



University of Essex

School of Sport, Rehabilitation and Exercise Sciences
MSc Physiotherapy (Pre-registration)
BSc Physiotherapy (Pre-registration)

Practice Education Handbook

2018-19

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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: The placement administrators on 01206 873240, 874312 or 874974, Email: practiceplacements@essex.ac.uk

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

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University of Essex
Wivenhoe Park
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E i.w.maynard@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 a variety of types of patients by the end of their programme. It is important to note that students are required to gain experience in the assessment and management of clients with musculoskeletal, cardiopulmonary and neurological problems across a variety of client groups across a range of acute and non-acute practice settings. Students should therefore not expect to develop identical placement profiles. Students should be aware that in physiotherapy practice it is 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, and is not assessed.

Students' placement activity is assessed by practice educators at level five and level six. The first two placements will be assessed at level five, and the remaining four at level six. Masters level activity occurs at level seven and is demonstrated via work marked by University staff. It 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 (Part-time) 4 year programme placements

Six, five-week placement blocks are integrated into the program of study. Students undertake two placements in years two, three and four. The first three placements are assessed at level five and the second three at level six.

BSc (Full-time) 3 year programme placements

Six, five-week placement blocks are integrated into the program of study. Students undertake three placements in year two, and three placements in year three. The first three placements are assessed at level five and the second three at level six.

In addition, and similar to MSc students, BSc full time students undertake a brief (2-3days) introductory period in the clinical setting at the end of year one. Where ever possible this is arranged with a more experienced student already on placement acting as the mentor.

Timetable of all placement dates

Placement Dates	Placement	Level	Module code	No. of Weeks	Cohort
29/10/18-30/11/18	5	6	SE313	5	BSc PT 2015
29/10/18-30/11/18	3	6	SE705	5	MSc PT 2017
7/1/19-8/2/19	3	5	SE217	5	BSc PT 2016
7/1/19-8/2/19	4	6	SE705	5	MSc PT 2017
11/2/19-15/2/19	Orientation Week			1	MSc PT 2018
18/2/19-22/3/19	1	5	SE213	5	BSc PT 2017
18/3/19-19/4/19	5	6	SE706	5	MSc PT 2017
23/4/19-24/5/19	6	6	SE310	5	BSc PT 2015
23/4/19-24/5/19	1	5	SE704	5	MSc PT 2018
23/4/19-24/5/19	2	5	SE216	5	BSc PT 2017
17/6/19-13/6/19	2 Day observational visit				BSc PT 2018

28/5/19-28/6/19	3	5	SE270	5	BSc PT 2017
28/5/19-28/6/19	4	6	SE312	5	BSc PT 2016
8/7/19-9/8/19	6	6	SE707	5	MSc PT 2017
8/7/19-9/8/19	2	5	SE704	5	MSc PT 2018
19/8/19-20/9/19			Resit/ catch up	5	

Practical Issues in Practice-Based Education

Professional Liability Insurance

All University of Essex physiotherapy students are required to register as a student member 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 fully qualified physiotherapist for the insurance cover to be valid. 'Supervision' does not necessarily mean the student must be within eyeshot of their educator at all times. Patient consent to be assessed and treated by a student physiotherapist 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 partnership, and every other subsequent year via self-audit.

Placements are allocated to students by the Physiotherapy practice placement lead, and placement providers share as much information as possible to support the process. Each student is allocated a range of placement experiences enabling them to meet the requirements of the programme and graduate as a physiotherapist who is fit for UK practise. As far as is practicably possible all students will undertake placements in both acute and community settings as well as across a range of clinical specialties. During allocation student's specific personal or learning needs are considered (e.g. relating to childcare or students with a disability who may need reasonable adjustments to be made). Students are required to travel up to 1.5 hours each way to attend a placement.

Some placement partners operate a seven day working system. Students may therefore be required to work the occasional Saturday or Sunday instead of a weekday. Placement providers are asked to alert the university at the time of making an offer if this is the case, so students personal circumstances can be taken into account accordingly during the allocation process. If a student is required to work outside of normal working hours and this is problematic they should contact the practice placement lead on **07785286371** to discuss.

Placement Scheduling Times

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

Resources

There is a wide range of resources available for maximising a student's experience and learning in the practice placement environment. These resources are most effectively deployed when used as a means to fulfil the program curriculum and learning objectives identified in the

learning contract (see below) at the start of the placement. Practice educators and students should consider what can be gained, and how this relates to the learning objectives, from accessing and engaging with these resources and experiences. Some resources and experiences are common to all practice areas, whilst others are less widely available.

Working with patients is one of, if not the most valuable learning experiences available on practice placement. Working with patients gives students the opportunity to apply the knowledge and skills they have learned at University, observe the outcomes of their interactions and interventions in the real world and receive feedback about their practice. While it is valuable for students experience to be broadened by seeing patients with different conditions and problems, it is also useful for them to see patients with the same or similar problems, as this reinforces learning and emphasise the need to modify their approaches to meet individual patient needs.

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 a holistic approach to patient management, allowing students to experience involvement with the multi-disciplinary team and give different perspectives on patients and their problems. Interactions with other practice-based staff also help students understand the organisation and management structures of physiotherapy departments and the healthcare providers.

None patient facing activities such as participation in ward rounds and case conferences, observation of surgery and clinics help students understand the wider roles and responsibilities of a Physiotherapist, other professionals, the function of the multi-disciplinary team and the place of physiotherapy in overall patient care.

Placement experiences often stimulate students' interests and desire to explore a subject further. Thus it is helpful if students have access to books, 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. Students will also have access to some University library resources online.

Practice educators themselves are an important learning resource for students. An essential practice educator role is to help students make sense of their placement by planning and organising a timetable and facilitating access to patient facing experiences. The agreement of learning outcomes in the learning agreement helps to achieve this. Practice educators should consider their role as one of 'facilitating learning', rather than teaching. This means supporting the student to identify and access learning experiences, offering critical and constructive feedback about performance and support for articulating the learning achieved, as opposed to committing time to organising and running teaching sessions and tutorials. Although students 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 via University systems (but it will be provided by the placement provider):

- 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 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 need real practice experience rather than academic and theoretical input. Thus, the focus of placement experience should be upon patient contact, interaction and treatment in a variety of contexts and settings e.g. one to one, classes, triage, telephone etc. This will enable students to appreciate and experience how the theory learned in University practically underpins patient care. Students are usually very keen and motivated to get involved in this way.

It is important educators and students agree placement aims and objectives within the first week of the placement. The learning contract is designed to achieve this and provide a record against which outcomes can be compared. Students should attend placement with a draft of their learning outcomes. Students may require some support in refining their objectives but the educator's primary role in the objective setting process is the identification of particular learning experiences the students can access within the context of the placement environment to achieve the outcome. Not to adjust outcomes so as to align with previous students learning experiences. Do not hesitate to contact the practice placement lead if any guidance is needed.

When planning the running of the placement it 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 should plan the half caseload for which they are responsible so that they are still able to support the student who is working on the other half of the caseload as required. There is a perception that having students reduces the workload that can be covered and reduces the quality of patient care, but research has shown this to be a misconception.

Teaching and learning strategies

Although it is tempting to share technical knowledge and information with students, this may not be helpful to them. Their knowledge, experience and clinical reasoning abilities are different to those of experienced clinicians and being provided with a lot of new information, although interesting, may create confusion. Instead practice educators are advised to take time to, understand and then build upon the knowledge and skills each individual student already possess. In this way the learning process is likely to be more productive for students and less frustrating for the practice educator.

Some observation of the practice educator may be useful, but this should be kept to a minimum because students learn more by being actively involved in patient care, leading assessment, treatment and decision making or contributing to that of others.

While observation can be interesting, students frequently do not learn from it what their practice educator expects. Such lack of insight reflects students' lack of prior experience and the best way to improve this is to facilitate them experience working with patients themselves.

Even when working actively with patients, students may not learn what they and their practice educator anticipate. This problem can be largely avoided if the practice educator and student identify in advance what to focus upon during a learning experience.

Direction which could be given to students could include identifying:

- What the practice educator wants the student to learn and how it relates to placement objectives
- What the students wants to learn and how it relates to placement objectives
- What task(s) or techniques to carry out
- What to be thinking about during the activity
- How the student should report back to the practice educator, and about what.
- 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 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. Research has shown that no one model of supervision is superior to another, and The University of Essex proactively supports educators to think critically about the models of supervision that best suits their unique working environments and personal preferences. Please contact the practice placement lead on 07785286371 if you wish to discuss this further.

Feedback

Giving effective feedback to students is important, but not always easy. Although criticism may be necessary, this should be tempered by consideration of good aspects of performance and always directly related to the assessment criteria. Students are often aware of their limitations and can become very dispirited if only these are identified. If good aspects are discussed then these can be built on to improve weak areas. When criticism is needed, it is important that possible solutions to the problems, or different ways of behaving/acting are discussed so that students have something practical to refer back to. 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, how this is reflected in the marking grid, why students acted as they did, the knowledge students use as the basis for their actions, praise for appropriate actions, how their actions made others feel, identification of areas which need improvement and agreement on strategies on how to achieve the improvements. As a minimum practice educators should sit down with their student (s) and undertake a formal feedback session half way through a placement and again at the end. Informal feedback sessions should occur throughout the placement, depending upon the student and educator needs.

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.

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

	Interpersonal skills	Professionalism	Clinical reasoning	Treatment/management
Level 5	20%	10%	35%	35%
Level 6	20%	10%	40%	30%

If, at the final assessment, students are marked at less than 40% (fail) in any **one** area they will automatically fail the 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 educator's names, signatures and dates. Please note that these documents will be used by the students in assessed academic 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 halfway 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

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 lead. **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 may not be able to fail a student unless the following in danger of failure process has been followed. However following the process does not prevent a student from passing the placement. The process should be considered as a tool for supporting those students who are struggling to maximise their achievements. Note the process should be commenced if a student is AT RISK of not meeting the minimum assessment criteria BEFORE they are not meeting it.

University of Essex In Danger of Failure Process	
1	A practice educator feels that a student's performance is not of a satisfactory standard
2	The practice educator immediately contacts the University of Essex placement coordinator on 07785286371 and their concerns are discussed.
3	An in danger of failure meeting time is agreed. This meeting will take place within 48 hours of the practice educator raising concerns and will involve a lecturer from the University of Essex, the practice educator and the student.

4	Before the meeting the practice educator will create a list of up to five indicators of the student's poor performance; these must be aligned with the relevant placement assessment criteria.
5	Before the meeting, The University of Essex practice placement lead (or visiting tutor, if the in danger of failure meeting coincides with the half way placement visit) will discuss with the student the issues raised and danger of failure process. This will enable the student to prepare a draft action plan to assist them in improving their performance to the required level.
6	<p>At the in danger of failure meeting a lecturer from the University of Essex will discuss the student's poor 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 to agree objectives for an action plan to assist the student in improving their performance to the required level. They must then complete an in danger of failure form and retain a copy each. The original must be given by the lecturer to Carly Mitchell placement administrator 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.</p> <p>If any assistance/advice is needed ring 07785286371</p>
7	An in danger of failure review meeting must be arranged for one week after the initial in danger of failure meeting.
8	<p>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 in 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 Carly Mitchell 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.</p> <p>If the student is now achieving the required pass level the student can be signed off from the in danger of failure process.</p> <p>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.</p> <p>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.</p> <p>If any assistance/advice is needed ring 07785286371</p>
9	<p>If a further review meeting was agreed stage 8 is repeated.</p> <p>If any assistance/advice is needed ring 07785286371</p>

Risk of failure guidance for practice-based educators, supervisors and assessors

There is an expectation that students will be continuously assessed when they work and learn in practice-based settings. Every time an educator works with a student, the educator should be able to provide learning opportunities that allow the student to fully participate in supervised practice. In this way, students gain practical experiences that they can reflect upon and learn from. If learning opportunities are provided, students should become proficient in applying knowledge, develop practical skills and professional behaviours, and become a functioning member of the team in the service that provides the placement.

These proficiencies are measured through the assessment criteria in the student's practice assessment document, aligned to the professional regulatory standards of the *HCPC*. This document is the record of a student's learning, development and achievement of proficiency whilst on placement. Placements contribute to the student's curriculum and a student's practice assessment outcome directly impacts upon their ability to progress on their programme of study. All involved (students, placement providers and educators, university staff, and professional regulators) need to be assured that sufficient learning opportunities have been provided in placement and that continuous robust assessment of practice learning has been undertaken. It is likely that students will be working towards or meeting the assessment criteria during their placement. It is imperative that, where there is a risk of failure of one or more of the agreed assessment criteria, actions are put in place to mitigate this risk Appendix 1.

Please follow the processes outlined in the flow charts below when supervising and assessing students in placement.

Overview of practice-based learning and assessment

On the first day of placement, review the practice assessment document in collaboration with the student. Identify the learning opportunities available in the placement to allow the specific proficiencies/criteria in the practice assessment document to be achieved during the placement.

Develop and agree a learning contract in collaboration with the student. Plan ahead to ensure that participative learning opportunities are made available throughout the placement period.



Continuously and robustly assess the student against the assessment criteria as they progress through the placement. Provide written and verbal feedback to the student so that they may continue to develop. During continuous assessment you may assess the student to be:

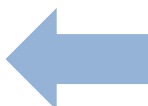
- exceeding the expectation set in assessment criteria
- achieving the expectation set in assessment criteria
- working towards the expectation set in assessment criteria
- **at risk of failure of one or more assessment criteria**



Continue to set goals, and provide student's with learning opportunities and feedback to promote learning, development and achievement of assessment criteria



Initiate Risk of Failure process (see page X) at any point during the placement



The final summative practice assessment is completed.
Students who pass their placement may progress on the programme.
Student who fail may be offered one further retrieval placement.

Risk of Failure process

If, at any point during continuous assessment, the educator identifies a risk of failure against one or more assessment criteria it is incumbent upon them to initiate the risk of failure process. Educators and students can feel worried and anxious when the risk of failure process is initiated, sometimes under difficult circumstances. However the process is not punitive. It is designed to ensure that appropriate actions are taken to provide support to everyone involved: the student; the practice-based educators, supervisors and assessors involved; and the placement setting.

How will I know when to initiate the risk of failure process?

During continuous assessment the educator will need to make a robust judgement about whether the student is achieving the expectations set in the assessment criteria, working towards these expectations, or at risk of failure of one or more assessment criteria. Examples of when you might initiate the risk of failure process if:

- The student has been working towards the standards set in the assessment criteria, given sufficient opportunity to learn and develop proficiency, but has made little or no progress in the quality of their performance;
- The student has been provided with sources of verbal and written feedback whilst working towards an assessment criterion, but makes little attempt to act upon this feedback;
- The student has been offered opportunities to reflect on their own performance, with respect to selected assessment criteria, to identify areas for development but demonstrates little or no insight into how they might enhance their own performance.

It is likely that through continuous assessment the educator will have identified the risk of failure well before the final week of placement. The earlier that the risk of failure is initiated the more likely it is that conditions can be cultivated and actions agreed that can support the student's progress. It is theoretically possible for the risk of failure process to be initiated right up to the final day of placement. However, this is only likely to happen in rare, exceptional circumstances.

The process for initiating Risk of Failure is illustrated below.

The risk of failure process: a guide for educators, supervisors and assessors

Initiating the the "Risk of Failure" process

- At any time during the placement, you assess the student to be at risk of failure of one or more assessment criteria. Contact the relevant programme placement lead to seek guidance. If you are unable to contact the relevant programme placement lead, please contact the Practice Placements Team on 01206 874312 or practiceplacements@essex.ac.uk. The Practice Placements Team will refer your query to the most appropriate programme placement lead.
- A programme placement lead will contact the student and the placement setting by phone, email or in person. This will normally be within one working day of the referral being received, but it may take up to three working days.
- If deemed appropriate, complete the "Risk of Failure" **report** form available at: Appendix 1, identifying the assessment criteria against which risk of failure has been identified and justification for your decision. This should be completed in collaboration with the student. Both you and the student should retain a copy of the completed "Risk of Failure" report form.

Follow-up from university

- The programme placement lead will provide support and guidance and recommend strategies to ensure that all appropriate objectives and actions have been developed, prioritised, agreed and documented.
- Deadlines will be agreed between you, the student and the programme placement lead to review progress in achieving objectives and actions before the end of the placement. This may include setting a date(s) for a review meeting (or series of meetings) to monitor progress.

Review of Progress

- Continue to provide the student with learning opportunities and feedback to promote learning, development and achievement of assessment criteria.
- In collaboration with the student, document the student's progress in meeting agreed objectives in the "Risk of Failure" **review** form available at Appendix 1. Share the document with the programme placement lead and draw on their support and guidance as agreed at follow-up.
- At the review meeting, you and the student can provide evidence of where/if progress has been made against the agreed objectives.
- In all cases, you are accountable for making the final judgement - with support from the *programme placement lead* - about whether the student has achieved the expectations set in the assessment criteria (a pass) or not (a fail) by the end of their placement. The programme placement lead can offer guidance and support.

Fitness to Practise

In some cases, an educator may have significant concerns about a student's conduct, behaviour or performance that question their fitness to practise. Concerns about a student's fitness to practise refer to actions and omissions relating to professional conduct and professional suitability, including:

- actions that are harmful to service users, other members of the public or service providers;
- actions that are likely to constitute an unacceptable risk to the student or others;
- contravention of the relevant professional code of conduct;
- concerns about health, disability or wellbeing, including a failure to seek appropriate medical treatment or other support, which might impair fitness to practise;

- actions that are prejudicial to the development or standing of professional practice.

The full Fitness to Practise policy is [available here](#). If you have a significant concern about a student's Fitness to Practise then please contact the programme placement lead, link lecturer or programme tutor who will **be able to advise on the appropriate action for any given situation**.

To initiate a Fitness to Practise referral, you will need to email jo.jackson@essex.ac.uk, stating your specific concerns.

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. Whenever possible the next scheduled practice placement will be the repeat placement. The repeat placement will be capped at 40%. A second failure of the repeat placement will normally result in termination of the student's registration. Two failed practice placements are permitted to be retaken as a second attempt. Students who fail more than two practice placements will normally be required to leave the programme. If a student withdraws from a placement without university sanction it will be deemed a fail and the repeat placement will be capped at 40%.

Consistency of placement assessment

The University of Essex uses a standardised assessment process, paperwork and assessment criteria for all placements.

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 halfway visit, visiting tutors pro-actively check educators are operationalising the assessment criteria appropriately and provide support to do so if required.

After each placement, the practice placement lead reviews all the marks and feedback recorded in student's assessment booklets for consistency between written feedback and % scores.

Deferring a practice placement

Placements cannot be deferred except in exceptional and unavoidable circumstances, such as unexpected 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 E-Portfolio

All pre-registration programmes students are required to submit an electronic portfolio of their Physiotherapy knowledge, skills and behaviours. 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 - **Plan, Do, Study, Act**), Measurement Plan and e-Poster summarising project)
- Summary of how their practice has evolved across the six placements

- Professional Development Plan for the future.
- In addition MSc and BSc full time students are required to map their achievements against the CSP Physiotherapy Framework (2013)

These requirements are embedded in assessments within modules. 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 skills log, which is to be signed off by clinicians when **skills have been demonstrated in safe and appropriate manner. Note, the skills log is not a log of competency.** Signatures in the log are confirmation that the student has been observed to complete the skill safely and appropriately. Not that they are proficient at it. The log can be signed by non-physiotherapy staff if the practice educator is satisfied that the member of staff is suitably competent.

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 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 (**Plan Do Study Act**), and a separate measurement plan. 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. 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.

Students have a responsibility to comply with the Code of Members' Professional Values and Behaviour (CSP 2011) in addition to the clinical governance arrangements within the placement organisation. As future registrants of the Health and Care Professions Council students should also be aware of and comply with the Standards of Proficiency (HCPC 2013).

Within the first week of each placement a learning contract must be negotiated between the student and the 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 2016) <http://www.csp.org.uk/publications/consent>

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 visiting 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. A representative from the University 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 on 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**.

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 Sport, Rehabilitation and Exercise Sciences (SRES) 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 an 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

If students are unsure which size to order, there is a complete range of sample sizes in SRES 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 sres@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 to their practice educator to 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 to University policy and procedures. **Failure to follow the absence reporting procedure will result in referral to the Fitness to Practise process.**

Placement travel and accommodation expenses

NHS commissioned students in receipt of a bursary or self-funding students who have access to the NHS Learning Support Fund may be entitled to have the cost of journeys between their term time residence and the placement site reimbursed. This applies when the cost of travel to the 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 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, 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.

For students who are not eligible for a NHS Student Grant bursary, students can apply for the NHS Learning Support Fund.

A claim form must be completed by the student for each placement then signed and stamped by a placement administrator, before being sent to the NHS Learning Support Fund for processing. It is the student's responsibility to photocopy the claim form for their records and to send the original to the grant office.

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.

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:

- Basic Life Support – 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

These sessions are compliant with the [Core Skills Training Framework](#) underwritten by Skills for Health

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 the placement administrators in the placement administration office during working hours or outside of working hours may be placed in the assignment box outside the placement office. They may also be posted by recorded delivery to Practice Placements Team, STEM 4.23, University of Essex, Wivenhoe Park, Colchester, CO4 3SQ. **If forms are not returned within this timeframe the placement will be treated as a late submission and may be given a mark of 0%.** A late submission form must be completed and submitted to SRES, in accordance with the departmental late submissions policy. 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. 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, including 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 visiting 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 (2015)

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

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 or 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 the Student Wellbeing and Inclusivity Service (SWIS) via askthehub@essex.ac.uk or telephone 01206 874000

Information on reasonable adjustments and support for disability can be accessed at <https://www1.essex.ac.uk/students/disability/default.aspx>

All Students have a responsibility to:

- disclose their disability to the SWIS at the University so that appropriate adjustments may be discussed
- check with their funding body if they are eligible for Disabled Students Allowances for assistance with costs related to their disability
<https://www1.essex.ac.uk/students/disability/funding.aspx>

Whilst SWIS provide initial advice to all students it is the student's responsibility to contact them if they require individual advice at other times and to notify SWIS of changes in their circumstances and/or requirements

Support for Practice Educators

Practice placement visiting

Visiting 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 Visiting Lecturer

The visiting 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 visiting lecturer is covering any given placement can be acquired by email from

practiceplacements@essex.ac.uk

The visiting 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 visiting 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 visiting 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](#).

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 Sport, Rehabilitation and Exercise 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 practiceplacements@essex.ac.uk. Additionally delivery of these workshops can be arranged onsite within an organisation upon request via: practiceplacements@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://moodlex.essex.ac.uk>
To log in: Type <http://moodlex.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 visiting 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>

Two infographics have been produced to summarise key information and guidance for successfully completing practice placements. There are versions for students and practice educators (See appendix 4)

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

Year 1 (105 credits)			
Term 1	Term 2	Term 3	Term 4
HS810 Interprofessional Collaboration and Development (15) SE701 Musculoskeletal Physiotherapy (15)	HS810 Interprofessional Collaboration and Development (15) SE702 Cardiorespiratory Physiotherapy (15) SE703 Neurological Physiotherapy (15) HS858 Research in Healthcare (15)	HS810 Interprofessional Collaboration and Development (15) SE704 Patient Pathways 1(15)	SE704 Patient Pathways 1(15)

		Placement 1 (175 hours)	Placement 2 (175 hours)
Year 2 (75 credits)			
Term 1	Term 2	Term 3	Term 4
HS858 Research Activity (30) SE705 Patient Pathways 2 (15)	HS858 Research Activity (30) SE705 Patient Pathways 2 (15) SE706 Contexts of Contemporary Practice (15) SE707 Advancing Physiotherapy Practice (15)	HS858 Research Activity (30) SE706 Contexts of Contemporary Practice (15) SE707 Advancing Physiotherapy Practice (15)	HS858 Research Activity (30) SE706 Contexts of Contemporary Practice (15) SE707 Advancing Physiotherapy Practice (15)
Placement 3 (175 hours)	Placement 4 (175 hours)	Placement 5 (175 hours)	Placement 6 (175 hours)

MSc Modules Overview

For detailed module information see the Pre-Registration Physiotherapy module glossary on the Physiotherapy Placement Resources website

<https://moodlex.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

Level 4		
Full module code	Module title	Component Credits
HS140-4-FY	Inter-professional Working and development	30
SE108-4-AU	Anatomy for Physiotherapy Practice	15
SE109-4-AU	Pathophysiological Concepts for Physiotherapy Practice	15

SE116-4-PS	Core Physiotherapy Skills	30
SE110-4-PS	Neuromusculoskeletal Physiotherapy	30

Level 5		
Full module code	Module title	Component Credits
SE212-5-PS	Cardiovascular Physiotherapy	15
SE211-5-PS	Neurological Physiotherapy	15
SE213-5-SP	Physiotherapy Practice 1	15
SE216-5-SU	Physiotherapy Practice 2	15
HS240-5-AU	Professional Enquiry	15
SE214-5-AU	Complexities In Musculoskeletal Practice	15
SE215-5-AU	Context Of Physiotherapy Practice	15
SE217-5-SU	Physiotherapy Practice 3	15

Level 6		
Full module code	Module title	Component Credits
SE311-6-AU	Complexities In Rehabilitation	15
SE312-6-AU	Physiotherapy Practice 4	15
HS340-6-FY	Professional Enquiry Proposal	30
SE314-6-FY	Evidencing Practice and Continuing Professional Development	30
SE313-6-SP	Physiotherapy Practice 5	15
SE310 -6-SU	Physiotherapy Practice 6	15

BSc Modules Overview

For detailed module information see the Pre-Registration Physiotherapy module glossary on the Physiotherapy Placement Resources website

<https://moodlex.essex.ac.uk/course/view.php?id=38>

References

- Chartered Society of Physiotherapy (2011) Code of Members' Professional Values and Behaviour: Online at <http://www.csp.org.uk/publications/code-members-professional-values-behaviour> (accessed 5.1.2013)
- Chartered Society of Physiotherapy (2012) Consent and Physiotherapy Practice PDO78: Online at <http://www.csp.org.uk/publications/consent> (accessed 5.1.2013)
- Chartered Society of Physiotherapy (2010) Dealing with Bullying: A Guide for Physiotherapy Students on Clinical Placement: Online at <http://www.csp.org.uk/publications/dealing-bullying-guide-physiotherapy-students-clinical-placement> (accessed 5.1.2013)
- Health and Care Professions Council (2014) Standards of education and training: Online at <http://www.hpc-uk.org/publications/index.asp?id=183#publicationSearchResults> (accessed 5.1.2013)
- Health and Care Professions Council (2012) Standards of Proficiency: Physiotherapists: Online at <http://www.hpc-uk.org/publications/index.asp?id=49#publicationSearchResults> (accessed 5.1.2013)
- Moore A., Morris J., Crouch V. and Martin M. (2003) Evaluation of physiotherapy clinical educational models: Comparing 1:1, 2:1 and 3:1 placements *Physiotherapy* 89 (8). pp. 489-501.
- Parliament of the United Kingdom (2010) Equality Act: Online at <http://www.legislation.gov.uk/ukpga/2010/15/contents> (accessed 5.1.2013)

Appendices

Appendix 1

Pre-registration Practice Education In 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.

Student		Date	
Programme of Study		Level/Type of Placement	
Practice Educator		Clinical Speciality	
Placement Locality, i.e. trust, hospital		University Lecturer	
Indicators of poor performance: (these must be aligned with the relevant placement assessment criteria)			
Indicator 1			
Indicator 2			
Indicator 3			
Indicator 4			

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

Signature of Student _____

Signature of Practice Educator _____

Signature of University Lecturer _____

Appendix 2

Pre-registration Practice Education In 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.

Student		Date	
Programme of Study		Level/Type of Placement	
Practice Educator		University Lecturer	
Current student performance in relation to the indicators of poor performance identified on the original danger of failure form dated _____:			
Progress on Indicator 1			
Progress on Indicator 2			
Progress on Indicator 3			
Progression on Indicator 4			
Progress on Indicator 5			

Student and date (cont.)	
Recommended Further Action:	
Is the student now passing the placement? YES NO (If yes the student can be signed off from the danger of failure process below)	
Has the student now failed the placement? YES NO (If yes sign off this form below and complete placement assessment documentation indicating failure of the placement). If you need any assistance/advice please ring 07785286371	
Is the student still on a danger of failure? YES NO (If yes indicate objectives to be met by next review, set review date and sign off below)	
Objectives to be achieved by next review:	
Objective 1	
Objective 2	
Objective 3	
Objective 4	
Objective 5	
Date of Review: (Reviews should usually be undertaken weekly until student is performing at the required level or has failed the placement).	

Signature of Student _____

Signature of Practice Educator _____

Signature of 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

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, policies 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 reflection 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.

Driscoll J (2007) Practising clinical supervision: a reflective approach for healthcare professionals Edinburgh: Balliere Tindall

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)

Appendix 4
Educators top tips for placement success

5

**TOP TIPS FOR PLACEMENT
SUCCESS**



PART OF THE TEAM

Support the student to integrate into and contribute to your team. Involve them in team meetings, peer discussions, inservice training programs and case load prioritising.



FEEDBACK

Feedback regularly, formally and informally. You can't be too specific and use the words from the assessment grid. Try a brief-debrief feedback model.



FLEXIBLE

Try and be led by your student and their unique talents and interests. Be open to all sorts of questions, queries and exploring alternative ways of working. Try a weekly student led problem solving session where the student sets the agenda and leads the discussion.



LEAD BY EXAMPLE

Student will copy what and how you do things more clearly than they will follow your verbal instruction, so role model the behaviour you wish to instil.



CRYSTAL CLEAR EXPECTATIONS

Agree placement priorities and ways of working early. Be explicit, no matter how obvious it seems to you. Students are not mind readers, nor are they yet professionals. Reinforce expectations regularly, especially since they may progress throughout the placement. Try using the learning contract to facilitate this conversation and set a timetable for the first two weeks.

Find out more:
[Physiotherapy Placement Resources Website](#)



Students top tips for placement success

5

TOP TIPS FOR PLACEMENT

SUCCESS



PART OF THE TEAM

Take every opportunity to contribute to day to day team activities - lead an in-service training or volunteer to cover a routine task. Share your opinion on professional matters and offer to make a cuppa every now and then.



FEEDBACK

Sharing constructive criticism is a professional skill which takes time to master, so practice! Share with your educator what & how you are learning. What is working and what is not, so they can develop their approach to supporting you and others. Educators are just as nervous about your opinion of them, as you are of their opinion of you.



FLEXIBLE

Exactly the type of patients you will encounter during placement cannot be predicted exactly. Sometimes stroke wards have medical patients on them and outpatient departments don't receive back pain referral for weeks... so try not to get frustrated if you don't experience exactly what you were expecting. Have clear placement goals, be prepared to be flexible on how you achieve them and make the most out of every patient and opportunity you have.



FIND YOURSELF A ROLE MODEL

Imitation is the sincerest form of flattery. Find yourself a role model, anyone that demonstrates the professional behaviours, knowledge or skills you aspire to. Follow their lead, copy some of their behaviours and talk to them about how and why they make decisions. Then be critical of how it felt for you and how it fits does or does not fit with your professional values and beliefs.



CRYSTAL CLEAR EXPECTATIONS

Most difficulties encountered on a placement can be overcome if you keep the lines of communication open and are honest with yourself and your educator. Use your SWOT and learning contract to set expectations and then keep talking about them! Remember educators are neither mind readers nor perfect.

Find out more:

[Physiotherapy Placement Resources Website](#)



University of Essex

