Practice
Education Handbook

2016-17
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<td>Danger of Failure Review form</td>
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<td>PDSA Plan template</td>
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<td>Educator Placement Evaluation Form</td>
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<td>Student Placement Evaluation Form</td>
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Introduction
Welcome to the University of Essex Practice Education Handbook. Practice placements are an integral part of professional education programmes and should be a positive and satisfactory experience for both practice educators and students. To maintain quality practice education requires partnership between the University of Essex and all healthcare providers; both parties have a responsibility to enhance the student experience through open communication channels.

If you have any queries about any aspect of practice education please contact: Jade Shortland, Natasha Lloyd, Wendy Singleton - Placement Administrators, 01206 874312 or 874974, Email: hhsplace@essex.ac.uk

If you have a specific and urgent matter relating to a placement currently in progress please contact the Practice Placement Lead. Mobile: 07785286371

We aim to resolve any issues of complaint as speedily as possible. If you are a student and wish to raise a complaint, please follow the University of Essex Complaints Procedure: http://www.essex.ac.uk/students/experience/complaints.aspx

If you are a Practice Educator and wish to make a formal complaint about any aspect of practice education it should be addressed to:

Vikki-Jo Scott (Head of School)
School of Health & Human Sciences
University of Essex
Wivenhoe Park
Colchester
CO4 3SQ
T 01206 874487
E vjport@essex.ac.uk
Introduction to Practice Based Learning

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 placement learning is to offer students opportunities to develop core clinical and transferable skills across a range of clinical specialities and client groups. The Health and Care Professions Council (HCPC 2014) states within their Standards of Education and Training, that within practice learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

Practice Based learning within the MSc (pre-registration) and BSc Physiotherapy programmes.

A variety of health care organisations are working in partnership with the University of Essex to provide opportunities for clinical education, including the NHS, charitable organisations and the independent sector. Representatives of practice placement providers have been involved in the course development and will continue to play a role in ongoing monitoring and review.

The courses integrate practice placements into the academic curriculum to provide students with the opportunity to gain the experience to develop, apply and reflect upon practice across a variety of areas of contemporary physiotherapy. Placements aim to promote the development of competence in physiotherapy practice, encourage effective clinical reasoning and facilitate the integration of theory with practical skills. Final placements aim to consolidate practice and to prepare the student for the transition to independent autonomous practitioner. Students’ placement activity is assessed by practice educators at level five and level six. The total time allocated to practice education is a minimum of 1000 hours per student. Students are scheduled to undertake a minimum of 35 hours of practice-based learning per week, and a cumulative record is kept of the completed hours by the university in order to ensure that students meet the requirement.

During the programme, students will gain experience in a wide variety of placements working in acute areas, primary and intermediate care and specialist settings. Locations and environments may vary greatly, as may the types of patients and conditions encountered. It is anticipated that students will have encountered and worked with many different types of patients by the end of their programme. It is important to note the diversity of patients who may be seen they are required to gain experience in the assessment and management of clients with musculoskeletal, cardiopulmonary and neurological problems in a number of client groups across a range of acute and non-acute practice settings. Students should therefore not expect to develop identical placement profiles. Additionally, students should be aware that in physiotherapy practice it is becoming common for caseloads within services to become increasingly mixed, placements are, therefore frequently not specialism specific.

MSc (pre-registration) programme placements

Six five-week placement blocks are integrated into the programme of study, two in year one and four during year two. During the early part of year one, students spend one week in a physiotherapy practice setting giving them an early introduction to physiotherapy and health care practice. This week provides a foundation to enable students to acquire and develop the necessary physiotherapeutic skills to prepare for future practice but is supernumerary to the required 1000 practice hours.

Students’ placement activity is assessed by practice educators at level five and level six. The first two placements will be assessed at level five, with the other four placements being assessed at level six. Masters level activity (level seven) will be demonstrated via work marked by University staff which I examines students’ abilities to demonstrate advanced clinical
reasoning, justification of physiotherapy interventions and strategies for overall patient management via a critical application of the evidence base in a practice portfolio.

**BSc programme placements**
A minimum 1000 hours of practice-based learning is achieved by students undertaking six five-week placements during the programme. Students undertake two placement in their second, third and fourth years. The first three placements will be assessed at level five, the second three at level six.

**Timetable of all placement dates**

<table>
<thead>
<tr>
<th>Placement Dates</th>
<th>Placement Level</th>
<th>Module Code</th>
<th>No. of Weeks</th>
<th>Cohort</th>
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<tr>
<td>31/10/16-02/12/16</td>
<td>5</td>
<td>HS366</td>
<td>5</td>
<td>BSc PT 2013</td>
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<tr>
<td>31/10/16-02/12/16</td>
<td>3</td>
<td>HS815</td>
<td>5</td>
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<td>MSc PT 2015</td>
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<tr>
<td>13/2/17-17/2/17</td>
<td>Observational Visits</td>
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<tr>
<td>20/3/17-21/4/17</td>
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<td>HS816</td>
<td>5</td>
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<td>1/5/17-2/6/17</td>
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<td>HS367</td>
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<tr>
<td>1/5/17-2/6/17</td>
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<td>10/7/17-11/8/17</td>
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<td>10/7/17-11/8/17</td>
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<td>HS814</td>
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<td>MSc PT 2016</td>
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Continuing Professional Development and Life Long Learning

Continuing professional development (CPD) / lifelong learning (LLL) is the educational process by which physiotherapists maintain, enhance and broaden their competence to practise. It is a systematic and cyclical process that is undertaken throughout an individual’s career to develop and enhance performance at work. It is suggested that, if we accept there is a clear link between, on the one hand, workplace learning and development and, on the other, maintaining and developing one’s practice, then CPD / LLL is as much a key component of the profession of physiotherapy as the modalities that constitute it.

The concept of continued professional development and lifelong learning is embedded into the qualifying programmes, with particular emphasis in practice placement education. Prior to the commencement of their first practice placement students have been introduced to the process of CPD / LLL and the use of e-portfolios. Furthermore a component of the assessment for placements involves reflective writing (see appendix 6), which will be included in the students’ e-portfolios to initiate the cycle of CPD. Subsequent practice placement assessments require written examples of clinical reasoning in practice and evidence of CPD, which will also be inserted into students’ e-portfolios. It is anticipated that this structured framework will equip students with the skills to engage in CPD / LLL in a tangible fashion and that, upon qualifying they will be able to respond to the external drivers from, government stipulation to patient expectation, to ensure that this is done.

Practical Issues in Practice-Based Education

Professional Liability Insurance

All physiotherapy students from the University of Essex are required to register as student members of the Chartered Society of Physiotherapy and have the benefit of the additional professional liability insurance cover that this provides. Students must be under supervision of a senior physiotherapist fully qualified to practice in order for the insurance cover to be valid. This does not necessarily mean they have to be in eyeshot of each other. Patients should consent to be treated by a student physiotherapist and patient consent should be documented.

Sourcing and Allocation of Placements

Placements are sourced through an on-going and regular process of negotiation between the University and placement providers across the East of England; all offers are managed within a database system by the placement administration team. All placements are quality monitored at the outset of the partnership. Placement providers give as much information as possible to support the allocation process. Placements are allocated to students by the University practice placement lead. Each student is allocated a range of placement experiences to enable them to meet the requirements of the programme and give them the experiences necessary to graduate as a physiotherapist who is fit to 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 students specific requirements are also taken into consideration (e.g. relating to childcare, or students with a disability who may need reasonable adjustments to be made). Students are required to travel up to 1.5 hours each way to attend a placement.

Some trusts are operating on a seven day working system and students may therefore be required to work the occasional Saturday or Sunday instead of a weekday. Placement providers are asked to alert the university ahead of time if this is a placement requirement and students other commitments are taken into consideration when allocating placements. If a student is required to work outside of normal working hours and this is problematic they should contact the practice placement coordinator on 07785286371 to discuss.
Placement Scheduling Times
We aim to allocate and notify placement providers of student names 8 weeks prior to the placement start date. Students can expect to be notified of their placement location approximately 6 weeks before. However due to the nature of sourcing placements these times may differ on occasion.

Resources
There is a wide range of resources available which can be used to develop students' understanding and experience in the practice setting. They are employed most constructively when the practice educator uses them as a means to fulfill the learning objectives identified for the placement and the requirements of the programme curriculum. The practice educator needs to consider what students should gain from each experience they have whilst on a placement. Some resources are common to all practice areas, whilst others are less widely available.

Patients are the most valuable component of practice-based education. Working with patients gives students the opportunity to apply knowledge and skills they have learned at the University of Essex and observe the outcomes of their interactions and interventions in the real world. Although the students’ experiences are broadened by seeing patients with different conditions, it is also useful if they see several patients with the same or similar problems, as this helps to reinforce their learning and emphasise the need to modify treatments amongst individuals with similar diagnoses.

The opportunity to discuss, observe and work with a variety of other practice-based staff, including those from other professions, is very useful. These experiences emphasise the importance of the holistic approach to patient management, allowing students to experience involvement with the multi-disciplinary team and give different perspectives on patients and their problems. Interaction with the other practice-based staff also helps students begin to understand the organisation and management structures of the physiotherapy department and the hospital.

Related activities such as opportunities to attend ward rounds and case conferences, observe surgery and attend clinics help students to understand the role of other professionals, the function of the multi-disciplinary team and the place of physiotherapy in overall patient management.

Practice-based learning experiences tend to stimulate students’ interests and desire to find out more about a subject and it is helpful if students have access to books and journals and other facilities on site such as department protocols and treatment regimes. These are useful in giving students information about the rate of progress to expect from patients with specific conditions.

The practice educator is a very important learning resource for students. One of their major functions is to help students make sense of their placement by planning and organising their workload and patient experiences. The establishment and agreement of practice learning goals helps to achieve this. The role of the practice educator is to facilitate learning, rather than be a teacher spending a lot of time running teaching sessions and tutorials. Although students will need and benefit from the practice educator’s expertise, being approachable and a good listener is just as important.

Organising and planning placements
Before the placement commences students will have access to the following information:
- A contact number and reporting arrangements for day one
- Pre-placement reading
- General location information including maps, car parking, accommodation etc
- Learning resource facilities including library, study areas, reference literature and computer access
On the first day of the placement students will be given a range of information including:

- The name of a physiotherapist to contact in an emergency
- Information about the communication system; bleeps, telephones etc.
- Department information; changing facilities, staff room, lunch time, start and finish times etc
- Departmental policies and procedures; Health and Safety and Manual Handling policies, bullying and harassment, complaint procedures etc.
- General information about the site; banks, shops, canteens
- Departmental staffing structure

Students' abilities vary it is advisable to identify which activities are less complex and essential and those which are more complex and less essential. Weaker students will spend most of their time on the less complex activities and their grades will reflect this.

The focus of the placement should be on patient contact, interaction and treatment. The students need real practice experience rather than more academic and theoretical input. The practice-based learning placement should focus on how the theory which has been learned in University links with management of patients in the real world. Students are usually very keen to experience ‘real' physiotherapy and will be very motivated to get involved in this.

It is important to agree aims and objectives with the student within the first week of the placement. The learning contract is designed to achieve this and also provide a record against which outcomes can be compared. A form for reflection of achievement, for use half way through the placement and at its end is provided for this purpose. Students’ learning outcomes are more beneficial to students if they have a part in setting them. The learning contract allows for identification of particular experiences which students need to have within the context of the placement and the level of assessment. Do not hesitate to contact the placement coordinator if any guidance is needed about what to include in the placement.

When planning the running of the placement it is should be remembered that, because students work more slowly than experienced clinicians, they can usually cope with about half a ‘normal’ workload. If there are two students on the placements, this means that the practice educator can be completely free to supervise the students, deal with problems and queries which arise and be able to assist in the more complex patient management procedures. If there is only one student on the placement, the practice-based educator has to carefully plan the half caseload for which they are responsible so that they still have time to spend with the student who is working on the other half of the caseload. There is a perception that having students reduces the workload that can be covered and the quality of care that patients receive but research has shown this to be a misconception.

Teaching and learning strategies
Although it is tempting to pass on a lot of information to students, this may not be helpful to them. Their knowledge, experience and clinical reasoning abilities are much more limited than those of an experienced clinician and being provided with a lot of new information, although interesting, may confuse rather than be useful to them. If the practice educator bears this in mind and slowly builds on knowledge and skills which students already possess then the learning process is likely to be more productive for students and less frustrating for the practice educator.

Although some observation of the practice educator may be useful, students are going to learn more by being actively involved in patient care rather than if they are just watching passively. Also, although observation can be interesting, there is no guarantee that students learn from it what the practice educator expects. Such lack of insight reflects students’ lack of experience and the best way to improve this is to let them experience working with patients themselves.
Even when working actively with patients, students may still not learn what the practice educator wants them to learn. This problem can be largely avoided if the practice educator tells students what they want them to focus on and learn from the patient encounter. Such an approach continues the pattern established when learning goals were agreed at the start of the placement and gives students direction in their practice-based learning experience.

Direction which could be given to students can include identifying
- What the practice educator wants them to learn
- What task(s) the practice educator wants them to carry out
- What the practice educator wants them to think about
- How the practice educator wants them to report what has been learned
- How to use the knowledge and skill they have learned in the future practice

Not only does structuring students’ learning give them direction, it also frees up time for the practice educator, as many of the tasks involve students working independently. A structured approach like this also makes debriefing easier and productive and helps provide a clear insight into students’ learning. With experience of taking students, practice educators tend to develop teaching and learning strategies suited to their speciality, place of work and available resources.

Models of supervision
Students can be supervised by a single practice educator or using a team approach in which multiple physiotherapists input into the learning experiences of the student. Band 5 physiotherapists can also have a valuable role in this team approach which helps prepare them for their future role as a practice educator. It is also possible for practice educators to supervise more than one student at a time, the peer learning and support that takes place in this model has been shown to be beneficial.

Feedback
Giving effective feedback to students is important, but not always easy, particularly when it is negative. Although criticism may be necessary, this should be tempered by consideration of good aspects of performance. Students are often aware of their limitations and can become very dispirited if only these are identified. If good aspects are discussed than these can be built on to improve weak areas. When criticism is needed, it is important that possible solutions to the problems are discussed so that students have something useful to take away with them and work with. One way to achieve this is to use feedback opportunities as debriefing sessions. Such an approach would involve students in self-evaluation and facilitate the identification of strategies for improvement. Debriefing could involve discussion about what has happened, why students acted as they did, the knowledge students use as the basis for their actions, praise for appropriate actions, identification of areas which need improvement and agreement on strategies on how to achieve the improvements.

Assessment of Practice Placement Education
Students’ performances are assessed in four key areas of practice: interpersonal skills, professionalism, clinical reasoning and treatment/management. Students will bring the necessary form with them for each placement but copies can be obtained from Jade Shortland, Natasha Lloyd or Wendy Singleton at hhsplace@essex.ac.uk

The weightings of the four key areas alter dependant on the level of assessment, see below.

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<tr>
<th></th>
<th>Interpersonal skills</th>
<th>Professionalism</th>
<th>Clinical reasoning</th>
<th>Treatment/management</th>
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<tbody>
<tr>
<td>Level 5</td>
<td>20%</td>
<td>10%</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>Level 6</td>
<td>20%</td>
<td>10%</td>
<td>40%</td>
<td>30%</td>
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</table>
If, at the final assessment, students are marked at less than 40% (fail) in any one area they will automatically fail the whole placement.

If a student behaves unprofessionally at any point during a placement they will receive either

1) a written warning against the relevant learning outcome in part 1 of the assessment form. 3 written warnings against the learning outcome will result in a ‘fail’ of the learning outcome.

2) or, should the behaviour warrant it e.g. compromise of patient safety or security, an automatic fail of the relevant learning outcome in part 1 of the assessment form, without warning.

Failure against any of the learning outcomes in part 1 of the assessment form will result in an automatic and immediate fail of the whole placement.

It is the students’ responsibility to ensure ALL elements of the assessment booklet are completed. Completed booklets are to be submitted to the placement office within two weeks of placement completion. Including: accurate hours and absence records (front and back of booklet), service development project box (level 6 placements only), SWOT analysis and % marks NOT grades (e.g. 2:1) where indicated. Any copies should be made before submission as once submitted booklets will NOT be returned. Submission of incomplete or inaccurate booklets is likely to prevent completion of the related module and therefore potentially the course.

Assessment forms, skills books and clinical reasoning forms will contain clinical educators names, signatures and dates. Please note that these documents will be used by the students in assessed academic pieces of work.

The Learning Contract
The learning contract is incorporated within the Practice Placement Assessment Form. Each student should arrive at the placement with their draft learning outcomes formulated and then within the first week of the placement each student and their practice educator will agree and draw up a learning contract on the assessment form. The learning contract is primarily the responsibility of the student to complete and should result in the student progressing personally and professionally throughout their practice-based education. The student should reflect on their individual achievements, although they may also request guidance and input from their practice educator. The student and Practice Educator should discuss learning needs and identify individual goals to achieve on the placement within the resources available.

The learning contract should be reviewed half-way through and at the end of each placement. The learning contract is a ‘living’ document and may be changed throughout the placement, as appropriate. During discussion of the learning contract with the student the practice educator should consider the following:

- Emphasise what the student could learn, available opportunities and what you feel this student needs to learn or develop with you.
- What are the clinical learning outcomes for your location?
- Have any unusual or unexpected situations arisen which might affect student learning?
- What is your own preferred teaching style? How well will it suit this relationship?
- What did you learn from previous students that could be implemented in this placement?
- On brief acquaintance, is there anything about this individual student that suggests they might need help in a specific area? Tackling such issues at an early stage could prevent them from escalating.

The half-way assessment
Students have to reflect upon their development throughout placements and feedback on specific strengths and limitations in the four key areas should be given to students by the practice educator as often as possible. Students should be assessed in the middle of their
placement and given the opportunity to evaluate their own skills in consultation with their practice educator. The half-way assessment enables students to identify their strengths and weaknesses and gives them time to improve skills before the end of placement assessment. A half-way grade for each of the four key areas should be awarded and recorded on the practice assessment form.

**Final assessment**

On completion of the placement students should again be encouraged to evaluate their own skills in consultation with their practice educator and a % grade for each of the four key areas must be awarded and recorded on the practice assessment form. Each mark must also be signed and dated by the practice educator. The practice educator need not calculate the final overall grade as this is calculated by the University of Essex once students have returned from their placements. The focus should be on how students perform in the separate sections rather than on the final grade.

All practice placements must be passed for successful completion of the BSc or MSc in Physiotherapy. However, students can retake a practice placement in the case of failure at the first attempt. This is only allowed on two occasions and students that fail more than two placements on a first attempt will normally be required to withdraw from the programme.

All students are required to comply with the University of Essex regulations regarding conduct and professional suitability. Failure to meet these responsibilities can lead to the Breach of Professional Conduct and Termination of Training Procedure being invoked. For further information see: [http://www.essex.ac.uk/quality/university_policies/WBL.asp](http://www.essex.ac.uk/quality/university_policies/WBL.asp)

**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 telephone 07785286371 and speak to the practice placement coordinator. Do not wait for the half-way visit.

The University of Essex uses a specific process for concerns around physiotherapy, students’ performance while on practice placements which must be adhered to. If a practice educator feels at any stage of a placement there are any concerns about a student’s performance they must immediately contact the placement coordinator; on 07785286371, who will assist them with this process. Please do not contact any other university lecturer, use any other contact number or wait for the half-way visit.

The University of Essex process necessitates that a practice educator 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.

<table>
<thead>
<tr>
<th>University of Essex Danger of Failure Process</th>
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<td><strong>3</strong></td>
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The student’s poor performance; these must be aligned with the relevant placement assessment criteria.

The University of Essex placement coordinator will contact the student before the meeting and discuss the issues and danger of failure process with them to enable the student to prepare a draft action plan to assist them in improving their performance to the required level.

The University of Essex placement coordinator will contact the student before the meeting and discuss the issues and danger of failure process with them to enable the student to prepare a draft action plan to assist them in improving their performance to the required level. The student, practice educator 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 and retain a copy each. The original must be given by the lecturer to Jade Shortland/Natasha Lloyd for confidential storage in the student’s placement file. Practice educator copies must be treated as confidential documents and must be destroyed when the student finishes the placement.

If any assistance/advice is needed ring 07785286371

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 practice educator, individually. The student, practice educator 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 must be completed. A copy of this form is given to the student, the practice educator and the university lecturer. The original must be given by the lecturer to Jade Shortland for confidential storage in the student’s placement file. Practice educator copies must be treated as confidential documents and must be destroyed when the student finishes the placement.

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 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 placement assessment documentation must be completed to indicate failure of the placement. Dependant on the wishes of the student and the practice educator, the student can be removed from placement at this time or continue in a non-assessed capacity.

If any assistance/advice is needed ring 07785286371

If a further review meeting was agreed stage 8 is repeated.

If any assistance/advice is needed ring 07785286371
Failure of a practice placement
In the event of failure of a practice placement, arrangements for the student to repeat the practice experience at a suitable time and in an appropriate location will be arranged. The next scheduled 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%.

Consistency of placement assessment
The University of Essex uses a standardised assessment process, paperwork and assessment criteria for all placements. This processes and paperwork was developed and analysed by the PIMS group.

Educators attending the induction workshop receive specific guidance about how to operationalise the assessment criteria. Educators are advised to pay close attention to the wording in the paperwork and provide specific examples of the students practice to justify their judgements during feedback half-way through and at the end of the placement. Educators are advised to base judgements of student practice upon the preceding 3-4 days activity and are encouraged to liaise with colleagues who have worked with the student to formulate these judgements.

During the half way visit liaison tutors pro actively check educators are operationalising the assessment criteria appropriately and provide support to do so if required.

After each placement the placement co-ordinator reviews all the marks and feedbacks recorded in student’s assessment booklets for consistency between written feedback and % scores.

Deferring a practice placement
Placements cannot be deferred except in very exceptional and unavoidable circumstances, such as illness or injury. In such circumstances, the issue must be discussed with the practice placement lead. However, please note that, in such circumstances an assessment from the University’s Occupational Health Department will usually be required prior to any deferral being approved.

If you have any queries, problems or would like any further information please do not hesitate to contact the placement coordinator telephone 07785286371.

The Practice Portfolio
To complete either of the pre-registration programmes students are required to submit an electronic portfolio of their Physiotherapy Practice activity via the CSP e-portfolio. This includes:
- A reflective appraisal from each placement.
- Completed and signed skills log
- A minimum of three completed and signed clinical reasoning forms
- Service Improvement activity (PDSA, Measurement Plan and e-Poster summarising project)
- Summary of how their practice has evolved across the six placements
- Professional Development Plan for the future.

These requirements are embedded in assessments within modules (see module descriptors). Following each placement students are required to participate in a reflective workshop and
produce a reflective appraisal of their placement experience). This appraisal is submitted to their electronic portfolio and assessed as part of the entire portfolio.

Throughout their placements students will be expected to complete a core skills log, which is to be signed off by clinicians when skills have been demonstrated in safe and appropriate manner.

Students will also be expected to demonstrate clinical reasoning skills and this is to be evidenced by the completion of clinical reasoning forms (CRF) across the six placements. Students must complete at least three CRFs for three patients from different areas of practice. Completed CRFs should be signed off by the practice educator. The emphasis of the CRFs is on the development of the students' clinical reasoning skills and subsequent reflection. The University provides a number of CRF pro-formas that can be used by the students but it is not compulsory to use these formats. The pro-formas are available to students on the Physiotherapy Placement Resources MoodleX site. Students may seek feedback as to the appropriate CRF to use within the particular clinical setting.

In accordance with the NHS Innovation and Improvement strategy of service improvement, students will be required to identify and complete a service improvement project. This project can be identified from practice placements, or concurrent employment in a setting that treats NHS patients. The project will be documented using the PDSA form, and a separate measurement plan (templates can be found on HHS Service Moodle page). Depending on the project, students may wish to include additional supporting tools e.g. fishbone chart. The project should also be summarised in an e-Poster which can be used at future conferences etc as evidence of this project. The e-Poster should be designed using PowerPoint software as an A3 Portrait layout. Further details of these requirements will be made clear in your relevant module launch. For further queries, contact Jo Etherton. It is recommended that students also provide the practice education site with a copy of the PDSA template as well as delivering a presentation on the project. The University of Essex are aware that due to resource issues undertaking presentations is not always possible.

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. For more information see http://www.essex.ac.uk/eo/harassment/harassmentdefault.htm Students should contact the placement coordinator on 07785286371 if they feel they are being treated unfairly.

Whistle-Blowing and Escalating Concerns for Students
For situations in which you have concerns about any aspects of Physiotherapy care or professional practice you encounter 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 you, at any time, have concerns you must discuss this with your
educator or the service manager in the first instance. You must also inform the University of these concerns; either by discussing with your liaison lecturer or the placement co-ordinator on 07785286371. The lecturer will listen to your concerns and may involve other members of the team to establish further information. If appropriate the decision may be taken to remove you from the placement. Your programme lead or head of Physiotherapy will take your concerns forward with the relevant authorities.

**Out of Hours Contact**

If a problem arises whilst on placement students can contact a member of staff ‘out of hours’. If they are living in University accommodation in addition to Nightline the usual ‘out of hours’ support services are provided by the Residents’ Support Network (numbers posted in the kitchen of each accommodation) and the Patrol Staff who are on duty at all times.

If a student is living off campus they should contact the Patrol Staff at the Information Centre in the first instance. The Patrol Staff can, if necessary, contact the on-call Area Co-ordinator for the Residents’ Support Network who will assist or contact Student Support management if required.

- Nightline: 01206 872020/2022
- Free phone night line number: 0800 3265454
- Information centre (Patrol Staff): 01206 872125

In addition the placement coordinator can be reached outside of typical office hours on 07785286371.

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 2012).

Within the first week of each placement a learning contract must be negotiated between the student and the practice educator 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 2012) [http://www.csp.org.uk/publications/consent](http://www.csp.org.uk/publications/consent)

**Clinical Uniform and Appearance**

Students must wear the appropriate uniform while on placement with suitable footwear. Uniform must be clean and tidy, long hair tied back and jewellery kept to a minimum, only small ear studs and wedding/civil partnership rings are acceptable. Watches should be removed when handling patients. Uniform should not be worn to travel to and from placement. Students should wear a name badge at all times unless this poses a risk to them or the patient.

The School of Health and Human Sciences will supply students with only one pack of uniform for the duration of their studies. The pack will contain 2 pairs of trousers, 2 tunics and 2 polo shirts. If students feel they require more uniform they can purchase more but the University of Essex will not fund it. There is online ordering portal set up where students can purchase additional uniform for their placement. The uniforms are listed by course and can be selected and paid for online. MATRIX Uniform portal: [http://www.essex.ac.uk/hhs/current_students/uniforms.aspx](http://www.essex.ac.uk/hhs/current_students/uniforms.aspx)

If students are unsure which size to order, there is a complete range of sample sizes in HHS which students can try on for size as items ordered are non refundable unless there is a fault with them. To try the uniforms for size please contact Fiona at frhynas@essex.ac.uk
Attendance
Precise hours of attendance will be agreed between the student and the practice educator. It is anticipated that MSc and BSc students work at least a 35 hour week. A practice hours log is kept by each student so that the total clinical hours worked can be carefully monitored. The number of hours worked and any absences must be verified by the practice educator on the practice assessment form. Should a student miss substantial amounts of time within a placement, they will be required to undertake further practice education. If a student is absent from any specific placement for more than 35 hours this may result in the placement being terminated by the University and the student re-taking the placement as a first attempt at a later date. Lunch breaks must not be included in the practice hours.

Some trusts are operating on a seven day working system and students may therefore be required to work the occasional Saturday or Sunday instead of a weekday. Placement providers are asked to alert the university ahead of time if this is a placement requirement and students other commitments are taken into consideration when allocating placements. If a student is required to work outside of normal working hours and this is problematic they should contact the practice placement coordinator on 07785286371 to discuss the issue.

Procedure in case of absence from placement
Students must not be absent from placement for any reason without having obtained authority for their absence in advance from the University of Essex physiotherapy placement coordinator. Students will only be authorised to take time off from placement in exceptional circumstances such as family emergencies. The only exception to this is illness.

If a student is going to be absent from their placement due to ill health or an emergency situation they must:
- Telephone the practice placement coordinator on 07785286371 to inform them of the situation by 0800.
- Telephone the practice area before the start of the working day, following local absence reporting procedures and speak their practice educator explain their absence and to suggest when they are likely to return to work.
- Record the absence on their 'myessex' account the same day.

After placement reported absences are usually cross referenced and any discrepancies investigated and managed according University policy and procedures.

Placement travel and accommodation expenses
NHS commissioned students in receipt of a bursary who have to undertake a practice placement which involves training in hospitals or community health services rather than a classroom may be entitled to have the cost of journeys between their term time residence and the placement site (which is not part of their University) reimbursed. This is providing the cost of travel to the clinical placement site is greater than the normal travel cost from their term time residence to University.

All NHS funded students should have received from the NHS Student Grants Unit a Grant Notification Letter that will detail the amount and type of bursary they receive. If the student is assessed as ‘European Fees Only’ or Assessed Fees Only’ they will not be able to claim travel or accommodation expenses.

Students should also look to see if there is any amount detailed on the Grant Notification Letter as a ‘Travel Disregard’. If they do have travel disregard this means that they will be in receipt of a ‘0.00’ award and it is considered that students must pay the amount detailed as the travel disregard from their own resources to cover any placement expenses they may incur. Students may still submit claims but no additional payments can be made to cover placement travel expenses.
and/or accommodation expenditure until the total of their claims exceeds that of the travel disregard.

A claim form must be completed by the student for each placement then signed and stamped by a placement administrator; Jade Shortland, Wendy Singleton or Natasha Lloyd, before being sent to the NHS Student Grants Unit for processing. It is the student's responsibility to photocopy the claim form for their records and to send the original to the bursary office. a placement administrator is unable to sign and stamp the form without a personal coversheet attached. This cover must be printed by the student from their Bursary Online Support System account.

Students should ensure that all tickets/receipts for public transport, parking and accommodation are kept as evidence in the event of a claim being made. Claim forms and information sheets with full details of how to claim are available from the placement administration office 2S2.5.13.

**Car insurance information**
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”.

**Disclosures and Barring Service (DBS) formerly Criminal Records Bureau**
At the University of Essex all physiotherapy students have completed a full check for previous convictions prior to commencing their first clinical placement.

**Mandatory Training**
All pre-registration health students undertake a range of mandatory training annually. This mandatory training consists of online and practical sessions on the following topics:

- CPR – Resuscitation – theory and practical
- Moving and Handling – theory and practical
- Information governance and record-keeping
- Infection Control
- Safeguarding Vulnerable Adults
- Fire Safety
- Safeguarding Children
- Personal Safety and Security Awareness
- Disability Awareness
- Equality and Diversity
- Health and Safety Awareness
- Risk assessment
- NHS values and the constitution

**Submission of Assessment Forms**
Students are expected to return the completed assessment forms to the university within two weeks of completing their placement. Forms can be handed to Jade Shortland, Natasha Lloyd or Wendy Singleton in the administration office during working hours or outside of working hours may be placed in the Assignment box outside 2S2.5.24 (placement office). They may also be posted by recorded delivery to Jade Shortland, Natasha Lloyd or Wendy Singleton at: HHS, University of Essex, Wivenhoe Park, Colchester, CO4 3SQ. If forms are not returned within this timeframe without prior permission or adequate explanation the placement mark will be capped at 40% as a late submission. It is the student’s responsibility to photocopy the placement form for their records before submission. They will not be able to retrieve it for this purpose once submitted.
Student Support

The practice educator
Practice educators are experienced physiotherapists who have been prepared for their role as Practice Educator/Assessor. For each placement students will be assigned to a named practice educator who will supervise the student and negotiate with them the learning opportunities necessary to meet the required outcomes. Normally the practice educator supervises the student work during the time the student spends in the practice setting but other team members are encouraged to support the educator in this supervision. The practice educator is responsible for assessing the competence of the student, consulting with others who have been involved with the student in practice.

A key element of the practice educator’s role is to provide regular feedback to the student about their progress and to support them in the development of action plans and learning contracts to assist in the achievement of outcomes and identification of learning opportunities. Student progress should be discussed with the student, and the liaison lecturer at the halfway visit.

The practice educator is required to complete the student’s assessment documentation and discuss it with the student. This enables the mutual validation of the evidence provided by the student to support the acquisition of skills and appropriate level of competence.

The practice educator is required to demonstrate through their own practice and teaching the core skills and values expounded in the NHS constitution (2013) http://www.nhs.uk/choiceintheNHS/Rightsandpledges/NHSConstitution/Pages/Overview.aspx

Equality Act (2010)
The Equality Act applies to universities and placement providers. The University of Essex 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 students, staff and visitors. Students are encouraged to disclose to the University of Essex Disability Team in Student Support who have responsibility for assessing evidence and notifying those people who need to know once the confidentiality contract has been signed.

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

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

The legislation identifies that practice educators act as facilitators for University of Essex students and hence students are encouraged to discuss any disabilities and strategies with them. The learning contract section of the practice placement assessment form is used to ensure that students have an opportunity to disclose specific needs which may impact on the learning experience and discuss these with their practice educator. During induction practice educators must ask all students whether they want to disclose a disability or specific learning need. The learning contract statement: I have disclosed a disability or specific learning need to my educator Yes/No must be completed, dated and signed by the educator:

If a student discloses a disability, educators must request their permission to give this information to relevant colleagues. Practice educators who wish to discuss anything to do with a student’s disability should contact the placement coordinator on 07785286371 as long as the student has given their permission for their disability to be discussed. Should students choose to withhold information about a disability of specific 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.

If a student discloses a disability but withholds permission to discuss their disability, confidential advice is available from Disability Services at the University of Essex, ask to speak to Lynn Bowman Burns the Senior Disability Adviser. This can include further information on the legislation and discussions on what is reasonable,

- T 01206 872365
- E bowml@essex.ac.uk

Information on facilitating learning and reasonable adjustments for disability can be accessed at http://www2.essex.ac.uk/stdsup/disab/home.shtm

All Students have a responsibility to:
- disclose their disability to a member of the Disability Team in the Student Support Office at the University so appropriate adjustments may be discussed
- Apply to their funding organisation for assistance with costs related to their disability (further advice and guidance on who to approach is available from the Disability Team in student support at the University).

Whilst the Disability Team provide initial advice to all students it is the student’s responsibility to contact the Disability Team if they require individual advice at other times and to notify the Student Support Office of changes in their circumstances and/or requirements.

Support for practice Educators

Practice placement visiting
Liaison lecturers from the University of Essex will usually visit the students at least once during the placement, usually in the middle week. On some occasions a telephone ‘visit’ maybe more appropriate, i.e. geographical distance. Practice-based educators and/or students may request additional visits if they have particular concerns. The visits are intended to provide educational support for students and educators working within the practice setting. These visits may incorporate a period of observation of the student’s practice skills and provide an opportunity for pastoral support. The visiting staff will facilitate student/practice educator interaction, and promote communication between the practice and University environment.

The Liaison Lecturer
The liaison lecturer is a member of University staff who has a working relationship and role within practice settings, providing support to staff, developing the practice learning environment, and engaging in staff development activity where appropriate. However, the academic staff member is primarily concerned with the student’s educational development and the lecturer’s knowledge of the content and structure of the physiotherapy programme enables them to help students to set their current experience within the context of their theoretical work. It is helpful if discussion involves the practice educator as well as the student as this helps to emphasise the link between the academic and practice-based learning contexts. Information on which liaison lecturer is covering any given placement can be acquired by email from hhsplace@essex.ac.uk
The liaison lecturer ensures that the placement setting is able to provide the relevant experiences for students and that communication mechanisms are in place to explore all issues related to student assessment. Placement visits also facilitate monitoring of how prepared students have been for their placement experiences. Following a placement visit the liaison tutor formally feeds back to the placement co-ordinator who uses the information to inform quality assurance processes (See placement evaluation below). Effective communication between the University and the practice educator is essential if the placement is to be an effective and productive learning experience.

The placement co-ordinator and the liaison lecturers are available to support the placement process at all stages, from initial set-up, through the course of the placement and the final assessment. Placement visits are arranged by staff and students; these are aimed at the development of partnership working between the University and placement providers. The visits do not form part of the assessment process for the student, although placement visits are recorded in the students' assessment booklet.

If you need to contact a member of University staff urgently or if you are worried about a student's level of performance please telephone the placement coordinator on 07785286371.

Fitness to Practise

If Fitness to Practise (FtP) issues are raised about one of our students a referral is made to our professional suitability group who decide whether to appoint an investigating officer. If an investigating officer is appointed on receipt of their report the professional suitability group makes a referral via the University's FtP procedures. At that point the University would approach someone from practice from the appropriate professional group to join the decision making panel. The FtP procedure is available via the following link http://www.essex.ac.uk/hhs/current_students/fitness-to-practise.aspx

Placement evaluation

After each placement both students and educators are emailed a link from the PEMS placement system to complete an online placement evaluation. We ask that students and educators complete these honestly, but professionally and constructively to allow our placements to continue to improve.

Practice educators can login to PEMS to view student evaluation. Within NHS placement settings the Education Liaison Managers will be reminded that feedback is available two weeks after every placement. Both student and educator feedback is reviewed by University placement coordinators to continue to monitor placement experiences.

If you need to contact a member of University staff urgently or if you are worried about a student’s evaluation please telephone the placement coordinator on 07785286371.

Placement monitoring is a regular item on the Physiotherapy Programme Committee meeting agenda and placement quality and issues are regularly discussed. The University placement coordinators may also table any placement quality issues for discussion at the relevant organisations Practice Education Committee.

Practice Educator Development

The School of Health and Human Sciences at the University of Essex adopts a blended approach of face to face workshops and online resources to achieve CPD support for all practice educators.
Educators who have not supported University of Essex students previously can access an introductory workshop which introduces relevant policies and procedures, explores the responsibilities and expectations of educators and students and highlights sources of ongoing support. Dates for the University of Essex workshops are available from hhsplace@essex.ac.uk. Additionally delivery of these workshops can be arranged onsite within an organisation upon request via: hhsplace@essex.ac.uk. Workshop attendees receive a certificate which can be shared with their organisation as evidence for inclusion to any internal practice educator registers.

Beyond the introductory workshop The University of Essex has developed a free inter-professional online update for practice educators. The aim of the inter-professional update is to provide an opportunity for practice educators to reflect on, and, if necessary, make changes to, their current practice as an educator, and to benefit from the experiences of educators across multiple professions.

The course has easy automated online registration at: http://moodle.essex.ac.uk
To log in: Type http://moodle.essex.ac.uk into your browser, (please be aware the course works better in Google chrome than in internet explorer). You will be asked if you are returning to the web site, or if it’s your first time here. If it’s the first time, click on ‘Create new account’. Follow the instructions. You will be sent an email telling you how to confirm your account details. You will then be taken to the ‘On-line update’ page.

Moodle X also houses the “Physiotherapy Placement Resources” course through which educators can access up to date information about programme developments, University of Essex CPD opportunities and placement paperwork, policies and procedures and the department newsletter.

Most organisations have internal process and dedicated staff for supporting and developing practice educators within the practice environment (Education Liaison Managers and Practice Education Facilitators). If this is not the case, upon request, the University of Essex maybe able to run an ad-hoc workshop with groups of educators within a particular organisation tailored to the needs of the staff involved and enable issues relating to the particular organisation or location to be addressed.

The CSP continues to promote the importance of quality practice education, and has produced and keeps under review guidelines, publications and learning resources for educators which are available via the CSP e-portfolio (www.csp.org.uk) and includes an online networking space for educators across the UK. Educators are signposted to these resources during liaison tutor visits and educator workshops

For educators with an interest in formal study the University of Essex offers range of CPD modules relating practice education that can be found at: https://www.essex.ac.uk/hhs/cpd/default.aspx

**MSc Programme content**

**Introduction to the MSc Physiotherapy (pre-registration)**

(Accelerated programme for graduate entrants)

The MSc (Pre-registration) Physiotherapy accelerated programme aims to offer suitably qualified graduate applicants the opportunity to register as a physiotherapist within two years. The programme is clinically orientated with over 1000 hours of practice placements complemented by rigorous academic content.

The aim of the programme is to produce a physiotherapist and scientifically orientated clinician, who is capable of working in the changing healthcare environment. On completion of the
programme the student should have the capabilities to justify, critically appraise, systematically analyse and reflect on his or her own professional clinical practice, in the context of recent research findings and evidence-based practice. Furthermore they should be committed to their own continual professional development and able to contribute to physiotherapy and other health-related professions. The philosophy of the programme is to build on transferable skills and combine a strong emphasis on scientific and evidence-based clinical practice along with critical and analytical reflective learning.

**Structure and content of the programme**
The programme is divided into University-based modules and complemented by six professional practice placements. The core areas of physiotherapy practice (cardio respiratory, neurology & musculoskeletal) are integrated within all modules.

It is a 2 year full time, accelerated MSc Physiotherapy (pre registration) programme (180 credits) with eligibility to apply for HCPC registration. The programme was revalidated in 2013 by the HCPC.

### MSc programme structure

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<thead>
<tr>
<th>Year 1 (105 credits)</th>
<th>Year 2 (75 credits)</th>
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<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 2</strong></td>
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<tr>
<td>HS810 Interprofessional Collaboration and Development (15)</td>
<td>HS810 Interprofessional Collaboration and Development (15)</td>
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<tr>
<td>HS811 Musculoskeletal Physiotherapy (15)</td>
<td>HS812 Cardiorespiratory Physiotherapy (15)</td>
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<tr>
<td>HS858 Research in Healthcare (15)</td>
<td>Placement 1 (175 hours)</td>
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<tr>
<td><strong>Placement 3 (175 hours)</strong></td>
<td><strong>Placement 4 (175 hours)</strong></td>
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<tr>
<td><strong>Year 1 (105 credits)</strong></td>
<td><strong>Year 2 (75 credits)</strong></td>
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<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 2</strong></td>
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<tr>
<td>HS858 Research Activity (30)</td>
<td>HS858 Research Activity (30)</td>
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<tr>
<td>HS815 Patient Pathways 2 (15)</td>
<td>HS816 Contexts of Contemporary Practice (15)</td>
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<tr>
<td>HS816 Contexts of Contemporary Practice (15)</td>
<td>HS817 Advancing Physiotherapy Practice (15)</td>
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<tr>
<td>HS817 Advancing Physiotherapy Practice (15)</td>
<td>Placement 5 (175 hours)</td>
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**MSc Modules Overview**
For detailed module information see the Pre-Registration Physiotherapy module glossary on the Physiotherapy Placement Resources website [https://moodle.essex.ac.uk/course/view.php?id=38](https://moodle.essex.ac.uk/course/view.php?id=38)
BSc Programme content

Programme Structure and Design
The design of the programme is based on a three level approach in which subsequent levels of study build on knowledge and experience gained in earlier ones. The programme is designed:

- To provide a consistent and visible inter-professional strand to the programme;
- To provide a firm foundation of knowledge and core skills prior to the commencement of the first clinical placement and clearly underpinning the subsequent learning;
- To provide a developmental approach to the study of clinical presentations of service users encountered by physiotherapists, moving from the simple to complex, using a problem-based learning approach where appropriate;
- To develop research skills to support students use of evidence based practice within the clinical reasoning process;
- To facilitate students professional development through active engagement with physiotherapy practice and practitioners through placement learning;
- To embed continuing professional development throughout the programme supporting students to take increasing responsibility for their own learning and enabling them to become reflective practitioners.

Practice-based learning takes place in Levels 5 and 6. The placements are scheduled in order to maintain students’ focus on the purpose of their education and to facilitate maintenance of requisite skills and competence over time. Because the part time programme runs for 4 years, the levels last longer than one academic year. Level 4 includes the first semester (term) of year 2, Level 5 runs from the second semester of year 2 to the middle of year 3 and Level 6 runs from the middle of year 3 to the end of year 4. To avoid confusion it is best to consider the students in terms of the level they are on or have completed, rather than the year of the programme they are in.

Outline of the Curriculum
The philosophy of the programme focuses on integration and reflection upon knowledge and experience to develop understanding. The need for integration to be experienced and demonstrated within the programme is therefore essential. Although the individual modules could be taken as discrete units of study, the contents of the modules have been designed to encourage the student to experience the integrative nature of the knowledge and skills base.

In addition to the individual modules, all students have access to support and tutorial networks facilitating the integration of knowledge and enabling the identification of skills and learning needs on both an individual and group basis.

Core Knowledge and Skills
“Anatomy for Physiotherapy Practice”, “Pathophysiological Concepts for Physiotherapy Practice” and “Core Physiotherapy Skills” provide the foundation on which students go on to develop their context specific skills. The inclusion of these modules builds upon feedback received during meetings with practitioners and students in preparation for the programme development. The delivery of the modules allows the students to learn the key anatomy and pathophysiological processes which they will encounter in their profession. A core physiotherapy skills module which overlaps, will build on this, establishing the basis and rationale for therapeutic intervention, as well as safe and effective application of these core skills.

Speciality Modules and Practice
Within the second year, students will be introduced to the individual specialties within Physiotherapy. In undertaking the Neuromusculoskeletal module, the students will consider the pathologies associated with musculoskeletal practice. Previously this module had been two separate modules focusing on upper and lower quadrants. However, student and lecture
feedback identified a large repetition in topics and assessment. A more integrated and combined delivery would allow concepts to transcend anatomical regions as well as allowing an assessment strategy that enabled a practical and realistic simulation of the clinical skills, knowledge and theory required. As students move into Level 5 study, they will undertake modules in Neurological Physiotherapy and Cardiovascular Pulmonary Physiotherapy. These modules will promote a reasoned and evidence-based approach to physiotherapy management.

**Complexities in Physiotherapy**
Two further modules “Complexities in Musculoskeletal Practice” and “Complexities in Rehabilitation” at Levels 5 and 6 respectively, aim to further develop skills in rehabilitation and management. The modules, delivered using a problem-based learning approach, will allow students to explore the complexities of multi-factorial conditions as well as less common conditions and end-of-life scenarios.

**Inter-professional Rationale**
Students’ awareness of inter-professional issues and practice is supported by the provision of generic modules which will be shared with occupational therapy students. Students taking professional programmes in health and social care now require an understanding of inter-professional working. Barrett (2005) emphasizes the need for students to have an overview of the role, work and skills of a wide range of professionals so that they gain insights into the broad spectrum of professional perspectives involved in health and social care.

**Modules studied in chronological order**

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Full module code</th>
<th>Module title</th>
<th>Component Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HS140-4-FY</td>
<td>Inter-professional Working and development</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>HS141-4-AU</td>
<td>Anatomy for Physiotherapy Practice</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>HS142-4-AU</td>
<td>Pathophysiological Concepts for Physiotherapy Practice</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>HS166-4-PS</td>
<td>Core Physiotherapy Skills</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>HS143-4-PS</td>
<td>Neuromusculoskeletal Physiotherapy</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Full module code</th>
<th>Module title</th>
<th>Component Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HS266-5-PS</td>
<td>Cardiorespiratory Physiotherapy</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>HS265-5-PS</td>
<td>Neurological Physiotherapy</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>HS267-5-SP</td>
<td>Physiotherapy Practice 1</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>HS2704-5-SU</td>
<td>Physiotherapy Practice 2</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>HS240-5-AU</td>
<td>Professional Enquiry</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>HS268-5-AU</td>
<td>Complexities In Musculoskeletal Practice</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>HS269-5-AU</td>
<td>Context Of Physiotherapy Practice</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>HS271-5-SU</td>
<td>Physiotherapy Practice 3</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 6</th>
<th>Full module code</th>
<th>Module title</th>
<th>Component Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HS364-6-AU</td>
<td>Complexities In Rehabilitation</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>HS365-6-AU</td>
<td>Physiotherapy Practice 4</td>
<td>15</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>HS340-6-FY</td>
<td>Professional Enquiry Proposal</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>HS367-6-FY</td>
<td>Evidencing Practice and Continuing Professional Development</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>HS366-6-SP</td>
<td>Physiotherapy Practice 5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>HS341-6-SU</td>
<td>Physiotherapy Practice 6</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**BSc Modules Overview**

For detailed module information see the Pre-Registration Physiotherapy module glossary on the Physiotherapy Placement Resources website https://moodle.essex.ac.uk/course/view.php?id=38

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**References**


Appendices

Appendix 1

Pre-registration Practice Education Danger of Failure Form
This form is an official record of the under-performance of a pre-registration health student. It is completed by the university lecturer in discussion with the practice educator 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 poor performance and 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 given to the student, the practice educator and the university lecturer. The original must be given by the lecturer to Jade Shortland for confidential storage in the student’s placement file. Educator copies must be treated as confidential documents and must be destroyed when the student finishes the placement.

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme of Study</td>
<td>Level/Type of Placement</td>
</tr>
<tr>
<td>Practice Educator</td>
<td>Clinical Speciality</td>
</tr>
<tr>
<td>Placement Locality, i.e. trust, hospital</td>
<td>University Lecturer</td>
</tr>
</tbody>
</table>

Indicators of poor performance:
(these must be aligned with the relevant placement assessment criteria)

Indicator 1

Indicator 2

Indicator 3

Indicator 4
<table>
<thead>
<tr>
<th>Student and date (cont)</th>
<th>Objectives to be achieved by first review: (these should include what action will be taken and how success will be demonstrated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td></td>
</tr>
<tr>
<td>Objective 2</td>
<td></td>
</tr>
<tr>
<td>Objective 3</td>
<td></td>
</tr>
<tr>
<td>Objective 4</td>
<td></td>
</tr>
<tr>
<td>Objective 5</td>
<td></td>
</tr>
</tbody>
</table>

**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).

Signature of Student _____________________________________________________

Signature of Practice Educator ____________________________________________

Signature of University Lecturer __________________________________________
Pre-registration Practice Education Danger of Failure Review Form

This form is completed by the university lecturer in discussion with the practice educator and the student. The use of the form acts as an official record of the review of the performance of a failing student. The student, the clinical educator and the University must be provided with copies of this form. The original must be given by the lecturer to Jade Shortland for confidential storage in the student’s placement file. Educator copies must be treated as confidential documents and must be destroyed when the student finishes the placement.

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme of Study</th>
<th>Level/Type of Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice Educator</th>
<th>University Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Current student performance in relation to the indicators of poor performance identified on the original danger of failure form dated ____________:**

<table>
<thead>
<tr>
<th>Progress on Indicator 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress on Indicator 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress on Indicator 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progression on Indicator 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress on Indicator 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student and date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Current student performance in relation to the objectives to be achieved identified on the original danger of failure form/last review form dated ________________:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Progress on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td></td>
</tr>
<tr>
<td>Objective 2</td>
<td></td>
</tr>
<tr>
<td>Objective 3</td>
<td></td>
</tr>
<tr>
<td>Objective 4</td>
<td></td>
</tr>
<tr>
<td>Objective 5</td>
<td></td>
</tr>
</tbody>
</table>

Summary of student’s current level of performance:

Student and date (cont)
**Recommended Further Action:**

**Is the student now passing the placement?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

(If yes the student can be signed off from the danger of failure process below)

**Has the student now failed the placement?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

(If yes sign off this form below and complete placement assessment documentation indicating failure of the placement). If you need any assistance/advice please ring 07785286371.

**Is the student still on a danger of failure?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

(If yes indicate objectives to be met by next review, set review date and sign off below)

**Objectives to be achieved by next review:**

<table>
<thead>
<tr>
<th>Objective 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Objective 2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Objective 3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Objective 4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Objective 5</th>
</tr>
</thead>
</table>

**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 University Lecturer
Appendix 3
All students complete a written reflection after each placement for inclusion in their portfolio’s. The structure of this piece of work is not specified, but below is an example of a recommended template.

University of Essex – Placement Reflection Pro-forma & Guidance (To be used from Sept 2015)

Note: The electronic pro-forma is available for you in the Resources Section of Pebblepad, under the “Resources” ▶ “For me” tab.

Placement Start Date

Placement End Date

Name of Clinical Educator

This is the only place where you will use their name - it will automatically be removed when you share/publish the document.

NOTE: IDENTIFYING INFORMATION ABOUT PLACEMENT LOCATION OR PATIENT DETAILS SHOULD NOT BE INCLUDED in the reflection and/or attached evidence

What? Summary of the placement context
Briefly describe the placement experience & identify no more than three elements that you will reflect upon. These elements are something that has made you stop and think. It might include the interaction with particular (unnamed) patient or something that consistently challenged you, or it might have been a major incident e.g a safety issue or whistle-blowing or suspected abuse. No names or identifying features please. Do not try to analyse the situation (that comes next - just describe)

So What? Unpick the issues
This is your analysis of the key issues. Questions you might wish to ask and then answer are; why did situation x occur? What went well / not so well and why? Should anything else have happened? What was my role? Was it appropriate? To help you unpick the situation you should review any relevant literature, polices or regulatory guidelines that will help you draw conclusions and complete the 'now what' section below. (Approx 600 words)

Now What? What does this mean for YOUR practice
For the points raised above, what impact does this experience and refection have on your ongoing practice and how might your practice need to change (or stay the same). Again support these with references. (Approx 400 words)

Action Plan
From the above, summarise the actions you now need to take to implement your learning into practice. Here you should be completing the reflective circle and therefore there should be no "new things" here. For example, don't suddenly include "I need to improve my
note writing on my next placement" if you have not discussed note-writing in the reflection.

Remember your action plan should be:
**Specific**
**Measurable**
**Action Orientated** (How will you achieve this)
**Realistic**
**Timed**

For example: before the start of my next placement (Timed) I will have read about the Driscoll model of reflection (Specific & Action orientated) and have written a short practice reflection using the model which I will critically review afterwards (Measurable).

**Supporting Evidence**
Describe and upload (by clicking the rosette) any relevant supporting evidence that directly demonstrates the process of your development from the reflection above. e.g. reflective diary, annotated papers, summaries of papers, mind-maps, posters, presentations or pages from your assessment book, Note: IDENTIFYING INFORMATION ABOUT PLACEMENT LOCATION OR PATIENT DETAILS SHOULD NOT BE INCLUDED in the reflection and/or attached evidence

**Reference List**

Provide a reference list for your reflection. Use the SHHS referencing guidance.


Please link your last reflection
Please attach your last placement reflection so that we can see the development of your reflective writing (click the rosette)
# PDSA Plan

<table>
<thead>
<tr>
<th>Summary of idea</th>
<th>In BRIEF, describe your Service Improvement Idea? (approx 100 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMS</td>
<td>What do we want to <strong>achieve</strong>? What is preventing us from achieving it? <strong>How much</strong> benefit do we expect to get from our improvement?</td>
</tr>
<tr>
<td>Problems</td>
<td>(What is the problem you have identified?)</td>
</tr>
<tr>
<td>Root causes</td>
<td>(What are the various reasons for this problem? - link to Fishbone diagram if necessary)</td>
</tr>
<tr>
<td>Aims</td>
<td>(What are we trying to achieve?)</td>
</tr>
<tr>
<td>Expected quantity of benefits</td>
<td>(How will this help? Quantity/Quality)</td>
</tr>
<tr>
<td>MEASUREMENTS</td>
<td>What are we going to measure? Please include a separate <strong>measurement plan</strong> with more detail and any <strong>checksheets or templates</strong> to be used in collecting measurement data.</td>
</tr>
<tr>
<td>CHANGES</td>
<td>What are we going to try? <strong>Who</strong> is going to do what, <strong>when</strong> (please include a <strong>Gantt chart</strong> if required)? What else do we <strong>need to get</strong> in order to try our idea?</td>
</tr>
<tr>
<td>OTHER</td>
<td>Do we need a <strong>roll-back</strong> plan? <strong>Who else</strong> (<strong>stakeholders</strong>) might be affected by our changes?</td>
</tr>
</tbody>
</table>
Things you may need to consider:

- Process analysis and redesign
  - As Is process map
  - ID – waste, variation, bottlenecks
  - Root cause diagram
  - To Be process map

- Impact analysis
  - Stakeholder map and plan
  - SIPOC

- Implementation planning
  - Business case
  - Benefits map
  - Gantt chart
  - Measurement plan
  - Roll-back plan
## Measurement Plan

<table>
<thead>
<tr>
<th>General Information</th>
<th>Improvement name and summary. <strong>Purpose</strong> of measurement: what do we want to know? (root cause, validation, sustainability, spread). <strong>How often</strong> and for <strong>how long</strong> will the measurement happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SELECT</strong></td>
<td>What <strong>set of measurements</strong> will be done? <strong>Direct</strong> or <strong>indirect</strong> (if indirect, how will measuring this tell us what we want to know). Are <strong>quality</strong> and <strong>quantity</strong> measurements included in the set. Please include <strong>selection matrix</strong> if required.</td>
</tr>
<tr>
<td><strong>DEFINE</strong></td>
<td>What operational definitions have been agreed? How will we ensure that different people will measure things the same way?</td>
</tr>
<tr>
<td><strong>SAMPLING</strong></td>
<td>Is the process <strong>stable</strong> enough to use sampling? How <strong>certain</strong> do we need to be?</td>
</tr>
<tr>
<td><strong>WHO / BIAS</strong></td>
<td>Who will do the measuring and how will bias be minimized?</td>
</tr>
<tr>
<td><strong>CHECKSHEETS / TEMPLATES</strong></td>
<td>Please show copies of any checksheets and templates to be used to record the measurements.</td>
</tr>
<tr>
<td><strong>VALIDATE</strong></td>
<td>How has the measurement been validated?</td>
</tr>
</tbody>
</table>
Appendix 5

Practice Educator Placement Evaluation Form

Logged in as: ..............................

Please complete the form for the following placement
Organisation
(Placement)
The dates of the placement were
(Dates)

Evaluation of the placement

Pre-placement
I received sufficient notice that I would be supervising a student and adequate information about this placement from the University of Essex.
Yes No

Please comment on any other information that would have been useful.

My allocated student contacted me/ the placement area prior to the placement
Yes No

Induction
The student has had a timely initial induction which included health and safety information.
Yes No

The student was able to inform me of the learning outcomes they anticipated working towards during the placement.
Yes No

I was able to meet with the student at the beginning of the placement to discuss how they could achieve the learning outcomes for the placement.
Yes No

Please comment on anything else that would have been useful.

I had a clear understanding of the requirements for the student’s practice assessment
Yes No

Please comment on any other information that would have been useful.

Support from the University of Essex
I know how and when to contact the University of Essex placement lead if I need support
Yes No

Please comment on anything else that would have been useful.

I feel adequately prepared to undertake the role of practice assessor
Yes No
Please comment on anything else that would have been useful.
Please state when and where you last undertook practice educator training.

I find the University of Essex Practice Education Management System (PEMS) a useful means of accessing information
Yes  No

Please comment on anything else that would have been useful.

I feel I received the support I needed from university staff during the placement
Yes  No  None needed

Please comment on anything else that would have been useful.

I feel the student received the support they needed from university staff during the placement
Yes  No  None needed

Please comment on anything else that would have been useful.

The placement visit by the university lecturer was constructive
Yes  No  Visit not undertaken

Please comment on any other support that would have been useful.

**Preparation for this placement**

The student was adequately prepared to commence the placement.
Yes  No

Please comment on anything else that would have been useful.

The student had adequate theoretical knowledge relevant to this placement.
Yes  No

Please comment on anything else that would have been useful.

The student had adequate practical skills for this placement.
Yes  No

Please comment on anything else that would have been useful.

There were aspects of this placement experience I felt the student was unprepared for.
Yes  No

Please comment on any experiences and specific details of what part of the placement you felt the student was unprepared for.

**Final assessment**

The halfway and final assessment discussions were constructive in helping me to reflect on my role as an educator and plan improvements in my future performance
Yes  No

Please comment on anything else that would have been useful.

Overall, I found supporting this student a positive experience
Yes  No

**Comments** Please make any comments on what went well or any issues encountered here
Appendix 6

Student Placement Evaluation Form

Logged in as: ..............................
(Programme)
(Cohort)

Complete the evaluation form for every placement that you attend

Complete the form for the following Placement
Organisation
(Placement)
The dates of the placement were
(Dates)

Evaluation of your placement

Pre-placement
I received adequate information about this placement in relation to travel, geography, personnel etc. from the PEMs portal.
Yes  No

Please comment on any other information that would have been useful.

It was easy to contact my practice educator prior to my placement.
Yes  No

Induction
I had a timely induction with my practice educator in which we discussed how to achieve the learning outcomes for the placement.
Yes  No

Please comment on any other information that would have been useful.

My induction included health and safety information
Yes  No

Please comment on any other information that would have been useful.

I was supported by the practice educator to set appropriate goals in my learning contract.
Yes  No

Please comment on anything else that would have been useful.

Support from practice educator
My practice educator helped me to integrate knowledge into my practice
Yes  No

Please comment on anything else that would have been useful.

I received regular feedback about my learning needs and achievements from my practice educator(s)
Yes  No
Please comment on anything else that would have been useful.

I was encouraged by my practice educator to reflect on my practice experience
Yes No

The support I had to facilitate my learning was appropriate to my stage of education
Yes No

Please comment on anything else that would have been useful.

I was given guidance and opportunities to focus on the care of specific patients/service users/clients/carers in a caseload appropriate to my stage of learning.
Yes No

Where appropriate, I was able to work independently.
Yes No

The types of clinical conditions I encountered matched my expectations.
Yes No

Please comment on anything else that would have been useful.

I was given the opportunity to gain experience of inter-professional team working
Yes No

Please comment on anything else that would have been useful.

**Preparation for this placement**
I felt well prepared for this practice placement by the general information provided within the academic setting.
Yes No

Please comment on any other information that would have been useful.

Theoretical preparation within the University was relevant to this placement.
Yes No

Please comment on anything else that would have been useful.

Practical skill preparation within the University was relevant to this placement.
Yes No

Please comment on anything else that would have been useful.

There were aspects of this placement experience I felt unprepared for.
Yes No

Please comment on any experiences and specific details of what part of the placement you felt unprepared for.

**Support from the University**
I received the support I needed from university staff during the placement
Yes No
The placement visit by the university lecturer was constructive
Yes  No  Visit not undertaken

Please comment on any other support that would have been useful.

I was able to share my placement experiences with students from the same or other disciplines
Yes  No

Final assessment
The halfway and final assessment discussions were constructive in helping me to plan improvements in my future performance
Yes  No

Please comment on any other information that would have been useful.

My learning needs were met on this placement
Yes  No

Please comment on anything else that would have been useful.

I felt able to offer constructive feedback about my experience of the placement to my practice educator
Yes  No

Comments
Please make any comments on what went well or any issues encountered here

What was the most beneficial aspect of this learning experience?

What was the least beneficial aspect of this learning experience?

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