The Deanery
Department of Health, Psychology and Social Studies

Placement Handbook
for the Physiotherapy Programme

Leading to MSc Physiotherapy

Full Time
Carlisle

Date: 2013
The handbook is a guide to the placement element of the programme you are studying. The formal regulations applying to the programme are the University of Cumbria Academic Regulations—accessible at the Academic Quality & Standards Service website http://www.cumbria.ac.uk/aqs and the Programme Specification which can be found in the Programme Handbook (on the Programme Blackboard (Bb) site). In the event of any information contained in this handbook conflicting with that in the Academic Regulations then the latter should be taken as the definitive version.

The information contained within this handbook may be subject to amendments and revisions. Please be informed that any revisions will supersede the information contained herein.

It is strongly recommended that students read this Practice Placement Handbook in conjunction with their Programme Handbook. The Faculty Placement Learning Unit (FPLU) Blackboard (Bb) site and the Programme Practice Placement Bb site also contains relevant information.
Important Note:
The University has taken all reasonable steps to ensure the accuracy of the information contained in this placement handbook and will use all reasonable endeavours to deliver programmes in accordance with the descriptions set out within the handbook. Nevertheless, circumstances outside the University’s reasonable control may arise which limit its ability to deliver the programme as described. For example, the placement arrangements may vary from student to student depending on the circumstances of the particular placement provider, including if a particular placement provider were to withdraw or vary the conditions of the placement; there may be changes in the availability, or withdrawal of funding. Where reasonable and appropriate to do so, the University will make all reasonable endeavours to put in place alternative arrangements to achieve the relevant learning outcomes, and provided the University does so, it will not be responsible to the student for any failure to provide the programme in accordance with the placement handbook.

NB: All practice placement related policies and forms can be found on the Placement Learning Unit Bb site and also the Practice Placement Bb site. There is also a Faculty Placement Learning website for Practice Placement Educators and students at

www.cumbria.ac.uk/lip
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1. Introduction

Within Physiotherapy a block of learning undertaken in a work setting is termed a “Practice Placement” and is referred to in this manner throughout this literature. The Practice Placement Educator /Clinical Educator is the physiotherapist who is assigned to support and assess the students’ learning experience whilst on placement.

This Handbook has been compiled to provide you with information pertinent to your practice placements throughout your programme. You should also refer to the Programme Handbook and to the practice placement Blackboard sites (ie. Practice Placements and Placement Learning Unit. Pre-Registration/Undergraduate Health Professions Blackboard sites) for further information, policies and forms. Copies of the policies and forms are not necessarily included within this handbook as it is expected that you will actively engage with the Blackboard sites on a regular basis throughout your programme.

1.1 Defining Placements

The QAA provides the following definition of learning within a work environment:

**Placement learning** is regarded, for the purpose of this publication, as the learning achieved during an agreed and negotiated period of learning that takes place outside the institution at which the full or part time student is enrolled or engaged in learning. The learning outcomes are intended as integral parts of a programme of study. It is important that each student is supported by the institution throughout his/her placement experience, to ensure that specific learning related to the programme can be achieved [QAA(2007) Code of Practice, Section 9 Work-Based & Placement Learning].

1.2 Practice Placements within Physiotherapy

Practice placements are an essential component of all Physiotherapy programmes which lead to professional qualification. They enable you to develop the skills required to effectively interact with all services users, carers and professional colleagues within uni-professional and multi-professional teams as well as different agencies and organisations. You are required to successfully complete 1000 hours of assessed supervised work based learning (Chartered Society of Physiotherapy, 2012) to be eligible for registration with the Health & Care Professions Council (HCPC) and for professional membership of the Chartered Society of Physiotherapy (CSP). This experience is essential in the development of competence to practice.

During the programme you will experience a variety of practice placements in a range of different settings. The Chartered Society of Physiotherapy (2011) recommends that “students should experience a balanced sequence of practice placements representing a diverse range of settings in which they are likely to practise on qualification.” HCPC (2009) stipulates that ”The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of learning outcomes” (See Appendix 1). Practice placements are, therefore arranged within traditional settings (NHS hospital and community locations) and non-traditional settings (Private Health Care, sporting environments and charities) working with a wide age range of people from children to older age adults who have rehabilitation needs due to musculoskeletal, cardiorespiratory and neurological impairments and who may have additional cognitive, mental health or learning disabilities.

**The NHS Constitution:**
The values found within the NHS constitution are central to the delivery of the programme at all levels including practice placements. The core values are:
Respect and dignity: valuing each person as an individual
Commitment to the Quality of Care: striving to get the basics right every time (both from a technical and scientific standpoint as well as a psychosocial perspectives)
Compassion: having empathy for patients and striving to support patients, not because it is part of our professional role but because we care
Improving Lives: a professional approach will improve health and well-being as well as people’s experiences of the NHS
Working Together for Patients: putting the needs of patients before organisational boundaries
Everyone counts: NHS resources are for the whole community. No one must be left behind

2. Finding a Placement

2.1 Practice Placement Tutor

The Physiotherapy programme has one Practice Placement Tutor based in Carlisle who is responsible for:

- The allocation of practice placements in line with your previous placement experiences and other requirements (see 2.2) in close liaison with the Faculty Placement Learning Unit (FPLU).
- Supporting you whilst on your practice placement
- Preparing you for practice placements and facilitating your reflection following practice placements
- Evaluating and maintaining quality practice placements
- Developing new practice placements sites in conjunction with Strategic Health Authority Placement Development Managers (PDMs)
- Increasing the numbers of ACE Accredited Clinical Educators (Chartered Society of Physiotherapists, 2004)
- Supporting NHS Trust based Placement Education Facilitators (PEFs)
- Supporting Clinical Educators
- Maintaining accurate and appropriate practice placement records

2.2 Allocation of Practice Placements

The University’s Faculty of Health and Well Being Faculty Placement Learning Unit (FPLU) is responsible for finding all of your practice placements, these are then allocated by the Practice Placement Tutor in liaison with the FPLU. You are required to have experience in a wide variety of settings (CSP 2012) and the Practice Placement Tutor will work in association with the FPLU to ensure that you gain experience in at least one acute hospital based setting, one rehabilitation and one community based setting seeing service users who have musculoskeletal, cardiorespiratory and neurological needs.

The majority of the practice placements are obtained within Cumbria, Lancashire and South West Scotland, though placements are also on occasion utilised in Merseyside, Cheshire, Greater Manchester, the Wirral, and the Isle of Man.

Care is taken to ensure that as far as is possible there is fair allocation of local and more distant placements. This is dependent on the following factors:

- Individual students circumstances
- Exceptional personal circumstances
- Previous practice placement location / experience
Exceptional personal circumstances primarily include having carer responsibility for young children, sole and daily carer responsibility for parents / a spouse or a particular health need requiring local treatment / support during the period of the placement.

Many practice placements require students to be car drivers / owners and where you do not have your own transport this will also be taken into account.

A Practice Placement Suitability Questionnaire is completed by you at the beginning of the programme to assist with the allocation of placements. This is provided for you to complete during the Induction week and must be returned to the FPLU promptly. It is your responsibility to inform the FPLU immediately if personal circumstances change via completion of a Change of Circumstances form (available on the FPLU Bb site).

For a variety of reasons practice placements may be cancelled by the provider. Where this occurs the Practice Placement Tutor in liaison with the FPLU will endeavour to find and allocate another appropriate practice placement. Where this is not possible it may be necessary for you to undertake the practice placement at a later date. This would normally be when the next practice placement occurs or the summer vacation (if sooner). Where you are a practice placement behind your cohort you will need to undertake the deferred practice placement during the summer vacation period in order to catch up and maintain alignment with the cohorts progression through the programme.

For additional information please refer to:
- Process to follow on allocation of your practice placement – refer to Appendix 2
- PT Programme Practice Placement Blackboard Site
- FPLU Blackboard site
- Position Statement: Allocation of Placements and Requesting a change in placement allocation. (Appendix 3)

2.3 Professional Liability Insurance

It is strongly advised that you become registered with the Chartered Society of Physiotherapy to access the benefit of Professional Liability Insurance (PLI) cover for non NHS practice placements in the UK. This is also a requirement in many other countries eg. Eire. When undertaking the elective placement abroad you are advised to ascertain that the PLI meets the requirements of the host country and visit the CSP website http://www.csp.org.uk/

2.4 Disclosure and Barring Service (DBS) Checks

The Disclosure and Barring Service clearance document belongs to you. It is an essential professional document and must be treated as such. It is extremely important that it is kept safe. This is each student’s responsibility. You may be required to produce this for placements or visits necessary within the programmes. Failure to produce this may mean that you cannot attend your placement.

The University requests a DBS clearance prior to commencing the programmes and pays for this. The University can only hold a copy of the DBS clearance for a limited timescale and is not in a position to provide a copy should it become lost. In the event that it is lost the University can only provide you with a covering letter stating that the student has current DBS clearance and supplying
the reference number. There will be a charge for this and it is expensive. You can also apply for full clearance again at your own expense.

Some practice placements require an up to date DBS check (ie. within 12 months). This is not a difficulty in the first year of study but in subsequent years you will need to have the DBS check re-done prior to going out on the practice placement. This needs to be done well in advance as there is often a time delay of a number of weeks. The Practice Placement Tutor will inform you as early as possible prior to placement where this is an issue. Forms to update the DBS are obtained from the Student Admissions office. Any costs incurred are to be met by the student.

Note: students who break their studies for any reason (Intercalate or become external students) will be required to apply for new DBS check prior to their return to the University. The University will contact you regarding this before your return to study. The cost of this new DBS check is met by the student.

2.5 Occupational Health

The Occupational Health department is responsible for checking that students have the relevant vaccination profile to be safe to attend placement. It is your responsibility to provide all requested information and attend any vaccination appointments to ensure that you are prepared for placement. An incomplete vaccination profile would mean that you would be unable to attend your placements.

3. Accommodation/Transport

3.1 Accommodation

When allocating placement usually a maximum travel time of 1 ½ hours in each direction is allowed. Where travel is further you will be expected to stay away from your campus or home. Normally you would only be allocated those placements where accommodation is available.

Organising accommodation, where required, whilst on practice placement is the responsibility of individual students. Accommodation is now only available on some hospital sites; there is usually a charge for this. The Practice Placement Tutor and the FPLU have some information on this and on alternative accommodation when this is not available (Blackboard site or from tutors directly). Information may also be provided by the Practice Placement Educator.

3.2 Transport

Arranging transportation to and from the practice placement is also the responsibility of each individual student.

You may be able to claim back accommodation and transport expenses incurred whilst on placement if eligible for an NHS student bursary. An Expenses Claim form should be completed and handed to the campus FPLU office for processing during and / or at the end of each placement. (Forms can be found on the FPLU Bb site).

Note: it is recommended that you make copies of the completed form and all receipts

Some practice placements require students to use a car. Where this is the case you MUST ensure that you have adequate insurance cover prior to the practice placement commencing.

Note: a self-declaration form MUST be completed annually in relation to car insurance. Students must do this whether or not they need to use a car for placements (available on the FPLU Bb site).
Students will be contacted annually (usually in September) by Practice Placement Administrators via Blackboard and asked to complete a form and return it to them.

4. Place in Programme of Study

Practice placements are timetabled into the programme in a way which aims to enable you to integrate theories learned in the academic setting with the practical experiences gained on placement (see Appendix 1 for an illustrative timetable). They provide you with the opportunity to work closely with service users and carers in “real settings”. Service users, through their contact with you, have the opportunity to provide direct feedback to you in terms of your abilities, effectiveness and professionalism. Reflection on practice placement learning is an integral element of linking theory to practice both in the university and whilst on practice placement. This enables you to meet the necessary professional and academic requirements to practice as a newly graduated physiotherapist.

4.1 Placement structure

The MSc Physiotherapy (pre-registration) programme includes 5 qualificatory clinical placements. Each placement will assess your Physiotherapy skills and your understanding of different aspects of your Physiotherapy practice. For the exact timing of Physiotherapy clinical placements within the course please refer to the MSc Physiotherapy (pre-registration) programme timetable (Appendix 1).

The length of the placements and where they sit within the programme has been developed in conjunction with the views of previous students and Practice Placement Educators. They have been timetabled to facilitate learning, skill development and ability to link theory to practice throughout the programme.

Although your academic University based modules are all at level 7, your placement qualificatory practice units show progression and are assessed at level 4,5 and 6 to accurately assess your developing practical skills over the two years of your programme.

The first practice placement; PP0, is an observation week and this is followed by a 6 week placement which is assessed at level 4. It is recognised that for some of you this will be your first experience of practising in a health based setting and therefore this offers an opportunity to become accustomed to health care environments and to practice the foundational skills and key principles of the physiotherapy rehabilitation process. Four six week practice placements follow, two at level 5 and two at level 6. Each practice placement module will assess your physiotherapy skills and understanding of the different aspects of the physiotherapy process linking this to theory encountered in university and on other placements. Within your final level 6 Tplacement (HRBP 9005 ) there is the expectation that you will be able to demonstrate physiotherapy practice approximating that expected of a band five newly graduated physiotherapist. For the exact timing of the practice placement modules refer to the illustrative programme timetable (Appendix 1).

Practice Placements take place at all three levels as detailed below:

<table>
<thead>
<tr>
<th>Level 4</th>
<th>1 week Practice Placement Observation (PPO) (not formally assessed) 6 weeks Physiotherapy Practice 1 (PP1)</th>
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<tr>
<td>Level 5</td>
<td>12 weeks Two x 6 weeks assessed placements Physiotherapy Practice 2 and 3 (PP2 &amp; PP3)</td>
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<tr>
<td>Level 6</td>
<td>12 weeks Two x 6 week assessed placements.</td>
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4.2 Placement Hours:

Full time and part time students are expected to undertake practice placements on a full time basis. This is normally a 37.5 hour week (based on the NHS and Social Services working guidelines). It may be possible to arrange the practice placement in a more flexible manner, but only in exceptional circumstances, and by prior agreement with Practice Placement Tutors and Clinical Educator. In some circumstances, where it is normal working practice, you may be asked to be involved in evening or weekend working. Where this will cause you difficulties students should discuss this with their Clinical Educator.

A record is kept of the hours undertaken during each practice placement and an Hours form, at the back of each assessment document, must be completed and signed by the Clinical Educator for each practice placement. **Note:** you are advised to keep a photocopy of this form for Continuing Professional Development (CPD) evidence.

4.3 Study Time:

Students are entitled to a half day each week, away from the workplace, for placement related study, for example: critical reflection on case studies, researching conditions, preparation of evidence to contribute to your professional development portfolio. The timing of this half day will be dependent on the practice placement demands and should be negotiated with the Practice Placement Educator. This half day is included in the placement hours.

4.4 Summary of Practice Placement Hours:

Total number of placement weeks = 30 weeks
Total number of placement hours = 30 x 37.5 = 1125 hours

This allocation complies with the requirement for 1000 hours of practice placement during pre-registration education (CSP, 2012)

Any hours (up to a maximum of 50) which you complete in excess of the required 1,000, can be used towards your 150 practical skills hours recorded in your log book. Further details are provided in the programme handbook and programme specification.

4.5 Placement costs

The cost of accommodation and transport is met by the student. For students starting in September 2017, the university will contribute up to £300 towards placement travel costs.

In cases where students receive an NHS bursary a claim can be made for reimbursement of these costs. This is done via an Expenses claim form (see section 3.2). Where a student does not receive a bursary claims for expenses cannot be made.

**Costs of Placements Abroad:**

Where students undertake practice placements aboard the costs for accommodation, transport, medical, personal and additional professional liability insurance is met entirely by the student. Reimbursement claims cannot be made.

**Professional Liability Insurance:**
It is strongly advised that students become registered with the Chartered Society of Physiotherapists to access the benefit of Professional Liability Insurance (PLI) cover for non NHS practice placements in the UK (refer to Section 2.4)

**Car insurance**
The cost of additional insurance cover where a car is required for practice placements is met entirely by the student (refer to Section to 3.2)

**Disclosure and Banning Service Check**
Replacement DBS check costs are met entirely by the student (refer to Section 2.5)

**Financial Support**
If you feel that you are unable to meet the cost of practice placements you should seek advice / support from LISS [www.cumbria.ac.uk/liss](http://www.cumbria.ac.uk/liss)

## 5 Practice Placement Module Aims and Learning Outcomes

This section only details the practice placement qualificatory practice units. You should also refer to the Programme Handbook for details of the academic modules. (NOTE: The Practice Educators Placement Handbook will detail ALL the programme’s modules to enable educators to understand the knowledge base of students)

The practice placement learning outcomes for the physiotherapy programme are designed to be progressive and increasingly demanding. The aims are that as, you progress you will be increasingly able to apply the skills and theories learned in university to the practice placement setting. You will develop skills which are transferable between practice placements and that you will be able to integrate experiences, knowledge and skills from practice placement into university based education.

**PP0 Observation Placement (HRBP 9000)**

**Aims of Practice Placement:**

The aim of this observation placement is to begin to develop the Standards of Proficiency (HCPC, 2012) required for successful registration.

**Intended Learning Outcomes:**

On completion of the module students will be able to:

- Describe activity in a specified placement location
- Demonstrate emerging professional communication skills with colleagues, service users, their relatives and carers.
- Demonstrate a basic understanding of the need to establish and maintain a safe practice environment.
- Demonstrate emerging skills of self awareness with the ability to identify and articulate your own professional needs

**Assessment:**
This is an OBSERVATION module and is not formally assessed however clinical educators prepare a short report which focuses on professional behaviour and communication skills. (Appendix 4).

**Physiotherapy Practice 1 (HRBP 9001)**

**Aims of Practice Placement:**
The aim of this placement is to begin to develop student physiotherapy practice working towards the Standards of Proficiency (HCPC, 2012) required for successful registration. The placement will be closely supervised and allow students to role model and practice the foundational aspects of the physiotherapy process. Professional socialisation and the ethical and legal framework of physiotherapy practice will be stressed.

**Intended Learning Outcomes:**
On completion of the module students will be able to:

- With assistance demonstrate safe and professional communication skills with colleagues, service users, their relatives and carers.
- With assistance complete an effective subjective assessment
- With assistance safely select and carry out aspects of an objective assessment and contribute to decision making regarding physiotherapy management planning for the service user
- With assistance accurately document and maintain physiotherapy records in accordance with applicable legislation, protocols and guidelines.
- Practice as a safe and reflective professional. Select appropriate evidence of meeting the standards, guidance and codes of the regulatory and professional bodies to contribute to your professional development portfolio.


**Level 5 PP2 (HRBP 9002) and PP3 (HRBP 9003)**

**Aims of Practice Placement:**
To allow students to develop a breadth of clinical experience reflecting the wide range of physiotherapy practice which will be encountered on graduation. Each placement will develop transferable skills such as assessment, critical appraisal and evaluation; clinical reasoning and problem solving, caseload management, communication and teamwork.

**Intended Learning Outcomes:**
On completion of the level 5 modules you will be able to:

- Demonstrate professional and appropriate communication skills with colleagues, service users, their relatives and carers.
- With guidance demonstrate the effective identification and assessment of the health and social care needs of service users.
- With guidance formulate, deliver and review physiotherapy management plans using analysis and evaluation of assessment information, research, reasoning and problem-solving to determine appropriate actions.
• With guidance accurately document and maintain physiotherapy records in accordance with applicable legislation, protocols and guidance.
• Demonstrate your consistently safe, professional and reflective practice. Select appropriate evidence of meeting the requirements of the regulatory and professional bodies to contribute to your professional development portfolio.

Assessment:

Practice Placement = (CAT document level 5 report HRBP 9002 and HRBP 9003)(Appendix 6)
Professional Development Portfolio: Qualificatory

Level 6 Modules PP4 HRBP 9004 and PP5 HRBP 9005 (Appendix 7-assessment document)

Aims of Level 6 Modules:
The aim of each placement module, building over the course of the programme, is to allow students to develop a breadth of clinical experience reflecting the wide range of physiotherapy practice which will be encountered on graduation. Each placement will develop transferable skills such as assessment, critical appraisal and evaluation; clinical reasoning and problem solving, caseload management, communication and teamwork.
The aim is that students by the end of HWBP 9005 should be managing a workload approaching that of a newly graduated band five physiotherapist.

PP4 (HRBP 9004)

Intended Learning Outcomes:
On completion of this module you will be able to:
• Consistently demonstrate professional and appropriate communication skills with colleagues, service users, their relatives and carers.
• With minimal guidance demonstrate the effective identification and thorough assessment of the health and social care needs of service users.
• With minimal guidance formulate, deliver and review physiotherapy management plans using analysis and critical evaluation of assessment information, research, reasoning and problem-solving to determine appropriate actions.
• With minimal guidance accurately document and maintain physiotherapy records in accordance with applicable legislation, protocols and guidance.
• Demonstrate consistently safe, professional and reflective practice. Select appropriate evidence of meeting the requirements of the regulatory and professional bodies to contribute to your professional development portfolio.

Assessment:

Practice Placement = (CAT document level 6 report)( Appendix 7)
Professional Development Portfolio: Qualificatory

PP5 (HRBP 6004)

Intended Learning Outcomes:
On completion of this module you will be able to:

- Consistently demonstrate professional and effective communication skills with colleagues, service users, their relatives and carers contributing to collaborative team working and service user engagement.
- Independently and consistently demonstrate the effective identification and thorough assessment of the health and social care needs of service users.
- Independently and consistently formulate, deliver, review and justify physiotherapy management plans using analysis and critical evaluation of assessment information, research, reasoning and problem-solving to determine appropriate actions.
- Independently and accurately document and maintain physiotherapy records in accordance with applicable legislation, protocols and guidance.
- Practice as a safe and critically reflective professional. Critically review your personal development portfolio and its ability to successfully evidence your fulfillment of statutory and professional body requirements as a band five physiotherapist.

Assessment:

Practice Placement = (CAT document level 6 report HRBP 9102 and HRBP 9003)
Professional Development Portfolio: Qualificatory

6 Assessment of Placement

Assessment of your performance on placement by your Practice Placement Educator is an integral part of the Physiotherapy course. Its purpose is to ensure that you are developing your professional skills and are operating competently within the practice setting.

You will be given informal feedback during your placement via for example, supervision sessions, instruction whilst performing activities and case discussions.

Formal assessment will also occur during the Physiotherapy Clinical Placements 1-5, details of these assessment processes are given below.

6.1 Practice Placement Assessment Strategy

The observation placement PPO is informally assessed via a short descriptive report against criteria related to professional behaviour and communication. Practice Placement 1 is assessed via a level 4 assessment document which mirrors the criteria set out in the validated North West CAT document.

The four level 5 and level 6 placements are assessed via the North West Physiotherapy Common Assessment Tool level 5 and level 6.

The North West Physiotherapy Common Assessment Tool (NW CAT)

The assessment of all placements is via the North West Common Assessment Tool (NW CAT). These documents at level 5 and level 6 were developed by the five Higher Education Institutes (HEIs) in the North West (Cumbria, Liverpool, Manchester Metropolitan, Salford and UClan) in 2003 and have been validated across all the five HEI physiotherapy BSc(Hons) and MSc physiotherapy programmes. They were developed in response to stakeholder demand for a standardised document to meet the needs of all physiotherapy students taking their placements in the North West region regardless of their HEI physiotherapy programme. This also means that Practice Placement Educators are very familiar with the document as they use it not only to assess
students from the University of Cumbria but also all other Physiotherapy students from these neighbouring HEIs.

Clinical Educators assess students against assessment criteria using tick boxes which accurately describe a student’s performance. These boxes equate to grades which have been agreed upon by the group. The overall mark is processed by the Practice Placement Tutor on return from placement via adding the scores across the CAT document 10 assessment criteria and calculating the mean.

The practice placement assessment documents and assessment process remain largely unchanged for this validated programme. Any changes to the CAT form would require consultation across the five HEIs as the document is owned by this joint group. On-going feedback from stakeholders and external developments are taken into account and has resulted in minor amendments to this form (for example the inclusion of a glossary of common terms and a section mapping KSF standards to the HCPC standards of proficiency).

The assessment form is divided into two parts:

Part 1 comprises ten aspects of practice that will contribute to the overall assessment of the student’s performance. These are based on the Standards of Proficiency (SoP) of the Health and Care Professions Council and play a central role in admission to the register. They are also linked to the KSF Dimensions (Core 1-6 and HWB 6& 7). They have been grouped into four areas.

- Interpersonal Skills (SoP 1B) (KSF Dimensions C1,C2,C6)
- Management of Self (SoP 1A,3) (KSF Dimensions C2,C4,C5)
- Management of Patient (SoP 2A,2B,2C,3) (KSF Dimensions C1,C3,C4,C6, HWB B6.B7)
- Documentation (SoP 2B) (KSF Dimensions C1,C3,C5, HWB B6.)

For each aspect of practice, performance criteria have been identified and assessment criteria have been given. They are intended to provide a framework of reference for the assessment made by the practice placement educator in determining the student’s overall achievement on placement.

Part 2 of the student assessment relates to SAFETY and PROFESSIONAL BEHAVIOUR. These areas are assessed using a pass/fail judgement against a set of criteria.

Failure of either section of Part 2 will normally override Part 1 of the assessment and cause the student to fail the placement.

Professional Portfolio Development

Maintenance of a professional development portfolio is a requirement of the HCPC and therefore the University supports your portfolio development from the outset.

During each of the MSc Physiotherapy Practice Placements, 1-5, you are expected to engage in reflective activity and to produce one or more pieces of reflective writing linked to each clinical placement. These will contribute to your Professional Development Portfolio and Suggested topics for reflection are:

- Key/critical incident account (x2) evidencing learning in the practice setting.’
- Critical reflective report on the role of the Physiotherapist in the inter-professional team.
● ‘Critically reflect on the Physiotherapy management of one patient seen on practice placement evidencing your clinical reasoning’
● Critical reflective report on the extent to which the individual’s practice experience thus far enables them to fulfil the HCPC and CSP guidance on professional competence with production of a personal development plan
● Critical analysis of an outcome measure used in your practice setting

In addition you may gather further evidence from practice placements such as evidence of attendance at in service training, formal feedback from “experts by experience” (service users and/or their carers) on aspects of your performance such as communication skills, professionalism, organisational abilities, other examples of meeting HCPC and CSP guidance documents.

6.2 Assessment of Practice Placements

Your placements are qualificatory only, i.e. pass / fail. Although a mark is awarded, this will not contribute towards the degree. The mark is to provide you with a means of assessing your own performance and to provide you with evidence of your level of competence when applying for jobs in the future.

Formal assessment of the practice placements will occur during the following modules. PT Physiotherapy Practice 1 Physiotherapy Practice 2 Physiotherapy Practice 3 Physiotherapy Practice 4 Physiotherapy Practice 5

Note: PP0 is an observational week only and is not formally assessed.

Assessment of performance on practice placement is an integral part of the physiotherapy programme. Its purpose is to ensure that you develop professional skills and operate competently within the practice setting at the expected level.

You will be given informal feedback during placement (via supervision sessions, instruction whilst performing activities and case discussions for example), by your Clinical Educator. This is a two way process and you will take increasingly more responsibility for evaluating your own performance during practice placements. This will enable you to improve performance, progression and establish on-going development needs.

A formative assessment will be completed at the mid-point of the placement using the assessment document of the appropriate level. The document will be completed collaboratively by the visiting tutor (when possible) you and your Clinical Educator. Strategies to rectify weak performance will be discussed at that time if they are not already in place. It is usual to have this form available to discuss with the visiting tutor during your placement visit.

The formal summative assessment will usually occur during the second half of the last week of the placement. The assessment document will be completed collaboratively by you and your Clinical Educator. The Clinical Educator must however make the final decision and fill in the final assessment form. The Clinical Educator should also make recommendations relating to your performance in order to give you feedback on areas of strengths and/or weakness. You’re learning contract also contributes to the assessment process in terms of documenting progress towards your personal learning objectives.
You should be allowed some private time (normally 48 hours, and not less than 24 hours) to consider the completed assessment document. The Clinical Educator and the student have the opportunity to make comments and both must sign the form. The master copy of the relevant assessment document must be handed in to the university Course Information Point (CIP) by a designated time following completion of the placement (refer to specific Practice Placement Module Guides on Bb) but it is advised that you and the Clinical Educator also retain a copy.

You will be notified of your practice placement grade via Bb Grade Centre. All practice placement assessment forms and grades will be presented to the university Module Assessment Boards and Faculty Assessment Boards for external scrutiny and ratification of marks.

6.3 Passing and Failing the Practice Placements Modules:

Practice Placement Educators complete a short report for the observation placement, a level 4 assessment report for Physiotherapy Practice 1 and the relevant NW CAT for all placement experiences at level 5 and 6. Practice Placement Educators complete marking by assessing the student against the performance and assessment criteria and ticking the appropriate box which accurately reflects the student performance.

The percentage achieved for each placement will be worked out by university tutors from the boxes ticked by the Practice Placement Educators using an agreed formula utilised across the North West HEIs (the Practice Placement Educators do not decide the percentage for the placement).

All assessment documents MUST achieve a minimum of 40% in order to pass the practice placement module.

Note: Submission of all placement assessment documents must be to the agreed deadlines as specified within the module handbook (see Bb placement site) otherwise a capped mark of 40% will be awarded for the placement component.

Failing a Practice Placement:

The aim of all involved in your placement experience is to help you develop into a safe and effective Physiotherapist rather than attempting to fail you. However, unfortunately some people will fail a placement. There are a number of reasons why students might fail a practice placement. In most cases the outcome of retaking the placement is a positive one and students benefit from having the additional opportunities the additional weeks on placement affords them.

- The CAT document level 5, Part 1 identifies the aspects of practice which if assessed as a fail at the end of placement, would constitute an overall failed placement. These are item 1: Effective and appropriate skills in communication, item 4: Awareness of the limits of own practice, item 6: Gather appropriate information relating to the patient, item 7: Plan and carry out an appropriate objective examination and item 10: Maintain accurate patient records.

- The CAT document level 6, Part 1 identifies the aspects of practice which if assessed as a fail at the end of placement, would constitute an overall failed placement. These are item 1: Effective and appropriate skills in communication, item 3: Demonstrate effective self-management of caseload, item 4: Awareness of the limits of own practice, item 6: Gather appropriate information relating to the patient, item 7: Plan and carry out an appropriate
objective examination, item 9: Implement and critically evaluate impact of, and response to treatment interventions and item 10: Maintain accurate patient records

- The CAT document level 5 and level 6, Part 2 identifies that failure of either section in Part 2 will normally override Part 1 of the assessment and would constitute an overall fail of the placement.
- Students who are graded as an overall fail for the placement at the mid-placement assessment must be informed IN WRITING of:
  a. Their failure to meet the required standard
  b. The consequences of such a grade being awarded at the final assessment
  c. The change in behaviour required to meet the minimum standard
  d. The resources that will be made available to them to facilitate their improvement.

Failing a student is something that Practice Placement Educators generally find a difficult thing to do and such decisions are not taken lightly. It is a rare circumstance. Failure should never come as a surprise to you at the end of placement and if there are concerns about your performance these should be flagged up at the half way formative assessment or as they occur. This then allows you time, in conjunction with a visiting tutor and your clinical educator, to formulate an action plan to attempt to rectify any issues.

If there are significant problems within placement it is advisable for you and/or your clinical educator to contact the Practice Placement Tutor (01228 616023) who will be able to offer advice and support.

All practice placements must be passed in order to be eligible for registration with the Health & Care Professions Council. Only successfully assessed placement hours can contribute to the 1000 placement hours required by the CSP (2012). Failed placements are not condoned and must be redeemed before you can progress into the next level of study. This would mean that you would retake the placement at the next placement opportunity or during the summer vacation period (whichever is the sooner).

You should discuss the reasons for the failure with your Personal Academic Tutor and the Practice Placement Tutor as soon as you can following the placement so they can help you to develop the skills you require to successfully complete your resit.

7. Mentoring/Tutoring Arrangements

In line with the Quality Assurance Agency (QAA) 2011) and HCPC (SETs 5.11,2012) students and Practice Placement Educators are provided with appropriate guidance and support in preparation for, during and following placements. Please also refer to [QAA Code of Practice (2007) Section 9 Work-Based & Placement Learning] and Position Statements (Appendix 3).

7.1 Practice Placement Preparation and Feedback

All practice placements are preceded by preparatory sessions to optimise students benefit from and performance on placement. A cohort placement preparation session links the appropriate unit/module content to the placement. The purpose of this session is to “optimise student learning by addressing student expectations and feelings about new and unfamiliar experiences they are about to undertake” (Mackenzie 2002). The specific aims and learning outcomes of each placement will be reinforced and you will be given the opportunity to identify personal learning objectives which can be incorporated into your placement learning contract.
There are also a number of designated placement preparation days. These are for you to either undertake practical sessions (or update practical skills) or for self-study to enable you to prepare for your placements (Appendix 1 Illustrative Timetable). Formative testing of practical knowledge and skills in speciality specific areas will take place as part of the preparation process; this is designed to allow you to identify areas where further work is needed prior to placement.

Following your placement, the placement evaluation sessions are designed to promote reflection on the practice placement experience. On the first day back from placement students will attend a cohort evaluation session to “optimise learning by reviewing the practice experience” (Mackenzie 2002). This also facilitates the disengagement from placement and re-engagement with the academic setting You will also meet with your Personal Tutor usually on this placement evaluation day to discuss your placement experience and to share the evidence that you have identified to contribute to your professional development portfolio. Note. This is a compulsory and qualificatory requirement for each placement.

Content of both placement preparation and evaluation sessions may include the following: communication and the use of supervision; reflection and reflective tools such as SWOT analysis, logs and diaries; clinical reasoning, risk management and decision making, as well as professional conduct issues.

All timetabled sessions (placement preparation sessions, practical skills updates/seminars and blackboard activities) are mandatory elements of the module.

Material supporting all practice placement sessions are posted onto Blackboard and you should check the site regularly for updated notices and information.

7.2 Half Way Placement Visit

A tutor from the programme will normally visit each student during each placement experiences except the observation placement. These visits are intended to:

- Support and facilitate learning
- Support the practice placement educator
- Provide an opportunity to liaise between university and practice settings
- Ensure parity of assessment across the practice placement sites
- Provide a means of monitoring if placement learning outcomes are being met
- Provide an occasion for problem solving
- Provide an opportunity for mutual education
- Strengthen the relationship between the workplace and the university

Process:
It is your responsibility to arrange this half way visit – refer to Appendix 3 (Position Statements: Visiting Students on Placement)

The following will usually be discussed during the placement visit:

- The Half Way (formative) report
- The placement learning outcomes
- Your learning contract / development plan
- The strengths and weaknesses of the placement
- Your strengths and weaknesses in relation to the placement
- The placement module assignment and the collection of appropriate evidence
- A profile of the your work
- Pastoral issues
- Any pertinent issues raised by yourself, the visiting tutor or the Practice Placement Educator.
Each visit may be organised in a suitable way for the placement but a useful format is:

- Student and visiting university tutor meet (it is valuable to bring documents such as: learning contracts, Common Assessment Tool form)
- The visiting tutor and Clinical Educator meet
- A concluding meeting between student visiting tutor and Practice Placement Educator to sum up, agree future goals or action plan as necessary.

If you, the Clinical Educator or visiting tutor feel additional contact and/or visits to be necessary then these will be arranged. At each visit the visiting tutor will document a short report on the findings of the visit (Practice Placement Visit Report form).

The visiting tutor visits a range of students in a range of placement settings and plays an important role in advising the Practice Placement Educator on assessment criteria to assist in the moderation of final assessment grades between different placement sites.

Where this visit is to be undertaken by a newly appointed tutor they will be mentored by a more experienced member of staff for the first few visits. The format and purpose of the visit will be explained by the Practice Placement Tutor.

7.3 Supporting Students with Disabilities on Practice Placement

The programme has a positive and proactive approach to supporting students with disabilities on placement and is mindful of current legislation (Special Educational Need and Disability Act (SENDA), 2001) and professional guidance (CSP 2011; HCPC, 2006) relating to this issue. Given the importance of the practice based setting within the overall education of a physiotherapist, it is essential that students with disabilities have the same access to placements as their non-disabled peers. Therefore, if a student has a disability, informing the Practice Placement Tutor of their needs in good time prior to placement can allow for the careful planning of placements and any required ‘reasonable adjustment’ to take place with negotiation with the placement provider. Any information disclosed is treated as ‘sensitive, personal information’ as defined by the Data Protection Act (1998) and such information would only be relayed to the practice setting with the express permission of the student and would be on a ‘need to know’ basis.

Please refer to the Position Statements (Appendix 3) and the Practice Placement Blackboard site.

7.4 The Learning Contract

In addition to the half-way and final reports, students also complete a learning contract which documents progress achieved during the course of the individual placement. The learning contract is student-centred and designed to enable you to identify your own personal learning needs in the context of previously acquired skills and experience. Use of the learning contract enables students to become partners in their practice education, and to identify and use their preferred learning strategies (See Appendix 8).

The learning contract enables you not only to take responsibility for your own learning, but also to form a genuine partnership with your Practice Placement Educator. You are expected, in collaboration with the Practice Placement Educator, to begin to identify learning needs and opportunities during the first week of the practice placement. Objectives should also take into account the university’s aims and learning outcomes for the level of placement.

7.5 The Reference File
It is recommended that students develop a reference file of relevant information for each practice placement. This should be checked for accuracy by the Practice Placement Educator but will neither be marked nor contribute to the placement grade although it can be submitted into your Professional Development Portfolio. This should aim to collect information which can be used as reference material to inform and complement university-based learning.

7.6 Continuing Professional Development

Students will be expected to use practice placement experience to continue to update their PDP. Copies of practice placement reports, learning contracts and hours forms should be included within the PDP. You should aim to include some reflective writing from practice placements and the opportunity to develop your reflective writing will be included within evaluation sessions.

7.7 Support for Practice Placement Educators

Practice Placement Educators are highly valued and essential members of the education team. They are supported in a number of ways by the physiotherapy programme and practice placement tutors:

- Multiprofessional Support of Learning and Assessment in Practice module which contributes to their on-going CPD (offered at level 6 and level 7)
- University based Update days to discuss practice placement concerns and experiences, as well as any proposed changes or developments within the programme which will affect practice education
- Locality based refresher sessions which aim to focus on the needs of teams and individual educators
- Locality based practice placement meetings which focus on practical and organisational issues
- One to one meetings / phone calls / e-mail for personal support for example: where a student is finding it difficult to meet practice placement learning outcomes,
- Half way visit
- University facilities such as LISS where further support is required for students, for example: where the student has special needs and for the exceptional student where the educator may require further support in enabling this student to reach their potential.

Many Clinical Educators develop close links with the university and become actively involved in its business for example: interviewing prospective students, university based education and assessment. They may sit on committees or be involved in meetings / focus groups and joint research projects to enable us to develop programmes which meet the needs of modern workforce requirements.

7.8 Accreditation of Practice Placement Educators

Wherever possible Clinical Educators are expected to hold or be working towards formal practice placement accreditation via ACE (CSP, 2004). It is not necessary that educators are accredited with the University of Cumbria.

The programme is continually working towards facilitating the accreditation of all Practice Placement Educators to ensure a quality practice education experience for all students. To this end the physiotherapy Practice Placement Tutor, in conjunction with nursing, occupational therapy, radiography and social work, have developed and run a module to develop the practice educator skills necessary for the education and assessment of students. The Multiprofessional Support of Learning and Assessment in Practice module contributes to their on-going CPD (offered at level 6
and level 7). This module is run on a self-directed learning basis using workshops and electronic materials and support to develop understanding of supervisory and teaching roles, the process of learning, assessment and evaluation. Practice Placement Educators are able to be added to the Chartered Society of Physiotherapy ACE Database on successful completion of this module (CSP, 2004).

Accreditation of Practice Placement Educators indicates not only the commitment of physiotherapists to consolidate, enhance and maintain their skills as educators but is also a mechanism whereby quality practice placements can be assured. Accredited Clinical Educators who support and supervise other authorised educators during practice placement experiences also guarantee the continuing growth of accredited educators amongst their peers, contributing to the continued provision of quality placements for future generations of students.

The cost of accommodation and transport is met by the student. In cases where students receive an NHS bursary a claim can be made for reimbursement of these costs. This is done via an Expenses claim form (see section 3.2). Where a student does not receive a bursary claims for expenses cannot be made.

7.9 **Core Skills Framework**

Core Skills Framework

This is an initiative developed by NHS North West which aims to decrease duplication and to standardise the delivery of statutory and mandatory skills required by students for placement and employment.

There are nine core skills included within this framework:  
- Safeguarding Vulnerable Adults  
- Safeguarding Children  
- Infection Prevention Control  
- Health & Safety  
- Resuscitation  
- Equality, Diversity & Human Rights  
- Conflict Resolution  
- Moving & Handling  
- Fire Safety

Some of the above topics will be integrated within modules, for example: the level 4 Working Together Modules and Preparation of Practice Placement sessions. Others will be delivered via on-line learning.

Achievement of the learning associated with these topics will be entered onto a central Core Skills Register and ultimately a Student Passport.

8. **Responsibilities**

Students, Clinical Educators and visiting tutors have responsibilities in ensuring that the placement is successful.

**Responsibilities of the Clinical Educator**

Each student will be assigned a Practice Placement Educator whilst on placement. On some placements you may have more than one educator but one individual will be assigned the responsibility for the assessment. All Practice Placement Educators will have the appropriate skills,
training and preparation to provide support during the placement and will have had at least one
years practice prior to taking students (CSP 2004). Practice Placement Educators are responsible for:

- Providing a suitable practice based learning experience that takes into account health
  and safety
- Facilitating learning by providing appropriate learning opportunities
- Ensuring that they have the necessary skills to facilitate work base learning
- Ensuring that they regularly update their Practice Placement Educator practice by
  attending Up Date sessions
- Working towards Placement Educator Accreditation (if not already accredited)
- Ensuring that they update their Practice Placement Educator accreditation every 5
  years (if applicable)
- Providing you with and documenting constructive and regular formal and informal
  feedback to guide your progress
- Formal assessment of student’s practical ability
- Evaluating student’s preparation for practice placement
- Providing students with appropriate information regarding the placement prior to the
  placement commencing.
- Contacting and discussing issues affecting student performance with practice
  placement tutors and / or PEFs where further support is required.
- Ensuring that service users, carers and / or families understand the student role and
  receive consent for student involvement in interventions.

Responsibilities of the visiting tutor

A tutor, usually from the physiotherapy programme, will visit during each placement except the
observation placement (see section 7.2 Half Way Placement visit).

The visiting tutor is responsible for:

- Providing the student and Practice Placement Educator with constructive feedback
- Supporting the Practice Placement Educator in their role
- Supporting the student in the learning environment
- Enabling the development & monitoring of an appropriate action plan where necessary
- Evaluating the placement, student’s performance and the Practice Placement Educator’s
  role after each visit
- Moderating placement assessments, ensuring that the placement assessment is being
  undertaken fairly and in line with the university’s requirements.

Responsibilities of the student

Students are responsible for:

- Being prepared for each placement; for example: you should have done relevant
  background reading relating to the placement speciality and identifying your own specific
  learning needs.
- Preparing and forwarding an information sheet and introductory letter to the Practice
  Placement Educator in good time (no later than 3 weeks) prior to the commencement of the
  placement (both are available on the Practice Placement Bb site and the PLU Bb site)
- Attending all sessions within the preparatory and evaluation of placement weeks.
- Behaving in a professional manner
- Ensuring that the placement site Practice Placement Charter is read and followed
  (NHS sites only). Available on the Practice Placement Blackboard site.
- Demonstrating enthusiasm and motivation to learn
Taking increasing responsibility for, in negotiation with the Practice Placement Educator, an appropriate learning contract / learning development plan which is ongoing throughout the practice placement (Appendix 8)

Understanding the function and management of the practice setting in which the placement is situated

Taking increasing responsibility for managing and recording supervision

Reflecting on practice

Demonstrate links between theory and practice

Alerting the Practice Placement Educator and Practice Placement Tutor to any issues which might prevent progress or successful completion of the placement

Formally evaluating own progress throughout the practice placement

Discussing learning experiences with the Practice Placement Educator at the end of placement

Completing the evaluation form on the completion of placement

Contacting the Practice Placement Tutor if there is concern about standards of safety in relation to contact with clients, levels of support and supervision, for example: if the Practice Placement Educator is off sick and a replacement has not been found who can support and supervise.

Collecting any information of value to academic modules, assignments and PDP

Photocopying placement assessment documentation for your PDP

Ensuring that all required placement paperwork is submitted to CIP on / before the designated time as stipulated within the unit/module guide such as the Qualificatory Professional Unit report, Common Assessment Tool document, evaluation form; assignment coversheet

8.1 Professional behaviour during placement

The public has a right to expect the highest possible standards of behaviour and professionalism from all its physiotherapists and that qualifying physiotherapists are fit to practice. This also relates to recruitment of students as well as conduct during the programme.

All students are expected to comply with:

the CSP Code of Member’s Professional Values and Behaviour ( CSP 2011)
http://www.csp.org.uk/professional-union/professionalism/csp-expectations-members/code-professional-values-behaviour


the University of Cumbria Student Code of Conduct.
http://www.cumbria.ac.uk/Public/LISS/Documents/Procedures/StudentCodeOfConductAndAdjudicationProcedure.pdf

The Faculty of Health and Wellbeing has developed a well-established Fitness to Practise Policy for undergraduate health professionals which is aligned to the HCPC and CSP Standards and Student’s Codes of Conduct. Students will be expected to read, familiarise themselves and adhere to the requirements for professional behaviour and attitude at all times in university, practice placements settings and in their personal / public lives.

HCPC Guidance on Conduct for Students and Guidance on Health and Character
http://www.hcpc-uk.org/assets/documents/10002D1BGuidanceonconductandethicsforstudents.pdf

http://www.hpc-uk.org/assets/documents/10002D1AGuidanceonhealthandcharacter.pdf
9. Communication

There are a number of ways in which information regarding practice placements is communicated to you. Announcements about practice placements, module launch and evaluation sessions are regularly posted onto the Practice Placement Blackboard site. Placement allocations are posted onto the PLU Bb site. In addition notices may be sent to you by e-mail. You are expected to check all these methods daily especially when your practice placements are being organised.

Programme tutors may also need to contact you whilst you are on placement. You should, therefore, ensure that the FPLU has up to date details of your address, telephone number and emergency contacts. The FPLU has the contact details of Clinical Educators and PEFs. However, when you arrive on placement and find your educator, site or contact details have changed due to unforeseen circumstances it is your responsibility to inform Practice Placement Tutors and the FPLU immediately and supply your new details.

Whilst you are out on placement you will also need to check your e-mails and Blackboard sites for information on evaluation sessions and future academic modules as well as other notices. The practice placement Blackboard site hosts a practice placement discussion board by which you can communicate with other students whilst on placement for additional support for example to discuss interventions, roles and so forth. This board is to be used for placement related communications (ie. not for social use). Further communication is also offered by way of the half way visit or telephone call from your allocated visiting tutor (see section 7.2 for further details).

9.1 Contact details

You may need to contact university tutors whilst on placement and can do so by telephone or by e-mail.

Note: An immediate response is not always possible but tutors will make contact as soon as they are able too.

**University of Cumbria Carlisle**: tel: (01228) 616234, fax: 01228 616235
Direct dial telephone: (01228) 61 plus extension

**Email addresses**: [name].[surname]@cumbria.ac.uk
(e.g. annie.levis@cumbria.ac.uk)

**HEAD OF QUALITY GROUP**
Alison Hampson extension 6344

**PROGRAMME LEADER**
Caroline Smith extension 6032

**PRACTICE PLACEMENT TUTOR**
Annie Levis extension 6023

**TUTORS**
Alan Chamberlain extension 6032
10. Attendance

Attendance is mandatory for all practice placements and the classroom based sessions relating to them, such as the module launch, practical skills updates and evaluation sessions. Punctuality is also an essential aspect of your professional behaviour whilst on practice placement and attending university sessions. Non-attendance on placement may mean that you cannot achieve the learning outcomes or assessment profile for the placement. This could result in a fail or a deferred placement.

Practice placement hours are recorded to ensure that you achieve the minimum 1000 hours required. Failure to meet this target will mean additional placement time will be required in order for you to be eligible to apply for registration with the HCPC and this process may be delayed.

Unauthorised absences are notified to your Personal Tutor for discussion in relation to your learning. Your sickness and absence record is also used by your Personal tutor when writing your references for employment.

The Faculty Placement Learning Unit is responsible for recording and monitoring all absences from university sessions and practice placement absences.

10.1 Sickness & Absence Reporting

There is a clear process for reporting any sickness or absences both whilst on placement and for sessions within the University. The Sickness and Absence Policy is available on the FPLU Bb site and should be read and adhered too at all times.

10.2 Prolonged Absence:

In situations where you need to take an extensive period of time away from your practice placement (eg sickness or personal reasons) you must discuss this with BOTH your Practice Placement Educator and your Practice Placement Tutor. A minimum requirement of 80% attendance for placement hours is required to assure successful achievement of the learning outcomes. In some cases it may be determined that you will have insufficient time to meet the
learning outcomes for that practice placement and the decision may be taken to withdraw you to avert a possible failed placement. This will mean that you have the opportunity to take the practice placement again as a first attempt. This placement will either be taken at the next practice placement opportunity or during the summer vacation period.

11 Access to library support and learning resources whilst on placement

Most practice placement locations now have computer and internet access. Some of the larger hospitals also have library facilities.

If you are going on practice placement for more than four weeks you can join the placement loan service that provides you with extended 4 week and 6 week loans, plus an entitlement to postal loans on items you request whilst you are away. You only need to register once each academic year to join the service, regardless of the number of placements you have in that year.

You will need to complete the Placement Loan Application Form and obtain your tutor’s signature before you go on placement; then return the completed form to the library together with any books you currently have on loan so the due dates can be reset. It is important to note, however, that any books you take away with you may be requested by another user. You may therefore have to return the requested items in person or by post to the library as normal.

Please ensure that you know your library PIN number before you start your placement to access your library account online. This will let you request books, check when books are due back, renew your loans, track your requests or check if you have any fines to pay.

You may also wish to request training from our staff in the libraries or gateway buildings before you leave to make sure that you know how to:

- Search for and request items on the library catalogue
- Search for online journal articles and conference papers
- Use classroom IT equipment including Smartboards and Promethean boards
- Join borrowing schemes with other University libraries near your home or placement site
- Use all the learning tools on Blackboard

You will find more information on postal loans and the other library services at: www.cumbria.ac.uk/liss, or ask at your local site library.

12 Dress Code

Most practice placements require students to wear a uniform and you will be provided with this before your first practice placement. You will be notified about uniform measuring and collection dates during the induction week.

The university provides you with the following:
2 Polo shirts OR 2 tunics (preference)
2 pairs of trousers
1 Fleece jacket
If you require additional items you are required to purchase the same design as your initial provision from the designated uniform supplier yourself. Details can be obtained from Blackboard and FPLU.

If wearing a uniform is not required for a particular placement this information and details of the appropriate dress code will be provided by the practice placement provider prior to your placement commencing.

You are not provided with a name badge so should ensure you have your University card with you during your placement.

You should also refer to the Faculty Dress Code available on the PLU Bb site.

13 Placement Evaluation

13.1 Practice Placement Evaluation

The physiotherapy programme deploys several methods of achieving and maintaining a high level of quality in practice placement education, and continues to develop methods of assuring adherence to quality standards. All have a role to play in the evaluation of practice placements (QAA 2011, HCPC 2004, Skills for Health 2006).

Feedback on your practice placement experience is therefore collected via:
- Practice Placement Evaluation form (Appendix 6) completed at the end of every practice placement.
- Student reports for Quality Committees
- Informally from comments in placement evaluation sessions
- Meetings with Personal Tutors
- Feedback from Practice Placement Educators during placement visits
- Feedback from practice placement events; in university or locality based.

All feedback is considered as valuable information and is in turn fed into action plans to improve the student learning experience in practice and influence future programme development. Formal feedback of the student’s practice placement evaluation forms is provided to practice placement sites on an annual basis. Where specific feedback is needed in individual circumstance this is given at the appropriate time.

External examiners are involved in the monitoring and evaluation of practice placements by scrutiny of practice placement paperwork for example: placement grades; report forms; learning contracts and half way visit forms.

All new proposed placements in our region are visited by the practice placement tutor and an audit of the learning opportunities and appropriately qualified practice educators is carried out. This also affords an opportunity to discuss the physiotherapy programme’s philosophy of learning and teaching and share information about for example the curriculum content and levels at which materials are taught. The responsibility of developing new placement sites is shared between the five HEI physiotherapy programme providers in the North West. University of Cumbria usually has responsibility for placement settings in Cumbria and North Lancashire. A newly developed audit tool developed by the SHA North west will incorporate a biannual audit of placements.
The introduction of a national accreditation process and database by CSP for Practice Placement Educators (ACE) is a further measure to ensure the quality of the placement experience for students.

14 Health and Safety

During the placement, we would expect students to prove to be effective, safe and reliable individuals. Placement organisations are employers in their own right, and employers must ensure, so far as is reasonably practicable, the health and safety and welfare of their employees. The primary responsibility for meeting statutory health and safety requirements within a placement remains with the placement organisation. Students on placement are therefore deemed to be employees and are, as such, owed a duty of care. However, it also the responsibility of each student to conduct themselves in a professional and safe manner.
References:


Chartered Society of Physiotherapy (2011) Into Physiotherapy: Guiding and Supporting Disabled Students


Health and Care Professions Council (2006) A disabled person’s guide to becoming a health professional.


Quality Assurance Agency: www.qaa.ac.uk/academicinfrastructure/CodeOfPractice


University of Cumbria Academic Regulations (2012) http://www.cumbria.ac.uk/aqs

University of Cumbria Student Code of Conduct(2010/11) http://www.cumbria.ac.uk/Public/LISS/Documents/Procedures/StudentCodeOfConductAndAdjudicationProcedure.pdf
APPENDIX 1
APPENDIX 3