information
	8. Evidence based practice
	9. Reasoning and intervention
	10. Recording information

Each placement has its own assessment form, however the format is the same for all placements. Clear marking criteria are contained in the form which show the expectations for each learning outcome at each level. The Common Placement Assessment Form (CPAF) was developed by the CSP in consultation with a range of stakeholders. The learning outcomes within the CPAF align with Code of Member's Professional Values and Behaviour (CSP, 2019), Standards of Conduct, Performance and Ethics (HCPC, 2016), Standards of Proficiency (HCPC, 2013) and the learning outcomes of each university/placement linked module. The placement assessment form will be completed as a result of joint discussion between the placement educator and the student at the end of the placement.

The placement assessment form along with supporting guidance can be found in appendix 6.

FOLLOWING THE PLACEMENT

The completed placement assessment form and Record of Placement hours sheet (Appendix 7) must be submitted in line with guidance from the module tutor; students will be advised of the exact dates prior to the start of each placement.

On return to the university students will attend a post-placement tutorial; the post-placement tutorial aims to:

- review the practice placement assessment form in relation to achievement of competencies and personal learning outcomes.
- consider future personal and professional development in relation to the competencies and the students personal development.
- start planning for the next placement.

DIFFICULTIES ON PLACEMENT

If any student or practice placement educator requires advice/help/support or encounters any problems he/she is encouraged to make contact with the student's personal tutor or the programme lead as soon as possible.

ABSENCE WHILST ON PRACTICE PLACEMENT

Placement hours are carefully calculated to ensure students meet the requirement for 1000 hours of supervised practice throughout the programme. Placement is a mandatory part of the programme and full attendance is expected.

If students are absent from placement due to sickness, on the first day of absence they are required to record absence through ask4help@northumbria.ac.uk or through the Student Portal. The student must also follow the process for recording absence at the placement site. If possible, students should give an approximate date for returning to placement and keep the educator informed of on-going absence. Students are also required to email the university ask4help service or update the student portal with the return date to ensure attendance records are kept up to date. If students are not able to speak directly to the practice placement educator, it is the responsibility of the student to make a note of to whom they left a message.

If sickness absence extends to 3 days, students must contact their personal tutor to make them aware of the missed period of placement learning. If sickness absence extends to 7 days, students must gain medical evidence in the form of a GP sick note. Requests to be absent from placement for other circumstances must be made to the programme leader.

Whilst absence due to sickness is an understandable part of placement, the programme team do aim to avoid disruption to placement attendance for other reasons. This is because placement absence can lead to performance issues (e.g. not having sufficient time to meet competencies); difficulties for educators (e.g. making last minute changes to their own workload to accommodate student changes) and in some circumstances may lead to unsuccessful placements or insufficient placement hours.

PRIVATE APPOINTMENTS

Students are expected to arrange these types of personal appointments during their own time. Any unauthorised time missed from placement will be recorded on students' hours sheets. Appointments such as medical appointments require pre-arranged authorised absence (see above).

INCIDENT OR ISSUE ON PLACEMENT - OTHER THAN FAILURE OF PLACEMENT

For example a student at risk or following a health and safety issue; initial contact via student email or telephone – could be made by the student or practice placement educator.

- The student / practice placement educator should document the incident or issue.
- Depending on the incident, personal tutor and/or programme leader made aware of situation.
- Contact should be made with the student / practice placement educator to confirm details of the incident (this could be the personal tutor or the programme lead).
- Clarification of issue with the student / practice placement educator.
- Issue resolved by telephone contact – this should be documented by the university tutor.

Issues not resolved by telephone contact.

- Personal tutor or programme lead to contact ASAP to address concerns of the student/practice placement educator.
- Documentation of visit and action plan completed.

WITHDRAWING FROM PLACEMENT

- If a student withdraws from placement for whatever reason the assessment will not be completed.
- Each case will be reviewed on an individual basis.
- If the student feels that there are personal extenuating circumstances (PECs) that have affected the completion of the placement there is a university process for declaring PECs.
- If the PECs are accepted the student will take the placement as for the first attempt.
- If the placement provider withdraws the placement; each case will be reviewed on an individual basis. The university will allocate a new placement at the first available opportunity.

FAILING A PLACEMENT

A student can fail a placement if they do not meet the competencies and requirements of the practice assessment for the specific level of learning. Requirements for passing placement at each level are clearly described within the CPAF (appendix 6).

Appendix 7 illustrates the process to follow if an educator raises concerns about issues which may lead to the failure of a placement.

Following a failed placement, students will be signposted to university regulations and processes. Students will normally be supported to prepare for a second attempt at the placement, at a later stage within their programme.

EVALUATION OF PRACTICE PLACEMENT

ONLINE EVALUATION

The student is expected to complete the university online evaluation form which requires the student to answer questions around the quality of the placement and the learning opportunities provided.

The purpose of this exercise is to provide feedback for the university, practice placement providers, and to form part of the information used during audit and review of practice learning environments. Students must complete the online evaluation form to gain access to future placement details.

Summaries of the completed evaluation forms are shared with placement providers via the PPF's and/or the placement coordinators. Feedback should be given professionally with any criticism worded in a constructive manner.

POLICIES AND PROCEDURES RELATING TO PRACTICE PLACEMENT

Please access the university website at:

www.northumbria.ac.uk/hcesplacements for the most recent versions of policies and procedures relevant to physiotherapy students on placement, below is further information for clarification.

REASONABLE ADJUSTMENTS TO PLACEMENT

All students undergo occupational health assessment before commencement on the physiotherapy programme. Where this assessment identifies health needs, recommendations and reasonable adjustments for placement will be discussed with the personal tutor. For any student where a new health need arises during the programme, a re-referral to occupational health can be initiated by the student or by the personal tutor. On some occasions, this is in response to a University Disabled Student Support Recommendations (DSSR) report which outlines the requirement for referral to occupational health.

In advance of each placement, and as part of pre-placement tutorials, health needs and/or learning needs and associated reasonable adjustments will be reviewed and documented with re-referral to occupational health if required. All students will be offered support to communicate reasonable adjustments to the practice area although in non-complex situations, some students may advocate for themselves to negotiate reasonable adjustments to placement to support with health or learning needs.

In more complex situations the student and personal tutor (and with support from the PPF where relevant) will have a tri-partite meeting with the educator to discuss reasonable adjustments to placement learning. If adjustments cannot be accommodated, an alternative placement will be sought.

An outline of the process for assessing and communicating reasonable adjustments to placement is provided in appendix 9

DRESS CODE

- The student must follow the uniform policy of the placement provider. In addition, it is expected that students will dress in a way that supports the perception of personal and professional integrity as this will have a direct effect on the therapist/client relationship and subsequent professional interventions, whilst helping to maintain staff and patient/client safety.
- The values and religious/ cultural sensitivities of clients/patients in relation to dress should be remembered and due respect given to this, in particular when visiting their homes.
- Religious requirements regarding dress will be treated sensitively and will be negotiated on an individual basis between the student, the educator and the personal tutor if required.
- Care must be taken to avoid dressing in such a way that could be seen as politically, culturally or ethnically provocative or inappropriate.
- Uniforms must not be worn outside of placement or to travel to/from the placement area. Students must seek guidance from the practice area about changing facilities and lockers for personal belongings.
- In settings where uniforms are not worn, the student must follow the policy on uniform or dress code of the practice area.
- In some settings, it will be stipulated that hair must be tied back for the purposes of infection control.
- Jewellery should be discreet and conservative however some Trusts may have a no jewellery policy which needs to be followed.
- Shoes should be practical for the placement setting – this may include no heels or no open toes.

Assumptions regarding dress code must not be made. Students must take full uniform to all placements unless directed otherwise. Any student considered inappropriately dressed may be sent home and will be reported absent until they return to the placement appropriately dressed. Any such absences will be reflected on the students' hour sheet. If inappropriate dress is a persistent problem this may be linked to failure to provide consistent evidence of achievement of identified competencies and may result in a failed placement.

STUDENT IDENTIFICATION

- Students must adhere to local organisational guidance regarding the wearing of photo/identity badges.
- University identification cards must be carried all the time for security and identity purposes. Students may also be required to hold a Trust identification card.

PERSONAL HYGIENE

- Fingernails should be clean, short, and without nail varnish to prevent clients being scratched.
- Perfume and aftershave should be discreet and not overpowering as patients/clients can find strong smells nauseating.
- Hair should be clean and well groomed, and away from the face. If hair falls below the collar line it should be tied back without adornment. Sharp points e.g. in hair fastenings, ribbons, scarves and hats are a source of infection and a safety risk and are therefore not to be worn with uniform.
- Male students should be clean shaven, or if a beard or moustache is worn, this must be well groomed.

TRANSPORT AND ACCOMMODATION

Arranging accommodation/transport is the student's responsibility. If a student requires accommodation whilst on placement, it is their responsibility to organise this. Therefore, it is in the students own interest to contact the placement area well in advance to check if accommodation is available and the cost.

Please note, not all placements are able to offer accommodation. If the placement area is unable to provide accommodation, it is the **STUDENT'S RESPONSIBILITY** to find appropriate accommodation e.g. B&B. The PPF's may also be able to provide advice regarding the availability of accommodation in specific placement areas.

Guidance on placement expenses can be found at <https://www.nhsbsa.nhs.uk/nhs-bursary-students>

CAR INSURANCE

Students intending to travel to and from the placement using their own car are reminded to check with their insurance company to ensure that they are adequately insured. Travel between hospital sites will require the insurance policy to cover business use. Use for 'social, domestic and pleasure' does not cover a motor vehicle for travel between hospital/placement sites. It is the each student's responsibility to ensure that all journeys are appropriately covered by their own insurance policy. Students must check their Insurance Certificates and contact their insurance company to ensure that they are adequately covered.

If using their car to transport other staff, patients or equipment, it is the responsibility of the student to ensure their insurance provides cover for these activities.

SUPERVISION IN THE PLACEMENT SETTING

Students are expected to have approximately 1 hour minimum of formal supervision per week with their educator. This is an allocated meeting (not necessarily in one block), in a private and neutral setting, which provides an opportunity for the educator and the student to discuss placement learning, progress towards competencies and provide feedback on actions undertaken to date.

Supervision must include educator and student generated items - it is a two-way meeting to which the student is expected to contribute. Specific evidence should be provided to enable documentation of student progress and achievement of learning outcomes. Learning outcomes for the following weeks should be identified, including how evidence will be provided.

The supervision meeting should be documented and signed by both the student and educator (sample documents are available in appendix 4). The personal tutor may ask to review records of supervision as part of the mid-way contact.

LONE WORKING

In some placement settings it may be appropriate for students to work individually; this is at the discretion of the practice placement educator who will consider their own professional code of ethics, client/patient needs and safety, student safety and the student's ability and level of learning. **At all times Trust/organisation policies and procedures related to lone working must be adhered to.** The University policy is available on the university website site: www.northumbria.ac.uk/hcesplacements

PLACEMENT CONTACT HOURS

Physiotherapy placements are based on an average of 37.5 hours per week. Placement contact hours are those hours which are completed by a student during practice placement which are related to patient/client contact and service provision. In line with HCPC requirements, students must successfully complete a minimum 1000 hours of practice placement in order to be eligible for registration.

It is the student's responsibility to keep an accurate record of the hours worked each day and to have the weekly total agreed and signed by the practice placement educator. The lunch break period **does not** count in the day's total. The hours are rounded down to the nearest quarter of an hour.

NB: Any significant difference in placement hours should be discussed with the student's personal tutor. (An example of an hours contact sheet is in Appendix 7).

It is an expectation that all students will fulfil all placement hours for each placement. However, sometimes due to sickness or other personal circumstances, a decision needs to be made whether a placement is still viable within a reduced time. Alongside looking at the number of hours completed, consideration will be given to whether the student had sufficient time, and provided sufficient evidence, to meet the required competencies at the identified level of learning. These decisions will be made on a case by case basis. If a student has not achieved the required competencies in the time available, a result of 'fail' may need to be submitted to the University but where appropriate, a student will be guided towards University processes which acknowledge Personal Extenuating Circumstances (PECs).

MAKING-UP TIME

If the student does not have sufficient hours to complete the programme (i.e. if hours have been lost through sickness or absence) they are required to make up the time at the end of the programme. This is to ensure that students make up the relevant hours and type of experience in order to meet the regulations of the programme and the regulations of the Health and Care Professions Council.

Please note, for the purposes of insurance and health and safety, any extension or changes to placement dates and patterns must be negotiated with the University – students must contact their personal tutor and programme lead to negotiate this.

PLACEMENT SELF-DIRECTED STUDY TIME

It is usually helpful to provide the student with approximately a half day study per week, in some settings it may be appropriate for this to be more. Study time does not have to be allocated in one block if this interrupts service delivery. This study time is to help integrate practice into theory and vice versa. The educator may set the student work that is appropriate to the student's level of learning and that links clearly to the objective statements on the practice assessment document, i.e. the work should act as evidence of achieving the competencies or be directly linked to clinical practice. Study time needs to be integrated throughout the placement and can be recorded and verified as placement hours.

HEALTH STATUS

On receipt of confirmation of acceptance of a place on the programme at Northumbria University, all students are required to undertake a self-declaration of health and fitness in order to gain the required health clearance for placement. Health issues can also emerge at any time and it is the responsibility of the student to discuss any issues with their personal tutor.

The personal tutor will utilise any occupational health or student support and wellbeing reports in order to inform risk assessments for placement learning.

OCCUPATIONAL HEALTH SERVICE

There is a dedicated email address for student occupational health issues: occupationalhealth@industrial-diagnostics.com. Students can initiate this contact or can be referred by their personal tutor.

DISCLOSURE AND BARRING

All students on the physiotherapy programmes require enhanced DBS clearance. Students are cleared at the beginning of the programme and will not commence practice placement without this in place. It is the responsibility of the student to discuss any changes to their criminal convictions with their university tutor.

CONFIDENTIALITY

Confidentiality will be maintained at all times, refer to the HCPC Standards for Performance, Conduct and Ethics for Students (HCPC, 2016):

- Students should never discuss clients/patients outside of the placement area, particularly in public places. Any theory assignments directly related to the placement should maintain anonymity for both staff and clients/patients.
- Students should also think very carefully about what information is disclosed to clients/patients about themselves e.g. where they live, who they live with etc.
- There are situations where it is highly inappropriate to discuss any level of personal information with clients/patients – please discuss with practice placement educators for further guidance.
- Students must be aware of their rights, and the rights of others (e.g., members of staff, clients, relatives etc) to access information.

STAFF BEHAVIOUR

Where it is felt by a student that a member of staff's behaviour has been inappropriate, the student must in the first instance report and discuss the matter with their practice placement educator/placement co-ordinator or PPF. If they feel this is not possible, they should inform their personal tutor or programme leader. A copy of the Whistleblowing Policy and Procedure is available online via the Practice Placements website: www.northumbria.ac.uk/hcesplacements

INSURANCE AND INDEMNITY OF STUDENTS IN PRACTICE PLACEMENT SETTINGS

Students are provided with a copy of the University's position in relation to insurance cover for essential elements of the programme, including practice placement. Students also have the opportunity to become student members of the Chartered Society of Physiotherapy (CSP) with the associated insurance benefits.

The University provides placement settings with an Indemnity Form, which must be completed and returned to the placements office prior to the commencement of the placement. Any deviation from the University indemnity form requires attention by the University legal representatives. The processing of the Indemnity Form is the responsibility of the practice placement co-ordinator and the placements administrator.

SUPPORTING STUDENTS ON THE MSc (PRE-REGISTRATION) PROGRAMME

It is important to remember that students following this programme of study are pre-registration physiotherapy students. By the end of the 2 year programme the student must have completed 1000 hours of practice-based learning and achieved the necessary competencies to register as a physiotherapist. This is the same as for undergraduate BSc students.

The pre-registration Masters degree programme has been designed to meet the needs of graduates with a first degree in a subject related to physiotherapy. Master's level students need to be able to quickly transfer previous learning and integrate this with specific knowledge and skills of physiotherapy. They will be expected to show mastery in academic subjects and to use this level of ability in understanding and developing competence when working with clients/patients and carers.

Practice placement educators are encouraged to recognise that although these students are working at a higher academic level their practical knowledge, experience and skills are the same as for undergraduate students; therefore master's students will still require the same level of supervision as students on the BSc (Hons) programmes. The process of practice placement is the same for the MSc (pre-registration) programme as it is for the BSc (Hons) programmes. The practice assessment document is also the same.

REFERENCES

Chartered Society of Physiotherapy (2019) Code of member's professional values and behaviour. Available at: <https://www.csp.org.uk/publications/code-members-professional-values-behaviour> (Accessed: 1 March 2021)

Chartered Society of Physiotherapy (2020) *Learning and development principles for CSP accreditation of qualifying programmes in Physiotherapy*. Available at: <https://www.csp.org.uk/publications/learning-development-principles-csp-accreditation-pre-registration-programmes> (Accessed: 1 March 2021)

Great Britain. Parliament. *Equality Act 2010: Elizabeth II*. (2010) London: Stationery Office. Available at: <http://www.legislation.gov.uk> (Accessed: 20 July 2015)

Health and Care Professions Council (2017) *Standards of Education and Training*. London. Health and Care Professions Council. Available at: <https://www.hcpc-uk.org/resources/standards/standards-of-education-and-training/> (Accessed: 1 March 2020)

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Health and Care Professions Council (2013) *Standards of Proficiency. Physiotherapists*. London: Health and Care Professions Council. Available at: <https://www.hcpc-uk.org/standards/standards-of-proficiency/physiotherapists/> (Accessed: 1 March 2021)

APPENDIX 1 - PROGRAMME STRUCTURES

Please note – programme structures may be subject to change at any time. Up to date programme plans are always available on the placements website: https://www.northumbria.ac.uk/sd/academic/sches/programmes/placements/pre-reg_info_for_students_and_mentors/codes/?view=Standard.

Please refer to the programme plan on the programme Blackboard site

APPENDIX 2 –PRACTICE PLACEMENT LEARNING AGREEMENT

This section is **primarily the responsibility of the learner to complete**. A draft copy should be completed before the first day of placement. This form can then be completed by the learner following discussion and agreement with their practice educator(s) during the first week of placement.

Please note that reasonable adjustments should be considered for students who disclose a learning need for their placement.

SWOC (Strengths Weaknesses Opportunities Challenges) Analysis

SWOC Analysis	
Strengths What do you do well? What do others see as your strengths?	Weaknesses What could you improve? What are you less confident about?
Opportunities What opportunities are available to you? How can you turn your strengths into opportunities?	Challenges What challenges or hurdles may you meet along the way?

Factors that may impact on learning (Optional)

This section is to encourage dialogue between the learner and practice educator to share any information that may influence their learning or experience during their placement.

Factors could include:

- Concerns about risk of discrimination linked to protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity)
- Concerns regarding accessibility/reasonable adjustments
- Social or family circumstances such as living environment, caring responsibilities or travel issues
- Health or wellbeing issues relating to physical or mental health
- Financial issues such as travel costs or access
- Issues relating to religious or cultural beliefs, values or practises
- Previous problems encountered during placements and potential solutions
- Concerns re; the placement environment e.g. safety, access, privacy, communication channels, COVID risk assessment
- Previous experiences such as bereavement, personal or family health or wellbeing issues that may be relevant to how the learner experiences the placement setting

Research and student lived experience tells us that some students experience unacceptable discrimination whilst on placement from both staff and patients regarding their gender, sexuality, race, religion or disability.

The CSP promote anti-discriminatory practice and do not tolerate discrimination of any kind towards any individual.

The CSP urge staff and students to report and challenge discriminatory behaviour to the workplace management and the university link tutor where matters should be addressed in line with local policy and procedures. Those experiencing discrimination are encouraged to access the support networks that are available to them including; CSP Diversity Networks, Student Reps, Placement Tutors, University pastoral support, Family and friends.

Personal Development Plan

To be drafted by the learner before the first day of placement and then completed following discussion and support from their practice educator. Please detail up to 5 SMART individual learning aims that you may have whilst on placement.

Learners Personal Learning Aim (THIS SHOULD BE SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC AND INCLUDE A TIME FRAME)	Anticipated resources required to achieve	Reflection on Achievement of Learning Aim TO BE COMPLETED BY THE LEARNER WITH SUPPORT FROM THE PRACTICE EDUCATOR	
		Half Way	End of Placement
1.			
2.			
3.			
4.			
5.			

APPENDIX 3 - STUDENT INDUCTION CHECKLIST

NAME OF STUDENT:	
Start Date:	
PLACEMENT LOCATION:	

The following items should be included in your induction into the organisation within the first week. Please check off the items below when they occur and inform your placement organiser of any items not covered within one week of the start of your placement. This list is not exhaustive and other topics may be covered, which you may not if you wish; if areas do not apply to the placement area please identify as not applicable (N/A).

TASK	DATE
Introduced to key staff members and their role explained	
Location of toilet facilities	
Location of rest room, canteen (if relevant) etc	
Break and refreshment arrangements	
Place of work	
Dress code	
Work space	
How to answer the telephone, transfer calls and make calls both internally and externally	
Post arrangements	
Car parking	

HEALTH & SAFETY ISSUES	DATE
Absence reporting	
Working pattern and arrangements (including arrangements for home working if relevant)	
Mandatory training required by organisation	
Vaccination status	
Emergency procedures	
Health and Safety policies received or location known	
First Aid arrangements (including names of first aiders)	
Fire procedures and location of fire extinguishers	
Accident reporting	
COSHH regulations	
Display Screen Equipment regulations/procedures	
Manual handling procedures	
Protective clothing arrangements	
Instruction on equipment student will be using (list equipment)	
Other issues	

Signatures: Student: _____ Date: _____

Placement Educator: _____ Date: _____

APPENDIX 4 - SUPERVISION RECORD

- Formal supervision session must be documented as close to the time that it occurs.
- It is recommended that supervision is used to regularly review:
 - The learning agreement
 - The learning outcomes and evidence provided
 - Strengths, areas for development and future actions
- It is the student's responsibility to share specific evidence within supervision to enable documentation of student progress and achievement of learning outcomes.
- Learning outcomes for the following weeks should be identified, including how evidence will be provided.
- It is the responsibility of the student to ensure the supervision meeting is recorded using the format on the following page. An alternative record-keeping format can be used (e.g. supervision record used by the organisation)
- The University tutor can request to view records of supervision during the formative placement assessment contact and post-placement tutorial.
- The educator should not retain copies of student supervision records with identifiable information after the completion of placement.

Supervision Summary – to be completed by the student during/after each supervision session. This should then be signed/agreed by the educator

Student Name:		Date of Supervision	
Strengths			
Areas for development			
Objectives for next week (and links to learning outcomes)			
Signature of student			
Signature of Practice Educator			
Date of next meeting			

APPENDIX 5 – FORMATIVE MID-POINT ASSESSMENT

TO BE COMPLETED BY THE STUDENT – Self assessment and reflection on progress:

--

TO BE COMPLETED BY THE PRACTICE EDUCATOR – Comments on progress and areas for development:

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Practice Educator Signature	Student Signature	Date

Additional Action Plan Required? Please circle	Yes	No	If additional action plan required, please refer to guidance on next page
If Yes, date discussed with University Tutor			

Formative Mid-Point Assessment – Guidance for Action Planning

	Criteria	Actions/Resources
No Action Plan Required	Is identified as working successfully towards ALL of the agreed learning outcomes	No remedial action is necessary Continue as per original learning plan.
Additional Action Plan Required	Is working successfully towards MOST of the agreed learning outcomes However, needs development in a specific area	<p>Inform University Tutor of Action Plan status and arrange a meeting as required.</p> <p>Identify specific proficiencies which need further development / learning. Signpost student to feedback and actions from earlier supervision meetings.</p> <p>Identify how learning opportunities to support achievement will be provided.</p> <p>Regularly review the action plan with agreed timescales.</p>
	Is NOT PROGRESSING as required to meet the agreed learning outcomes Failure to reach the appropriate level in these before the end of the placement will result in the student failing the placement	<p>Inform University Tutor of Action Plan status and arrange tripartite meeting.</p> <p>Identify specific learning outcomes which need further development / learning. Signpost student to feedback and actions from earlier supervision meetings – if necessary highlighting that expected progress has not been demonstrated.</p> <p>Identify how learning opportunities to support achievement will be provided</p> <p>Regularly review the action plan with agreed timescales. Schedule review meeting with University Tutor.</p>

APPENDIX 6 – COMMON PLACEMENT ASSESSMENT FORM

Please access the CPAF form and guidance notes on the programme Blackboard site

APPENDIX 7 – PRACTICE-BASED LEARNING CONTACT HOURS (ADDITIONAL SHEETS CAN BE ADDED)

NB – the lunch break is not counted as placement hours

(Please indicate which practice placement is being completed e.g. 1)

Student Name:

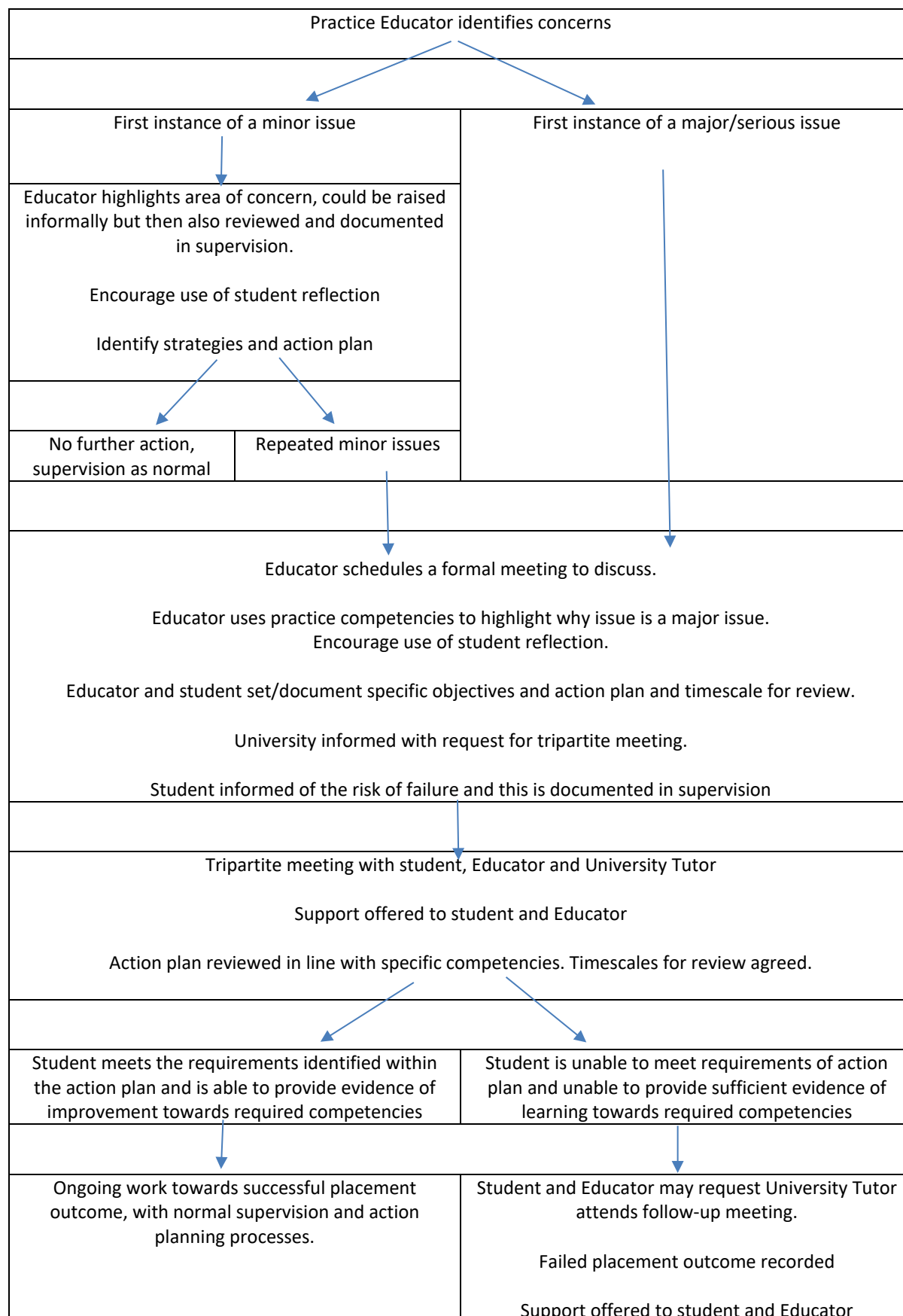
Practice Placement Educator:

Placement Location:

	Number of hours	Comments, Dates of absence, Reasons for absence (if appropriate)		Number of hours	Comments, Dates of absence, Reasons for absence (if appropriate)
Week 1			Week 5		
Week 2			Week 6		
Week 3			Week 7		
Week 4			Week 8		

Total Hours Completed =		
	Signed	Dated
Practice Educator		
Student		

APPENDIX 8 – PROCESS FOR RAISING CONCERNS AND POTENTIAL FAILURE OF PLACEMENT



APPENDIX 9 – PROCESS FOR REASONABLE ADJUSTMENTS AND RISK ASSESSMENTS

NB – Covid-19 risk assessments assessed separately

