



University of Essex

Practice Education Handbook

School of Sport, Rehabilitation and Exercise Sciences

MSc Physiotherapy (Pre-registration)

BSc Physiotherapy (Pre-registration)



2022-2023



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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 practiceplacements@essex.ac.uk

If you have a specific and urgent matter relating to a **placement currently in progress**, please contact the Practice Education Lead on 07785286371

Your feedback is important to us and 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](#).

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

Ian Maynard (Head of School)

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Introduction to the Physiotherapy programmes

The University of Essex physiotherapy programmes have been designed to fulfil the mission ““Empowering physiotherapy students to transform lives”. This is built upon an ethos of providing experiences which allows individual physiotherapy students to thrive by recognising, developing and leading through an enhanced understanding of self and others.

All stakeholders, including educators share this vision to work together to foster:


- A supportive culture and environment to empower active learning skills and an appetite for life-long learning
- Inspiring, innovative role models for the future physiotherapy profession; open, honest and caring
- Enquiring minds through research-led learning

The curriculum design recognises the shifts in healthcare policy and delivery in future years, such as the advancement of physiotherapy roles and greater integration of health and social care services. The physiotherapy programmes have been designed with four central themes which are prevalent throughout all levels of study.

These themes are:

1. Personal Development of self and others – students will explore and develop their understanding of physiotherapy and the broader role of the Physiotherapist in contemporary and evolving practice, before applying, evaluating and analysing approaches to developing themselves as professionals and others such as service users and peers. In the final stages of their programmes, students will be equipped to promote and lead change within the healthcare environment.
2. Professional Craft Skills – the programme will recognise change in health delivery and equip students to meet the challenges of first-contact and multi-pathology presentation. There will be an explicit shift in the integration of clinical specialties, promoting a blurring of these specialties to recognise the predicted future working approach of a graduate physiotherapist.
3. Propositional Skills – the approach to research will include enabling students to find and appropriately use best evidence, as well as being encouraged to help promote the use of evidence-based practice and contributing to the evidence-base.
4. Preparation for Practice – The physiotherapy placements and a module at the completion of the student’s period of study will ensure that a University of Essex graduate is fully-prepared to meet the challenges of practice. This will include inter-professional working, service-improvement and “being comfortable being uncomfortable”.

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 of, consolidation of and reflection upon theoretically led learning. Therefore, the aim of practice education is to offer students opportunities to develop clinical and transferable skills across a range of health and social care environments, in service user facing and non- service user facing settings  as they develop individual professional identities. The Health and Care Professions Council Standards of Education and Training (HCPC 2017) state that within practice, learning and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

Overview of practice-based learning within the MSc (Pre-registration) and BSc (Hons) Physiotherapy programmes

A variety of health and social care organisations are working in partnership with the University of Essex to provide opportunities for practice-based learning, including the NHS, charitable organisations and the independent sector. Representatives of practice placement providers have been instrumental in developing our programmes and play a central role in the ongoing monitoring and review of our curricular.

Students follow a curriculum developed to achieve the mission statement: “Empowering physiotherapy students to transform lives”.

The programme is built upon an ethos of providing experiences which allow individual students to thrive by recognising, developing and leading through an enhanced understanding of self and others.


This is underpinned by our stakeholders working together to foster:

- A supportive culture and environment to empower active learning skills and an appetite for life-long learning
- Inspiring, innovative role models for the future physiotherapy profession; open, honest and caring
- Enquiring minds through research-led learning

Practice based learning takes place in the form of practice placements which provide students opportunities to develop, apply and reflect upon their personal and professional development. Final placements aim to consolidate practice and prepare students for transition into independent autonomous practitioner.

Student placement activity is assessed by practice educators at academic levels five and six. MSc students complete two level 5 and four level 6 placements. BSc students complete three level 5 and three level 6 placements. BSc student placement grades contribute to their final degree classification. MSc student placements grades do not.

Time allocated to practice education in each students timetable is approximately 1000 hours, split into 5 week blocks. Students are scheduled to undertake a minimum of 35 hours of practice-based learning per week, and a cumulative record of completed hours is maintained by the university to ensure this requirement is met.

In physiotherapy practice it is common for caseloads within services to be mixed. Placements are, therefore not referred to by a 'specialism'. Instead, recognising the broad and individualistic experience of placement, they are referred to as placement 1, 2, 3, 4, 5 and 6 



Timetable of all placement dates

| Placement Dates | Placement | Level | Module code | No. of Weeks | Cohort |
|---------------------|-----------|-------|-------------|--------------|----------|
| 7/11/22 - 11/12/22 | 4 | 6 | SE312 | 5 | BSc 2020 |
| 7/11/22 - 11/12/22 | 3 | 6 | SE757 | 5 | MSc 2021 |
| 09/01/23 - 12/02/23 | 1 | 5 | SE213 | 5 | BSc 2021 |
| 09/01/23 - 12/02/23 | 5 | 6 | SE 313 | 5 | BSc 2020 |
| 22/02/23 – 26/03/23 | 2 | 5 | SE216 | 5 | BSc 2021 |
| 01/05/23 - 04/06/23 | 3 | 5 | SE217 | 5 | BSc 2021 |
| 01/05/23 - 04/06/23 | 6 | 6 | SE310 | 5 | BSc 2020 |
| 01/05/23 – 04/06/23 | 4 | 6 | SE758 | 5 | MSc 2021 |
| 12/06/23 - 16/07/23 | 5 | 6 | SE759 | 5 | MSc 2021 |
| 12/06/23 - 16/07/23 | 1 | 5 | SE753 | 5 | MSc 2022 |
| 24/07/23 - 27/08/23 | 6 | 6 | SE759 | 5 | MSc 2021 |
| 04/09/23 - 08/10/23 | 2 | 5 | SE755 | 5 | MSc 2022 |



Practical Issues in Practice-Based Education

Professional Liability Insurance

Legally, students are considered a member of staff at the placement providers' organisation. This means they must be covered by the placement providers insurances.


All University of Essex physiotherapy students are encouraged to register as a student members of the Chartered Society of Physiotherapy. In doing so, they benefit from the additional professional liability insurance cover this provides. Not all students will choose to become CSP members.

A student's named practice educator must be a UK registered healthcare professional for the insurance cover to be valid. The Practice Educator must ensure that adequate supervision is in place for the activities delegated to the student. 'Supervision' does not necessarily mean the student must be within eyeshot of their educator at all times. The HCPC offers guidance about effective supervision.

A service user's 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 education team. Providers share as much information as possible to support the process, via a placement profile (completed and shared via the university placement administration system 'PEMS'). Each student is allocated a range of placement experience  enabling them to meet the requirements of the programme and to apply for HCPC registration. During allocation, student's specific personal and learning needs are considered (e.g. relating to childcare or students with a disability who may require reasonable adjustments) in line with the student placement agreement. 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 Saturday's or Sunday's instead of a weekday. Placement providers are asked to alert the university at the time of making an offer if this is the case. If a student is required to work working hours that are problematic they should contact the practice education lead on 07785286371 to discuss.

We aim to allocate and notify placement providers of allocated student names eight weeks prior to the placement start date. Students can expect to be notified of their placement location four-six weeks prior to the placement start date. However, due to the nature of sourcing placements these times may differ on occasion.

COVID 19 risk assessment

Before being allocated a placement, all students complete a risk assessment to ascertain their vulnerability to developing the most serious signs and symptoms of COVID 19 should they contract it. Students identified as being at an elevated 'vulnerability' will be referred to the university Occupational Health team. Occupational Health will advise if any student with an increased vulnerability should or should not be participating in placements that require face to face contact with services users.

Students are required to follow placement provider local health and safety policy and procedures, including risk management strategies associated with COVID 19. Should Occupational Health advise that a specific measure be in place to manage an individual's risk, the placement provider will be advised by the university before the placement begins. The individual student is instructed to inform their Practice Educator directly, and as soon as possible, before the placement commences.




Resources

There are 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 provide students opportunity to meet the assessment criteria and learning objectives identified in the learning contract at the start of the placement (see below).. 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 service users is an important learning experience, but not the only valuable one. Working face to face with service users in person or via telephone, video call and social media gives students the opportunity to apply the clinical 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 service users with different conditions and problems, it is also useful for them to see service users with the same or similar problems, as this reinforces learning and emphasise the need to modify their approaches to meet individual needs.

The opportunity to discuss, observe and work with a variety of other practice-based staff, including those from other professions, is also very useful. These experiences emphasise the importance of a holistic approach to management, allowing students to experience involvement with the multi-disciplinary team and give different perspectives on situations and peoples problems. Interactions with other practice-based staff also help students understand the organisation and management structures of physiotherapy departments and healthcare providers.

Non-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 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. Students will also have access to a wide range of online University learning resources.

Practice educators and supervisors 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 learning opportunities and personal experiences. The agreement of learning outcomes in the learning contract helps 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.

Placement planning and organisation.

Before a placement commences, students should have access to the following information via the University placement administration system: PEMS (This information must 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
- Any risk assessment or IT or access paperwork for completion pre-placement

On the first day of placement students will be inducted to the placement, team and organisation. They will be provided 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.
- How to access departmental policies and procedures; Health and Safety and Manual Handling policies, bullying and harassment, complaint procedures etc.
- Departmental staffing structure

Students need real practice experience rather than academic and theoretical input. Thus, the focus of placement experience should be upon performing the role of a physiotherapist within the context of the placement setting. This will enable students to appreciate and experience how the broad ranging theory learned in University practically underpins professional physiotherapy practice,

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 (the learning contract is found in the first pages of the student's assessment book). 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 objective setting 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 to align with previous students learning experiences.

Do not hesitate to contact the practice education 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 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 of each individual student. 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 practice 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 service users, 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.

One educator supporting one student is a traditional approach to facilitating learning on a placement. Research has shown that no one placement model is superior to another and student peer learning and support during placement has been shown to be of particularly valuable. We therefore strongly encourage practice educators to support more than one student at a time, and opportunities to optimise peer discussion, problem solving and working embedded into their weekly activities.

Please contact the practice placement lead on 07785286371 if you wish to discuss teaching and learning strategies to optimise student collaborative learning during placement.

Models of supervision

The HCPC explain clinical supervision to be an evaluative relationship that “....extends over time and has the simultaneous purposes of enhancing the professional functioning of the more junior person and monitoring the quality of the professional services.” (HCPC 2020: 8)

Practice educators are responsible for ensuring adequate supervision is in place for the student to undertake the tasks delegated to them, but they do not have to be the only source of supervision.

Supervision can be provided by anyone who is able to provide student feedback upon progress towards learning goals and assist students articulate their learning needs. If the focus of a supervision session is clinical, rather than professional or organisational development, supervision should be with a HCPC registered physiotherapist. If the focus of a supervision session is non-clinical, it may be more appropriate for supervision to be offered by MDT colleagues, services leaders, student peers or service users. Band 5 physiotherapists have a particularly valuable role in a team approach to supervision which helps prepare them for their future role as a practice educator.

Supervision can be undertaken in many ways: immediate observation of practice, remotely via video call, one to one, or in groups. A mixture of these approaches is recommended.

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

Throughout placements student performance is continually monitored and assessed.

Practice educators award a summative numerical grade in four key areas: interpersonal skills, professionalism, clinical reasoning and treatment/management. Students will bring the necessary form with them. Upon submission of their placement paperwork, and based on the following weightings, the programme team will calculate the final, overall placement assessment grade.

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, or failure to obtain informed consent, 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. A part one failure overrides all part 2 numerical grades awarded.

It is the students' responsibility to ensure ALL elements of the correct level (level 5 or level 6) assessment booklet are completed and submitted to the correct submission point on Faser. Including: accurate hours and absence records (front and back of booklet), 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, or submission of the wrong level assessment book, or to the wrong submission point will prevent completion of the related module and therefore potentially the course.

Unreturned Forms

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% or a capped mark. In the event of a late submission, a late submission form must be completed and submitted to SRES, in accordance with the departmental policy.

Paper copies of completed assessment booklets should be handed in the at the SRES administration office as soon as it practically possible after the placement. Alternatively, paper copies may also be posted by recorded delivery to School of Sport, Rehabilitation and Exercise Sciences, Sports Arena, University of Essex, Wivenhoe Park, Colchester, CO4 3SQ. Once submitted to the SRES office the assessment booklets will not be returned to students, therefore any copies of the booklets must be made prior to submission.

Assessment forms, skills books and clinical reasoning forms will contain practice 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 assessment booklet. Students should arrive at placement with a draft of their learning outcomes formulated. Within the first week of placement student and their practice educator's will agree learning outcomes and finalise the learning contract in the assessment booklet. The learning contract is primarily the responsibility of the student to complete and should result in the student progressing personally and professionally throughout their placement. 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 feedback/formative marks

Students must 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 feedback/summative marks

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.** This is calculated by the University of Essex once the student has submitted their completed assessment booklet. The focus should be on how students perform in the separate sections rather than on the final grade.

Ongoing assessment

It is expected that students will be continuously assessed throughout a placement, not just when formal half way and final feedback marks are given. Each time the student and educator work together the educator should provide learning opportunities that allow the student to fully participate in practice. In this way, students gain practical experiences that they can reflect upon and learn from. If learning opportunities are provided, students will become proficient in clinically reasoning, develop skills and professional behaviours.

Mastery of these developing skills and behaviours are measured through the assessment criteria in the student's practice assessment document. It is imperative that, where a student is **at risk** of not achieving the required standard as described in the assessment criteria of one or more of the agreed assessment criteria the in danger of failure process must be initiated (see below).

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.

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 about a student's 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.**

It is likely that, through continuous assessment a practice educator will identify the risk of failure well before the placement mid-way point. The earlier that the process 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 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, of the student is at risk of not achieving the 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 halfway 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. 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.

If any assistance/advice is needed ring 07785286371

7. An in danger of failure review meeting must be arranged for one week after the initial in danger of failure meeting.
8. 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.

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

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

If it is evident that the student's level of performance is still not at the acceptable level, to achieve a pass, a decision can be made that the student has now failed the placement. The placement assessment documentation must be completed to indicate failure of the placement. Dependant on the wishes of the student and the practice educator, the student can be removed from placement at this time or continue in a non-assessed capacity.

If any assistance/advice is needed ring 07785286371

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

If any assistance/advice is needed ring 07785286371

Examples of when educators should consider initiating the process:

- The student has been working towards the assessment criteria, given sufficient opportunity to learn and develop, but has made little or no progress in the quality of their performance.
- The student has been provided with sources of verbal and/or 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.



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

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 **advise on the appropriate action for any given situation.**

Failure of a practice placement

In the event of failure of a practice placement, arrangements for the student to repeat the practice at a suitable time and in an appropriate location will be arranged. Whenever possible the next scheduled placement will be the repeat placement. The repeat placement will be capped at 40%. Two failed placements are permitted to be retaken as a second attempt. Students who fail more than two 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.

Practice educators attending the induction workshop receive specific guidance about how to operationalise the assessment criteria. Practice educators are advised to pay close attention to the wording in the paperwork and provide specific examples of the students practice justifying their judgements whenever offering students written or verbal feedback. Practice 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 education lead reviews all the marks and feedback recorded in student's assessment booklets for consistency between written feedback and awarded % scores.

Deferring and withdrawal from a placement

Placements cannot be deferred except in exceptional and unavoidable circumstances, such as unexpected illness, injury or exacerbation of pre-existing condition. In such circumstances, the issue must be discussed with the practice education lead on the placement phone, the student should self-withdraw and an application for extenuating circumstances made.

Students with pre-existing physical and mental health issues are expected to develop and adopt clear strategies to maintain a high standard of professional effectiveness and a safe working environment in accordance with HCPC 2022 revised Standards of Proficiency. Students are expected to engage in occupational health and Student Wellbeing and Inclusivity Services (SWIS) processes to support them with developing clear strategies as necessary.

Students who fail to follow the above process will be perceived to not understand the importance of pro-actively maintaining their mental and physical health and wellbeing, in order to meet fitness to practise standards and fulfil their duty of care. This will result in a fitness to practise referral in accordance with HCPC 2022 revised Standards of Proficiency, and possibly an automatic part 1 placement fail.

Placements cannot be deferred except in exceptional and unavoidable circumstances, such as unexpected illness, injury or exacerbation of pre-existing condition. In such circumstances, the issue must be discussed with the practice education lead on the placement phone, the student should self-withdraw and an application for [extenuating circumstances](#) made. Please note that, in such circumstances, evidence to support the application will be required and 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 practice education lead by telephone **07785286371**.

The Transitional Portfolio

All pre-registration programmes students are required to submit an electronic portfolio of their Physiotherapy knowledge, skills and behaviours which demonstrates their development over the course of their practice placements. Specific submission requirements for e-portfolio content can be found in related module guides and assessment briefs but will come from a range of the documents that are completed over the course of placements.

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 are expected to complete a skills journal, which is to be signed off by clinicians when **skills have been demonstrated in a safe and appropriate manner. Note, the skills journal is not a log of competency.** Signatures are confirmation 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 are 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 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, but it is not compulsory to use these formats. The pro-formas are available on the Physiotherapy Placement Resources OpenEssex site. Students may seek feedback as to the appropriate CRF to use within the particular clinical setting and completed forms must be signed by practice educators or supervisors for confirm the case has been discussed and the documented clinical reasoning appropriate.

In accordance with the NHS Quality Improvement agenda, students will be required to identify and initiate 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 cycle (Plan Do Study Act), and a separate measurement plan. Depending on the project, students may wish to include additional supporting tools e.g. root cause analysis, process mapping. Further details of these requirements will be made clear in the relevant module launch, where templates will be shared with students, and the final project will be assessed as part of the students final e-Portfolio.

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 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. Students should contact the practice education lead 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 2019) 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 2022).

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 intervention. All students must read [Consent and Physiotherapy Practice](#) PDO78 (CSP 2022)

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](#): Quality Assurance Standards for Physiotherapy (2019): Code of Member's Professional Values and Behaviour (2019) and HCPC Standards of Proficiency (2022). 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 practice education lead 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 always wear a name badge unless this poses a risk to them or the patient.

The School of Sport, Rehabilitation and Exercise Sciences (SRES) will supply students with one pack of uniform for the duration of their studies. The pack contains 2 pairs of trousers, 2 tunics and 2 polo shirts, which students are fitted for at the beginning of their course. If students require more uniform, they can purchase it via Work In style which is the uniform supplier for the University. Please see ordering details on Pre Reg Physiotherapy Moodle Page.

Items ordered are non-refundable unless there is a fault with them. For uniforms queries 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 (excluding breaks). 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 in the assessment booklet. 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.

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 practice education lead. Students will only be authorised to take time off from placement in exceptional circumstances such as family emergencies. The only exception to this is illness.

If a student is going to be absent from their placement due to ill health or an emergency situation they **must**:

- Telephone the practice placement coordinator on **07785286371** to inform them of the situation by 0800.

- Telephone the practice area before the start of the working day, following local absence reporting procedures and speak their practice educator explain their absence and to suggest when they are likely to return to work.
- Record the absence on their 'myessex' account the same day.

After placement, reported absences are usually cross referenced and any discrepancies investigated and managed according to University policy and procedures. **Failure to follow the absence reporting procedure may result in referral to the Fitness to Practise process.**

Placement travel and accommodation expenses

Students are required to meet any additional costs of placements and should plan for this on commencement of the programme. These costs may include travel (fuel, additional car insurance, public transport costs, car hire etc), overnight accommodation, and additional laundry requirements. Some students may be eligible to access the [NHS Learning Support Fund](#), which will provide them with a non-means tested annual training grant, and reimbursement of excess travel or accommodation costs incurred due to undertaking practical training on a clinical placement. This applies when students required dual accommodation to attend placement, and when the cost of travel to the placement site is greater than the normal travel cost from their term time residence to University.

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.

All completed claim forms and any claims related questions should be submitted to srespracticeplacements@essex.ac.uk.

We expect students to commute daily within a 90 minute radius (by car) of the University Colchester campus and consider local accommodation if travel times are greater.

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

Student Support

The practice educator

Practice educators are experienced therapists who have been prepared for their role as practice educator. For each placement students will be assigned 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 student competence, 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)

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 assessment booklet is used to ensure students have an opportunity to disclose specific needs which may impact on their 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 practice educator and student.

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.

After each placement students participate in a debrief at the university. They are designed to support students articulate and make sense of their placement learning as a whole and plan for a formal written placement reflection.

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](#). 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.



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.

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.

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. For this academic year 'visits' will be undertaken remotely, via Zoom. Practice educators and/or students may request additional and face to face visits if they have particular concerns. 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. It is **NOT** expected this visit should coincide with the students 'half way' formative feedback.

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 academic and practice learning contexts. Students can access information about who is undertaking their placement visit on PEMS.

The visiting lecturer ensures the placement setting is able to provide the relevant experiences for students and that appropriate communication mechanisms are in place to explore all issues related to student placements. Placement visits also facilitate monitoring of how prepared students have been for their placement experiences. Following a placement visit, the visiting lecturer formally feeds back to the practice education lead 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 practice education lead is 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 07785286371 immediately, do not wait for the half way visit.

Placement evaluation

After each placement, students and educators are emailed a hyperlink from PEMS to complete an online placement evaluation. We ask students and educators complete these honestly, but professionally and constructively to allow our placements to continue to improve. Students will not receive notification of their next placement allocation until an evaluation for the previous placement has been completed.

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

If you need to contact a member of University staff urgently or if you are worried about a student's evaluation please telephone 07785286371.

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.

1. Educators who have not supported University of Essex students previously should access the Practice Educator online introduction course: 'Nuts and Bolts' via the Physiotherapy Placement resources on the OpenEssex website.

The course introduces relevant policies and procedures, explores the responsibilities and expectations of educators and students and highlights sources of ongoing support. Information about how to access Physiotherapy Placement Resources can be found below, and further information about how to access the introductory course specifically in the appendices. The course is accessible all year around and can be completed more than once.

OpenEssex has an easy automated online registration. To log in and register : Type <https://open.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. Then follow the instructions in the appendices to locate and access Physiotherapy Placement Resources and 'Nuts and bolts'

2. For educators who have completed the online 'Nut and Bolts' induction there are, freely available, synchronous virtual briefings facilitated by the physiotherapy practice education lead. These are short group sessions for educators to raise questions about the pending placement, seek support for placement planning and answer questions/queries arising from the Nut and Bolts activities. Or, to de-brief and support practice educators articulate their learning from their placement experience, to network and share best practice between organisations and settings.
 - All sessions are 1230-1330
 - Dates: 31st October 2022; 19th December 2022; 27th February 2023; 17th April 2023; 26th June 2023; 28th August 2023
 - To register and obtain the meeting link email: practiceplacements@essex.ac.uk
3. Experienced practice educators wishing to be updated upon physiotherapy programme and curricular developments should register to receive the Physiotherapy programme newsletter by emailing practiceplacements@essex.ac.uk And/or undertake the first unit of the 'Nuts and Bolts' online induction.
4. For practice educators and education leads seeking to explore, problem solve and challenge some of the complexities of supporting learning in the workplace we are facilitating interactive workshops at our Colchester and Southend campuses throughout the year.

The overarching topic of the workshops this year is: "Supporting EDI in Physiotherapy Practice Placements". The workshops are:

- EDI awareness in Physiotherapy Practice Placements
- Negotiating 'reasonable adjustments' in physiotherapy practice placements

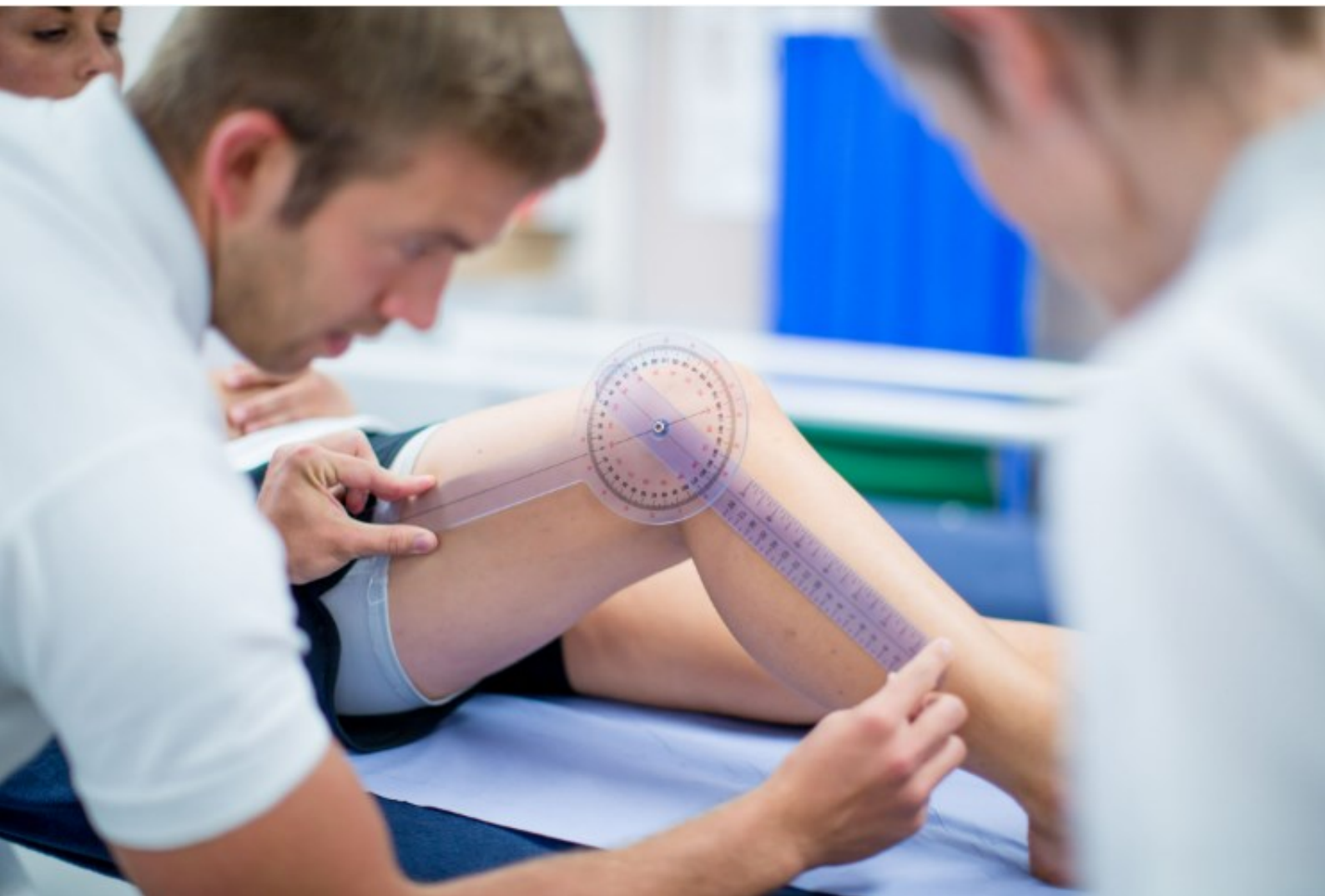
All workshops are 2.5-3 hours long and free to attend.

It is anticipated participants will attend with examples from practice they are happy to share and wish to discuss and explore with peers.

For further information and register email practiceplacements@essex.ac.uk

5. 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 may be 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. Please email practiceplacements@essex.ac.uk

6. 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
7. For educators with an interest in formal study the University of Essex offers range of [CPD modules relating practice education](#).
8. 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](#))



Structure and content of the physiotherapy programmes

The accelerated MSc is a two year programme studied at academic levels 6 and 7.

The BSc is a three-year programme studied at academic levels 4, 5 and 6

Both programmes are divided into 4 streams with each stream studied at all academic levels:

- | | |
|----|---|
| 1. | Personal Development of self and others |
| 2. | Professional Craft Skills |
| 3. | Propositional Skills |
| 4. | Preparation for Practice |

In personal **development of self and others** - Students explore and develop their understanding of Physiotherapy and the broader role of the Physiotherapist in contemporary and evolving practice, before applying, evaluating and analysing approaches to developing themselves as professionals and others such as service users and peers. In the final stages of their programmes, students are equipped to promote and lead change within the healthcare environment.

In **professional craft skills** – The programme recognises change in health delivery and equips students to meet the challenges of first contact practice and multi pathology presentation. There will be an explicit shift in the integration of clinical specialties, promoting a blurring of these specialties to recognise the predicted future working approach of a graduate physiotherapist

In **propositional skills** - adopts an approach to research that enable students to find and appropriately use best evidence, as well as being encouraged to help promote the use of evidence-based practice and contributing to the evidence base.

Placements all sit within the **preparation for practice** stream. Which also includes, service improvement, exploration of CPD and the idea of 'being comfortable with the uncomfortable'. At the completion of the student's period of study the module will ensure University of Essex graduates are fully prepared to meet the challenges of contemporary physiotherapy practice.

Each of the themes is divided into specific modules.

The modules studied by BSc students are:

Year 1: Applied anatomy & physiology; Physio led assessment; Practice based decision making and Understanding self and others

Year 2: Physio led interventions; Promoting health and activity; Research methods and Placements 1, 2 & 3

Year 3: Research project; Leadership of self and others; Preparation for practice and Placements 4, 5 & 6

The modules studied by MSc students are:

Year 1: Applied anatomy & physiology; Physio led assessment; Physio led treatment; Promoting health and activity; Critical inquiry; Understanding self and others and Placements 1 & 2

Year 2: Research project; Developing self and others: Leadership of self and others; Preparation for practice and Placements 3,4,5 and 6

Further module details can be found on The university website [module directory](#) (search using the 'department' Sport, Rehabilitation and Exercise Sciences (School of)

The student's weekly university timetable is:

Monday - Directed study all day (preparation for the weeks teaching)

Tuesday - Teaching all day

Wednesday - AM Self-directed and pastoral support PM Untimetabled

Thursday - Teaching all day

Friday AM - Teaching PM Self-directed knowledge consolidation

References

Chartered Society of Physiotherapy (2011) Code of Members' Professional Values and Behaviour: Online at <https://www.csp.org.uk/publications/code-members-professional-values-and-behaviour> (accessed 9.9.2019)

Chartered Society of Physiotherapy (2016) Consent and Physiotherapy Practice PDO78: Online at https://www.csp.org.uk/system/files/pd078_consent_and_physiotherapy_practice_2016.pdf (accessed 9.9.2019)

Chartered Society of Physiotherapy (2015) 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 9.9.2019)

Health and Care Professions Council (2017) Standards of education and training: Online at <https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-education-and-training.pdf> (accessed 9.9.2019)

Health and Care Professions Council (2013) Standards of Proficiency: Physiotherapists: Online at <https://www.hcpc-uk.org/standards/standards-of-proficiency/physiotherapists/> (accessed 9.9.2019)

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 9.9.2019)



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.

| Pre-registration Practice Education In Danger of Failure Form | | | |
|---|--|-------------------------|--|
| 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 | | | |

| Pre-registration Practice Education In Danger of Failure Form | |
|---|--|
| 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.

| Pre-registration Practice Education In Danger of Failure Review Form | | | |
|--|--|-------------------------|--|
| 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.) | | |
| Current student performance in relation to the objectives to be achieved identified on the original danger of failure form/last review form dated_____: | | |
| Progress on Objective 1 | | |
| Progress on Objective 2 | | |
| Progress on Objective 3 | | |
| Progress on Objective 4 | | |
| Progress on Objective 5 | | |
| Summary of student's current level of performance: | | |
| | | |
| 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



University of Essex

Appendix 5

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

Appendix 6

Overview of practice-based learning and assessment

On the first day of placement, review the practice assessment document and complete the learning contract in collaboration with the student. Identify the learning opportunities available in the placement to allow the specific assessment criteria and student personal learning objectives to be achieved.

Plan ahead to ensure that participative learning opportunities are made available throughout the placement period.



Continuously assess the student against the assessment criteria as they progress through the placement. Provide written and verbal feedback (at least at half way and end of placement) to the student so that they 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



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



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.

- **at risk of failure of one or more assessment criteria**

- working towards the expectation set in assessment criteria



Initiate In Risk of Failure process at any point during the placement

Appendix 7

OpenEssex (previously moodlex) instructions for non University of Essex users

Students, placement providers, placement educators and University of Essex staff are directed to OpenEssex platform to access all information about physiotherapy placements. The specific webpage (or course) on OpenEssex is called: [Physiotherapy Placement Resources](#).

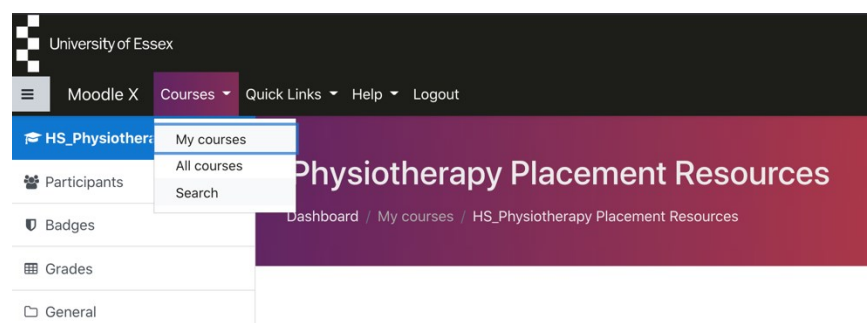
It includes:

- Practice Educator online induction: 'Nuts and bolts'
- Educator pre and post placement briefings dates/times and registration instructions
- Practice education handbook
- All documentation: handbook, skills journal, clinical reasoning forms, in danger of failure forms
- All placement policies and procedures

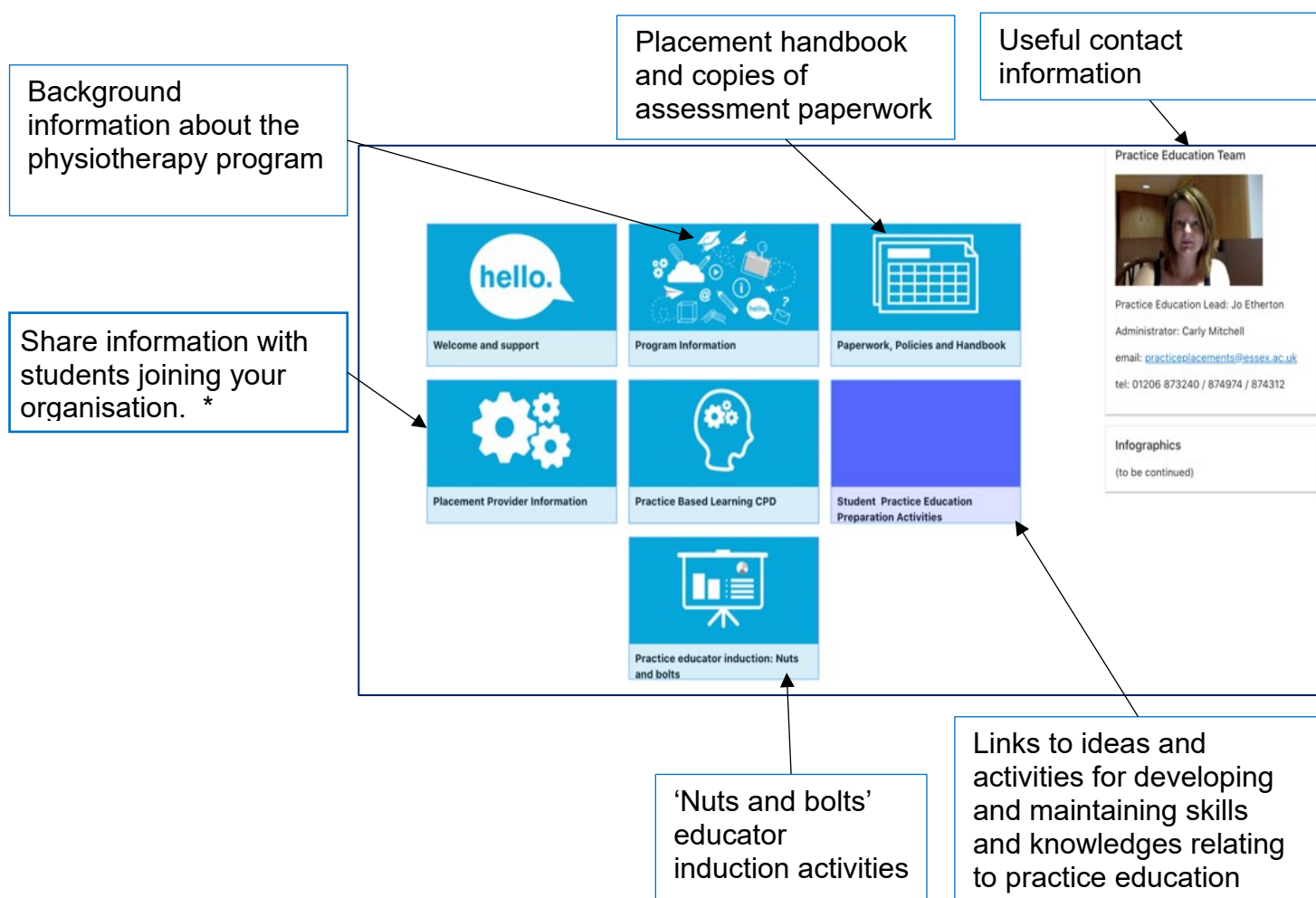
How to access:

1. Register with the OpenEssex, creating a username and password. The process is quick and self-explanatory
2. Once you are logged in with your username and password use this link to locate Physiotherapy Placement Resources webpage (or course), It will take you to Physiotherapy placement resources landing page directly.
3. You will be prompted to 'self-enrol' (click the self-enrol button).
4. For future logon's you can either use the link in step 2.

From the home page click on the small arrow next to 'course' on the top left of the screen and select 'my courses' in the drop down.



Physiotherapy Placement Resources should appear as a search result at the bottom of the screen as an active link to click on.



If you have problems accessing Physiotherapy placement resources or the online educator induction, please email practiceplacements@essex.ac.uk.

You could also watch this 2 min [video](#).

To add or update the information please liaise with your placement coordinator (if your organisation has one) & send the relevant links and documentation to practiceplacements@essex.ac.uk, the placement admin team will upload it for you.