



AECC
University College
*Transforming lives
through Health Sciences*

**School of Rehabilitation, Sport and
Psychology**

MSc Physiotherapy (pre-registration)

Practice Educator Handbook



Image from CSP

Introduction

Practice-based learning forms an indispensable part of the physiotherapy learning process. Learning gained in practice settings is vital to students' educational and professional development. Experience gained enables the acquisition of new knowledge and skills as well as the application, consolidation and reflection upon the learning gained in the university environment.

Therefore, the aim of practice-based learning on the MSc Physiotherapy (pre-registration) is to offer students opportunities to develop core clinical and transferable skills across a range of clinical specialities, client groups, environments and disciplines.

The Health and Care Professions Council (HCPC 2017) states within their Standards of Education and Training guidance: <https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/> that within practice-based learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct. As such, the role of the Practice Educator (PE) is crucial in ensuring the quality of the student learning experience in the practice-based setting.



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SECTION 1 The role of Practice Educator

1.1 Your role as a Practice Educator

Learners on the AECC University College MSc Physiotherapy (pre-registration) course will, throughout their two years of study spend some time each year in a variety of practice-based settings. This allows the learner to develop the knowledge required to provide safe and competent care for patients / clients. Practice-based learning enables learners to translate their knowledge into practice affording them the opportunity to learn through experience and alongside experts.

All learners will be allocated a named Practice Educator (PE) to support them in practice, as the named PE you are expected to remain in regular contact with the student throughout their time with the practice-based learning environment and be responsible for assessing the summative learning domains, including the professionalism and safety element within the Common Practice Assessment Form (CPAF) held on the AECC University College e-portfolio platform. You are the registered health care professional making the decision on whether the learner is safe to practise, and therefore eligible to apply for entry to the HCPC register as a physiotherapist following successful completion of the course.

A PE is principally an experienced clinician, who through promotion of a professional relationship can facilitate another's personal growth and development, create an enabling environment, seek learning opportunities and supportive interventions.

1.2 Expectations

As PE you will be expected to:

- Support the student to set their learning aims and objectives for their practice-based learning during the first few days of their placement.
- Assessment of the student's professional attitudes and behaviours at half way and completion of their placement using CPAF which includes formative and summative marking and comments.
- Give constructive formative/ half way feedback (including both strengths and areas to improve) and suggestions for how to achieve this.
- Create clear action plans for areas of difficulty, especially if the student is not meeting professional and safety expected at this level.
- Document meetings and debriefs as necessary (including action plans) following the 'danger of failure' templates and also warning documentation on CPAF.
- Liaise with the student's link educator from AECC University College, your practice-based learning lead at your organisation and if required AECC University practice-based learning co-ordinator.
- Check and approve the student's documentation of practice-based learning hours within the CPAF document on the AECC University College E-Portfolio platform.
- Ensure all of the CPAF has been completed, signed and dated by the end of

the student's placement.

- To monitor and safeguard the welfare of the student.

AECC University College is very reliant on feedback and communication from you with regard to your student's progress as we are there to support you as well as the student. This is set up via the student's / your allocated practice-based learning link tutor.

Many learners coming onto this course will have very little experience of working within a health or social care environment. The many skills that you demonstrate every day in practice without realising it are key to their development, such as:

- How you communicate with the patient, family and other health care professionals
- How you manage and prioritise your workload
- How you work and adapt within different environments, such as ICU, ward, community
- How you manage your own safety when working in a community settings
- Skills, in managing acute and non-acute situations
- Level of diverse knowledge and dexterity of managing care and treatment
- Professionalism and integrity
- Desire and motivation to use the best available evidence to improve the quality of the patient experience, and advance the profession
- Leadership and team working skills, including the multi-professional team situation
- Ability to support and either guide or direct others.
- Decision making

The key to providing a valid practice-based learning experience is the knowledge, skills and enthusiasm of the PE and the team around them.

The practice-based learning link tutor from AECC University College will contact you in advance via email to organise a time and date to meet. This will be offered as either a face to face, virtual or telephone call to meet your needs. Although this is set up around week 3 / 4 to coincide with the student's half-way assessment within CPAF, you can contact the link tutor at any time, and encouraged sooner rather than later if there are any issues with the student's performance or professional behaviour and safety.

1.3 Helping a student feel valued

Evidence suggests that the more confident and valued students feel on placement, the more able they are to learn.

- Clear induction - pre-placement communication as well as a clear induction on arrival within the team
- Feeling and being part of the team, involved in discussions
- Feel confident to contribute – there is a clear link between learners confidence and their capacity to learn
- Discussion around processes / policies / incidents / conditions / treatments – but this can include giving the learner time to prepare information and then share it with you
- Time from the PE to work through and understand the students CPD portfolio / documentation / check hours

- Positive attitude
- Supportive and understanding, to challenge with dignity
- Being allowed to get involved, not simply observing. Graduated supervision – not ‘thrown in at the deep end.

1.4 Learner Health and Well-being

You are in a position where at times you may be the first person to recognise an issue with a learner, you are asked to encourage your learner to seek further assistance or support from their personal tutor / link tutor. If you feel, or you are aware they are not seeking the necessary support, you need to contact the AECC University College link tutor as soon as practicable to raise your concerns.

Student Services and Occupational Health are available to all learners on demand from within AECC University College. They offer a plethora of support for emotional health and also learning support for academic input. The link tutor can make referrals as well as the student. Students can access Student Services directly, who can signpost to the correct support if needed.

AECC University College student services can be contacted via studentservices@aecc.ac.uk

1.5 Additional Learning Support

The Equality Act applies to universities and placement providers. AECC University College recognises its responsibilities under the legislation and is committed to working in the best interests of people with a disability and therefore aims to generate a more ‘enabling’ environment and to create a non-discriminatory culture, for the benefit of all University College students, staff and visitors.

The legislation identifies that PE’s act as facilitators for AECC University College students and hence students are encouraged to discuss any disabilities and strategies with them.

The ‘personal development plan’ and ‘factors that may impact my learning’ sections of the CPAF are used to ensure that students have an opportunity to disclose specific needs. It is the students responsibility to share this information, it cannot be shared by AECC University College on their behalf and they are actively encouraged to do so. Some students may choose to share this information in their introductory email to the team.

During induction, PE’s may also ask students whether they want to disclose any specific learning needs. These should be discussed and it is reasonable to expect the student to share what strategies can help them and how they feel this may be feasible within a practice-based learning environment. The link tutor from AECC University College can also support with this, and if relevant, your organisations practice-learning team.

If a learner discloses a disability or additional learning need, educators must request their permission to share this information if it is relevant to colleagues.

Should students choose to withhold information about a disability or learning need the placement provider has no obligation to make reasonable adjustments and the lack of reasonable adjustment cannot latter be used to gain extenuating circumstances if the student under performs during the placement.

All Staff have a responsibility to ensure that they do not:

- treat a student with disability less favourably than someone else for a reason relating to the student's disability
- indirectly discriminate against a student with a disability by failing to make a 'reasonable adjustment' when a student with a disability is placed, or is likely to be placed, at a 'substantial disadvantage' in comparison with a person who is not disabled.

1.6 Conflict of Interest

It is important to recognise when a conflict of interest between you and your learner occurs or has the potential to occur and that you notify both the practice-based learning coordinator and the link tutor at your earliest opportunity. A conflict of interest is anything that is an actual or potential risk to the development of a learner in providing safe, effective and person-centred care.

If there is a development of a personal relationship between you and your learner or any learner, this could be considered a conflict of interest and may well be perceived as giving an unfair advantage, or as inappropriate by your peers. Such a situation should be declared to the practice-based learning coordinator as soon as possible. This will be treated in confidence and likely result in relocation of the learner, ensuring anonymity.

SECTION 2 – Assessment

2.0 Assessment of Practice- based learning

Students are assessed via the CSP Common Placement Assessment Form (CPAF) which is stored on the AECC University College E-Portfolio platform. There is a separate document for each practice- based placement. In year 1 there are two (Placements 1 & 2) which sit in the Physiotherapy Practice Placement 1 Unit (PHY6001). In year 2 there are another two (Placements 3 & 4) which sit within the Physiotherapy Practice Placement 2 Unit (PHY6002).

At the beginning of the practice-based learning placement, the student and PE negotiate specific learning objectives and how these will be met in the practice setting. These learning objectives will build upon the specific aims and learning outcomes of PHY6001 or PHY6002, depending upon the year and practice-based learning the student is completing. PE's are responsible for enabling the learner to address the aims and content of the unit and for helping them to develop their knowledge, skills and values reflected in the general educational aims of that unit.

2.1 Learning Outcomes

The overall learning outcomes for each unit are -

PHY6001

- (a) Apply **interpersonal skills** with patients/clients and colleagues in multi-disciplinary teams.
- (b) Demonstrate the ability to **safely apply clinical skills** in the assessment and treatment of patients and be able to evaluate intervention effectiveness.
- (c) Synthesise and **apply theoretical knowledge and evidence** to inform practice.
- (d) **Apply clinical reasoning skills** by identifying and prioritising problems, planning treatments and goal setting.
- (e) Appraise the **structure and function of health and social care** services in the UK.
- (f) Demonstrate an **understanding of the process of continued professional development**, planning and reflective practice

PHY6002

- (a) Demonstrate the ability to apply a **reasoned problem-solving approach** to patient care, integrating underpinning theory and previous experience to justify decisions made.
- (b) **Critically evaluate** a range of **possible interventions** and the ability to respond to changing contexts.
- (c) Prioritise problems, set goals and plan an **appropriate treatment programme** in consultation with patients / clients.
- (d) Demonstrate evidence of **engaging in interprofessional learning**, whilst on placement.
- (e) Demonstrate a commitment to **continued professional development**, planning and reflective practice.
- (f) Critically **appraise the range of therapeutic interventions** to implement a management programme safely, effectively and efficiently.

2.2 Common Placement Assessment Form (CPAF)

Practice competence verification and assessment is documented in the CPAF (please refer to the PE e-portfolio guide document). This takes the form of defined tasks and activities within each of the 10 domains.

Please also refer to the CPAF supervisor handbook from the CSP for further information. At half-way these will be discussed between the PE and the AECC link tutor, and any issues raised.

The student's CPAF is assessed with an overall classification mark given as a final grade (%). As this is a level 6 the pass mark is 40%. Please refer to your PE training resources around CPAF and/or the CPAF supervisor document to remind you of the assessment process.

The key elements to remember are:

- Within each domain there are three learning outcomes. The student can fail **ONE** of these learning outcomes and still pass the domain.
- If they fail **TWO** learning outcomes they have failed the domain.
- If they get **lower than 40%** overall for the DOMAIN they have FAILED
- If the student fails **more than 3 learning outcomes** in the whole assessment they have failed the Placement (they cannot fail 4 LO's).
- If the student fails **any of Part 1** AND/OR 1 whole domain in Part 2 or any 3 Learning outcomes they have failed the placement.

Students are required to complete a minimum of 500 hours of practice- based learning in their first year (placements 1 & 2) and a minimum of 500 hours practice in their second year (placements 3 & 4).

The E-Portfolio can be accessed via - <https://my.aecc.ac.uk>

Further resources are stored on our Physiotherapy practice education pages -

<https://www.aecc.ac.uk/study/our-courses/postgraduate-courses/welcome-practice-educators/>

2.3 The Learning Agreement / Personal Development Plan

Each student should arrive at their practice-based learning setting with their draft learning objectives and SWOC. Within the first week of the placement each student and their PE should agree the content of the final learning agreement /personal development plan which should be completed and updated within CPAF. It is advised that students set around **4-6 learning aims** for each placement, less than 4 is unlikely to meet the learning outcomes and also challenge the student sufficiently across a 7 week, level 6 placement.

The student should reflect on their individual achievements through the placement although they may also request guidance and input from their PE. It is expected that students show evidence of their reflective practice to their PE regularly throughout their placement.

2.4 The Half-way Assessment

Students have to reflect upon their development throughout placements and feedback on specific strengths and limitations should be given to students by the PE frequently. Students should be assessed in the middle of their placement and given the opportunity to evaluate their own skills in consultation with their PE. It

is expected that students will add their own comments to this via the E-Portfolio to contribute to this review.

This half-way assessment and marking should be documented on CPAF and enables students to identify their strengths and weaknesses and gives them time to improve skills before the end of placement assessment.

2.5 Final Assessment

At the end point of the placement, you will grade the student's overall performance while on placement utilising the criteria outlined in the CPAF. Students are encouraged to include feedback from other members of the team and also service users in the final section, but this is not mandatory. It is expected that students will add their own comments to this via the E-Portfolio to contribute to this review. Students completing their own marking is optional.

At the end of the practice-based learning placement, students are aware that they need to download and submit their CPAF document from the E-Portfolio to the University. Download is only enabled if all the required fields are completed – of note are the professional behaviours sections which needs completing and the declaration, and the final assessment summary must also be signed.

2.6 Students Who are Not Attaining the Required Level

If **at any stage** of the placement there are **any** concerns about a student's performance **please immediately contact your link tutor from AECC University College**. If you need a same day response from your link tutor, please use the physioplacementlink@aecc.ac.uk email address and one of the team will respond and assist you. Please **do not** wait for the half-way visit. Also, if appropriate please seek support from the practice- based learning leads in your organisation.

The AECC University College Physiotherapy team use a specific process for concerns around physiotherapy students' performance while on practice-based placements which must be adhered to.

AECC University College necessitates that a PE cannot fail a student unless the following danger of failure process has been followed, however following this process does not prevent a student from passing the placement. Please follow the below guidance if:

- 1 You have any concerns about professional behaviours and responsibilities
- 2 The student is at risk of failure more than one learning outcome within a domain as this puts them at risk of failing the placement overall
- 3 The student is failing to reach the required 40% in any domain

2.7 Danger of Failure Process

- A PE feels that a student's performance is not of a satisfactory standard

- The PE immediately contacts either the AECC Link Tutor, or if not available and a same day discussion is warranted, please use the physioplacementlink@aecc email so that contact can be made with the team, and concerns are discussed.
- If appropriate, a danger of failure meeting time will be agreed and involve a lecturer from AECC University College, the PE and the student.
- Before the meeting the PE will create a list of up to five indicators of the student's poor performance; these must be aligned with either the professional behaviours and responsibilities or learning domains within the CPAF.
- The AECC link tutor will contact the student before the meeting and ensure they are aware of the danger of failure process and enable the student to prepare a draft action plan to assist them in improving their performance to the required level.
- At the danger of failure meeting a lecturer from AECC University College will discuss the student's performance both with the student and with the PE individually. Following this the student, PE and the lecturer will then discuss as a group to agree objectives for an action plan to assist the student in improving their performance to the required level. They must then complete a danger of failure form (appendix 1) and retain a copy each. A summary of warnings given and plans must also be recorded on the CPAF.
- A danger of failure review meeting must be arranged for one week after the initial danger of failure meeting.
- At the review meeting, the lecturer will discuss the student's level of achievement both with the student and with the PE individually. The student, PE and the lecturer will then discuss, as a group, the student's progress and agree to what extent the objectives on the action plan have been met. The danger of failure review form (appendix 2) must be completed, and a copy retained each. This must also be summarised on the record of warnings on the CPAF.

If the student is now achieving the required pass level the student can be signed off from the danger of failure process.

If the student has made improvement in some areas but is still in a danger of failure the objectives to be met by next review must be agreed (appendix 2) and a further review date set for the following week.

If it is evident that the student's level of performance is still not at the acceptable level, to achieve a pass, a decision can be made that the student has now failed the placement. The CPAF documentation must be completed to indicate failure of the placement which will end at this point.

2.8 Failure of a Placement

In the event of failure of a practice- based learning placement, arrangements for the student to repeat the practice experience at a suitable time and in an appropriate location will be arranged. Whenever possible the next scheduled practice placement will be the repeat placement. The repeat placement will be capped at 40%.

A second failure of the repeat placement will normally result in termination of the student's registration. Two failed practice placements are permitted to be retaken as a

second attempt. Students who fail more than two practice placements will normally be required to leave the programme. If a student withdraws from a placement without university sanction it will be deemed a fail and the repeat placement will be capped at 40%.

2.9 Placement Evaluation

After each placement both students and educators are asked to return feedback to AECC University College. This is done via the E-Portfolio where the evaluation forms are stored to be completed at the end of the placement. We ask that students and educators complete these honestly, but professionally and constructively to allow our placements to continue to improve.

Placement monitoring is a regular item on the Physiotherapy Course Steering Group agenda and placement quality and issues are regularly discussed. The University College physiotherapy Placement Coordinator may also table any placement quality issues for discussion at the relevant Practice Education Committee and share this feedback directly with placement providers.

SECTION 3 – Operational Management

3.1 Attendance and Hours

Students must complete all required hours/days for the specified length of the placement. This is calculated based on 37.5 hours per week. It is a requirement of the European Working Time Directive that students do not work more than 48 hours in a seven-day period. Consequently, working hours in excess of this limit will not be accepted. There is no provision on any pre-registration course for a student to opt-out of the European Working Time Directive.

Students are expected to undertake all shifts that reflect the normal work pattern of the practice placement to a minimum of 37.5 hours a week. The PE will determine what shifts a student is expected to undertake. When a student has commenced in a practice placement it is expected that students will have their planned shifts at least 2 weeks in advance to enable them to make personal arrangements.

At the discretion of the PE, students can be offered half a day a week to complete their own self-directed study. It is expected that evidence of what is completed in this time is demonstrated to you as PE and may include reflective practice.

What can be included as practice-based placement hours?

- The hours which are submitted weekly into CPAF must be the hours worked. Therefore 8-4 or 9-5 hours equate to a 37.5 hour week.
- Lunch breaks are not included, even if part of them are worked.
- The provision of breaks will be determined by the PE for each practice placement.
- If a longer clinical day is worked then these hours can be recorded accordingly.

- Completion of a clearly identified service-based project within work time, or for a specified period i.e 1 hour at the end of a working day may be counted if agreed by the PE.
- If there is a bank holiday which was not worked – these count as 0 hours.
- If off sick then 0 hours are entered for all of that period. This CANNOT ever be study time.
- Study time is at the discretion of the PE and in some placements will not be possible. **IF** granted a half day, this should be taken when convenient for the service.
- Time off for personal medical appointments/job interviews etc should in the first instance be fitted into the half day of study if granted – and study completed around it. If this cannot be done, then hours on that working day will need to be reduced and made up elsewhere if needed.
- Study completed outside of a half day allocated per week (i.e over the weekend) cannot be counted as practice-based learning hours.

3.2 Procedure for Absence

It is imperative for the student's ultimate qualification as an HCPC registered professional that an official record of their practice hours is maintained. This is done via the CPAF on the E-Portfolio. On a weekly basis it is expected to be kept up to date in accordance with the hours recording guidance above.

As soon as the student knows that they will be unable to attend their shift due to sickness/absence, the student must contact the PE **and** Registry at AECC University College.

Although the student may not wish to be specific about the nature of their sickness/absence, the student should adhere to the following procedure:

1. Telephone the PE / clinical team and leave a message with the most senior member of staff on duty that they will not be in, a brief explanation of why and also when they expect to return or when they will give an update. Also, inform the team how they can be contacted during their absence in case that is necessary.
2. Also, email registry@aecc.ac.uk to inform them of placement absence and copy in the allocated AECC University College Link Tutor.

Throughout the period of sick leave, the student should keep their PE, and the AECC University College Link Tutor updated including an indication on how long they may feel they will continue to be away from placement for.

When the student is ready to return to placement, they should adhere to the following procedure:

1. Telephone the PE to notify when they will be back on duty.
2. Email registry@aecc.ac.uk and the AECC University College Link Tutor stating when they will be back on duty.

3. Complete a Self-Certification of Absence form for the first 5 calendar days of sick leave and obtain a Doctor's Certificate for the remainder of leave if the sick leave exceeded 6 calendar days.
4. Send the Self-Certification of Absence form (and Doctor's Certificate if required) to registry@aecc.ac.uk
5. In certain instances, e.g. following surgery, injury, an occupational health assessment may be required before returning to practice. The student should check with their AECC Link Tutor if they are unsure if this might be required.

Evidence of the reasons for the absence is required and must be presented with any evidence of exceptional personal circumstances if applicable.

Local policy regarding sickness/absence reporting may differ between practice placements. It is the student's responsibility to confirm and comply with these arrangements.

3.3 Placement Expenses

Financial support is available via the NHS Business Services Authority for dual costs when on placement for accommodation and travel. The latest claim forms and information sheets with full details of how to claim are available for students on Moodle or from Registry. There may be additional support available if you are in receipt of a NHS Busary – students can confirm this with Registry.

A claim form must be completed by the student for each placement and returned to registry@aecc.ac.uk with relevant receipts, for signing before AECC University College send it onto the NHS Business Services Authority for processing.

Students should ensure that all tickets/receipts for public transport, parking and accommodation are kept as evidence to submit with any claim being made.

3.4 Car Insurance

If it is necessary for a student to use their car for official business purposes, other than getting to and from their placement i.e. on a community placement, they must check that their insurance policy covers "official business purposes" and not just "social, domestic or pleasure purposes".

3.5 Disclosures and Barring Service (DBS) - Enhanced

At AECC University College all physiotherapy students have completed a full check for previous convictions using DBS or equivalent if from outside the UK, prior to commencing practice-based learning.

3.6 Mandatory Training

All pre-registration health students undertake a range of mandatory training annually. This mandatory training consists of online and practical sessions and is in accordance with the NHS Core Skills Training Framework. It is not possible to

go into a practice-based learning placement unless this is fully completed and up to date.

3.7 Uniform and Appearance

Students must wear the official AECC University College uniform whilst in on placement, except when working in specific practice areas in which appropriate clothing must be worn as supplied by the PE.

Students will be provided with the appropriate, official AECC University College uniform at the commencement of their pre-registration course but may need to purchase additional sets.

The AECC University College student uniform must only be worn when undertaking practice -based learning on placement or for exams.

Students should wear clean uniforms that are not creased. The uniform must be changed daily to reduce the risk of cross-infection and must be washed at a temperature of 60 degrees centigrade. The uniform must not be worn outside of placement. A uniform may be worn when travelling to your placement setting providing it is completely covered and only if this is acceptable within the placement providers policy.

The local placement policy for shoes must be followed. Shoes should be suitably protective and supportive for moving or handling patients/service users. Lace-up shoes give a firm fitting and support. Wearing open-toed shoes and canvas or suede shoes is not permitted in practice.

If a student wears a headscarf, it should be unadorned and tucked into the collar of the uniform. It must be changed daily to reduce the risk of cross-infection. Placement locality policy must be followed.

SECTION 4 – Placement Planning

4.1 MSc (pre-registration) Physiotherapy Placements

Four seven-week placement blocks are integrated into the course of study, two in year one and two during year two. These run over the summer and are consecutive. Students' placement activity is assessed by practice educators via the Common Placement Assessment Form (CPAF) devised by the Chartered Society of Physiotherapy (CSP).

4.2 Sourcing and Allocation of Placements

Placements are sourced through an on-going and regular process of negotiation between AECC University College and placement providers across a large region.

Placements are allocated to students by the physiotherapy placement co-ordinator, and placement providers share as much information as possible to support the process. Each student is allocated a range of placement experiences enabling them to meet the requirements of the course and graduate as a physiotherapist who is fit for UK practise. As far as is practicably possible all students will undertake placements in both acute and community settings as well as across a range of clinical specialties. During allocation student's specific personal or learning needs are considered (e.g. relating to childcare or students with a disability who may need reasonable adjustments to be made). Students may be required to travel to placement and in some cases will need to source accommodation close to their placement locality.

Some placement partners operate a seven-day working system. Students may therefore be required to work the occasional Saturday or Sunday instead of a weekday. Students are encouraged to be flexible with their availability for this, but ideally should be given as much notice as possible where this may be the case.

4.3 Placement Scheduling Times

AECC University College aims to allocate and notify placement providers of student names six weeks prior to the placement start date. Students can also expect to be notified of their placement location approximately six weeks before. However, due to the nature of sourcing placements these times may differ on occasion.

4.4 Deferring a Placement

Placements can only be deferred in exceptional and unavoidable circumstances, such as unexpected illness or injury. In such circumstances, the issue must be discussed with the course lead.

4.5 Student Responsibilities and Rights

Students have a right to a safe placement environment and to be treated in accordance with any applicable legislation. Placement providers must ensure the health and safety of students on placement and the University will seek reassurance of compliance with health and safety standards in all placement areas. Students must comply with the health and safety policies whilst on placement and take reasonable care of themselves and others. This includes high standards of personal hygiene and awareness of issues of cross infection (including hand washing and the use of aprons).

Students have a right to be treated fairly and consistently, and with dignity and respect, wherever they study or undertake practice placements. Placements should also be free from undue stress, anxiety, fear and intimidation or bullying. Bullying is commonly deemed to be offensive behaviour, which violates a person's dignity, or creates an intimidating, hostile, degrading, threatening or offensive environment or which humiliates or undermines an individual. The CSP guide to dealing with bullying (CSP 2010) is on Moodle.

Students have a responsibility to comply with the Code of Members' Professional Values and Behaviour (CSP 2011) in addition to the clinical governance arrangements within the placement organisation. As future registrants of the Health and Care Professions Council

students should also be aware of and comply with the Standards of Proficiency (HCPC 2013).

Within the first week of each placement a learning contract must be negotiated between the student and the PE which will take account of the student's needs within the parameters of the placement.

Informed consent must be gained for any patient intervention. All students must read Consent and Physiotherapy Practice PDO78 (CSP 2016)

<http://www.csp.org.uk/publications/consent>

4.6 Whistle-Blowing and Escalating Concerns for Students

For situations in which you or the students have concerns about any aspects of Physiotherapy care or professional practice while on placement, guidance on professional conduct and duty to raise concerns can be found on CSP website : <http://www.csp.org.uk/professional-union/professionalism/resources/duty-report>: Quality Assurance Standards for Physiotherapy (2012): Code of Member's Professional Values and Behaviour (2011) and HCPC Standards of Proficiency (2013).

Should students have concerns, they are encouraged to discuss this with their PE or the service manager in the first instance. The AECC link tutor may also be a valuable support who will listen to any concerns and may involve other members of the team to establish further information.

Appendix – 1

MSc Physiotherapy Practice Education in Danger of Failure Form

This form is an official record of the under-performance of a MSc Pre-Reg Physiotherapy student. It is completed by the AECC University College Link Tutor in discussion with the PE and the student. The use of the form signifies the failure of the student to perform at a satisfactory level, which, if improvement is not demonstrated, is likely to result in the student failing the placement. The form outlines the areas of concern is used to create an action plan to assist the student in improving their performance to the required level.

A copy of this form is shared with the student, the PE and the link tutor. Copies must be treated as confidential documents and must be destroyed when the student finishes the placement. **This must be completed in addition to the record of warnings within CPAF – and it is appropriate to refer to this rather than duplicate action plans.**

Student		Date	
Year of Study		Placement Number	
Practice Educator		Clinical Speciality	
Placement Locality, i.e. trust, hospital		Link Tutor	
Indicators of poor performance: (These must be aligned with the relevant Learning Domains from CPAF or state if Professional Behaviours and Responsibilities)			
Indicator 1			
Indicator 2			
Indicator 3			
Indicator 4			
Indicator 5			

Objectives to be achieved by first review: (these should include what action will be taken and how success will be demonstrated)	
Objective 1	
Objective 2	
Objective 3	
Objective 4	
Objective 5	
Date of Review: (Usually 1 week after this form is completed and then weekly until student is performing at the required level or has failed the placement).	
Any other Comments:	

Signature of Student _____

Signature of Practice Educator _____

Signature of AECC Link Tutor _____

Appendix 2

MSc Physiotherapy Practice Education In Danger of Failure Review Form

This form is completed by the AECC link tutor in discussion with the PE and the student. The use of the form acts as an official record of the review of the performance of a potentially failing student.

A copy of this form is shared with the student, the PE and the link tutor. Copies must be treated as confidential documents and must be destroyed when the student finishes the placement. **This must be completed in addition to the record of warnings within CPAF – and it is appropriate to refer to this rather than duplicate action plans.**

Student		Date	
Year of Study		Placement Number	
Practice Educator		Clinical Speciality	
Placement Locality, i.e. trust, hospital		Link Tutor	
Current student performance in relation to the indicators of poor performance identified on the original danger of failure form dated:			
Progress on Indicator 1			
Progress on Indicator 2			
Progress on Indicator 3			
Progression on Indicator 4			
Progress on Indicator 5			
Current student performance in relation to the objectives set on the original danger of failure form/last review form dated:			

Progress on Objective 1	
Progress on Objective 2	
Progress on Objective 3	
Progress on Objective 4	
Progress on Objective 5	
Summary of student's current level of performance:	
Recommended Further Action:	
Is the student now passing the placement? YES NO (If yes the student can be signed off from the danger of failure process below)	
Has the student now failed the placement? YES NO (If yes sign off this form below and complete placement assessment documentation indicating failure of the placement).	
Is the student still on a danger of failure? YES NO (If yes indicate objectives to be met by next review, set review date and sign off below)	
Objectives to be achieved by next review:	
Objective 1	

Objective 2	
Objective 3	
Objective 4	
Objective 5	
Date of Review: (Reviews should usually be undertaken weekly until student is performing at the required level or has failed the placement).	

Signature of Student _____

Signature of Practice Educator _____

Signature of AECC Link Tutor _____

