

**Bournemouth
University**

Faculty of Health & Social Sciences

BSc (Hons) Physiotherapy

Placement Handbook

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CONTENTS

1. INTRODUCTION	2
1.1 General Information	2
1.2 Lines of communication	3
1.3 Programme structure	4
2. ASSESSMENT	5
2.1 Assessment overview and ILO level 4-6	5
2.2 Assessment in practice	7
2.2.1 Competencies	7
2.2.2 Expectations of the learning outcomes between levels and definitions	8-9
2.2.3 Formative and summative assessment	10
2.3.4 Assessment requirements	11
3. PLACEMENTS	12
3.1 Placement information	12
3.2 Placement descriptors	13
4. RESPONSIBILITIES	15
4.1 Responsibilities of student	15
4.2 Responsibilities of practice placement educator	17
4.3 Responsibilities of academic advisor	18
5. INFORMATION	19
5.1 Practice placement Support	19
5.2 Health and safety on work placements	20
5.3 Student crisis procedure	22
5.4 Audit	23
5.5 Course structure	24
6. ADMINISTRATION	
6.1 Information	25

1. Introduction

1.1 General introduction

Students are expected to meet the HCPC standards of proficiency required to practice physiotherapy. This includes the identification and assessment of health and social care needs. Students must demonstrate formulation and delivery of plans and strategies to meet individuals identified needs and critically evaluate the impact of interventions. Students complete a minimum of one thousand hours of practice learning experience in a variety of clinical environments. Throughout the programme, a 1 week orientation placement and 5 placements of 6 weeks are interwoven with a flexible learning approach which focuses on application of theory to practice and consolidation of skills learnt in the academic environment. On placement students are allocated a named Practice Placement Educator (PPE) who has attended PPE training to ensure familiarity with the learning and assessment required of them during the placement, understanding of their role and the marking processes to ensure consistency and parity.

At Level 4 students undertake a one week orientation placement in the middle of the first semester. This is not graded but experiences will be used to contextualise learning. At the end of the academic year the students undertake a six-week assessed placement, as part of Portfolio 1 Unit. By the end of placement 1 and with support, students are expected to demonstrate basic knowledge and comprehension in order to begin to achieve both core and specific skills.

At Level 5 there are two assessed physiotherapy placements presented as two units of study that contribute 20 credits each to this year: Portfolio 2 & 3 Units. These placements encourage the development of autonomy in case management and experience in various clinical areas. Both six week placements will allow students to gain experience in a variety of health care settings and speciality practice areas including cardiovascular, respiratory, neurological and musculoskeletal conditions in community, acute and outpatient settings. By the end of these placements and with guidance, students are expected to demonstrate analysis and application in order to develop skills to achieve the core and specific skills.

At Level 6 there are two assessed physiotherapy placements presented as two units of study that contribute 20 credits each to this year: Portfolio 4 & 5 Units. Students may provide choices of areas of clinical interest with guidance and approval from the placement co-ordinator to ensure that core placements have been covered and the proposed speciality is suitable for the individual student's profile. This allows students to explore areas of practice that they are particularly interested in or visit an area of practice where the student wishes to develop practice skills. During the final six week placement, students are expected to work with minimal supervision. This placement may be in one of a range of settings. Students are encouraged to take full responsibility for their case-load showing sound judgement, organisation and initiative in preparation for their first employment following qualification.

1.2 Lines of communication

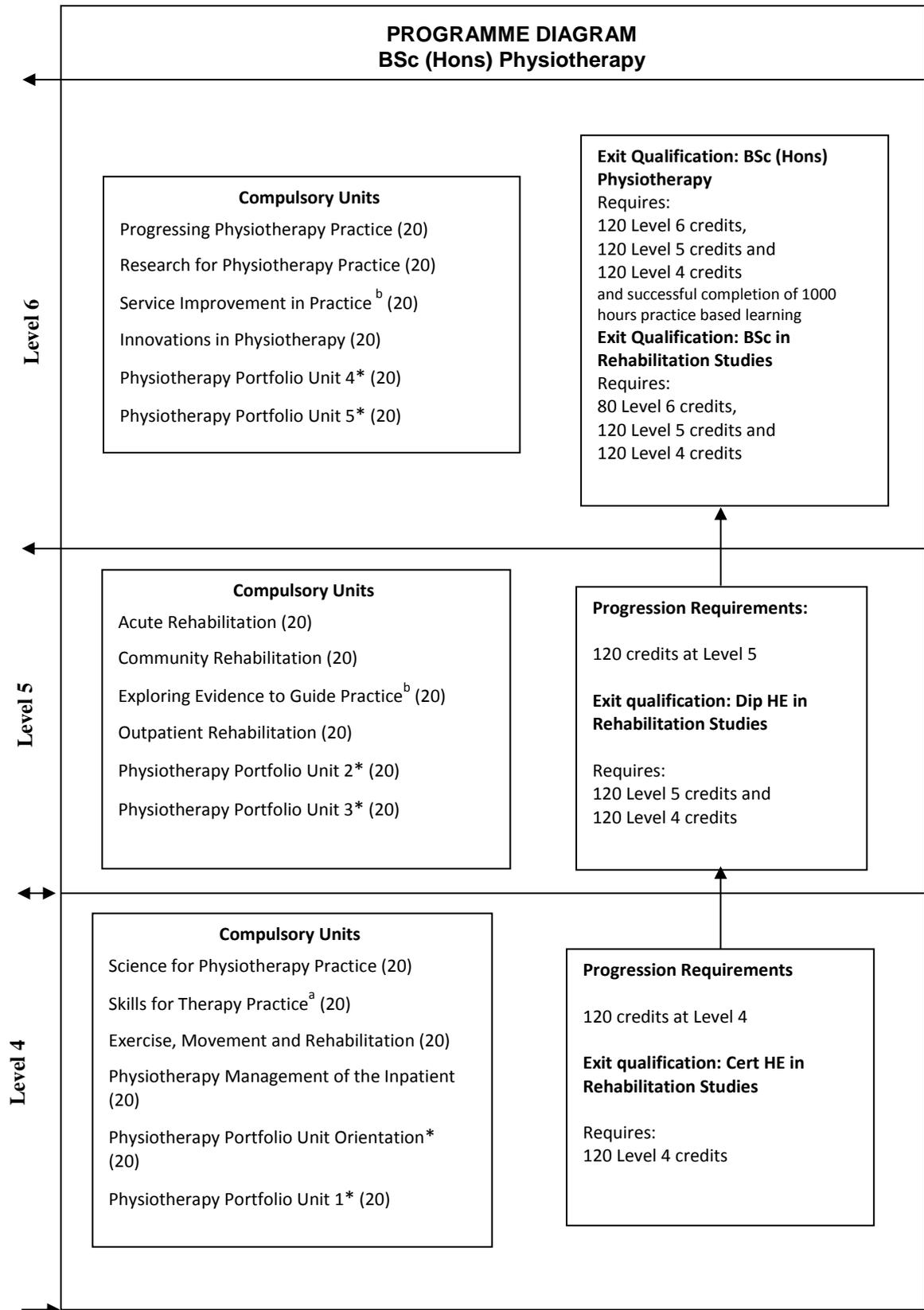
BSc (Hons) Physiotherapy

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1.3 Programme structure



^a Shared Unit OT and PT. ^b Inter-professional units * Practice Unit

BSc (Hons) Physiotherapy

2. Assessment

2.1 Assessment overview BU1-BU5

INTENDED LEARNING OUTCOMES Level 4

1. Apply current codes of professional conduct in to their self-assessment of knowledge, abilities, attributes and skills.
2. Practice safely and effectively within the scope of practice as a student Physiotherapist.
3. Practice in a professional, non-judgemental and ethical manner respecting and acknowledging people as individuals.
4. Identify strengths and areas for improvement using a range of resources to inform personal and professional development planning.

INTENDED LEARNING OUTCOMES Level 5

1. Understand the need to act in the best interests of service users at all times including the need to respect and uphold the rights dignity, values and autonomy of service users, including their role in the diagnostic and therapeutic process.
2. Demonstrate knowledge and application of the standards of proficiency and professional conduct performance and ethics.
3. Recognise the need to manage own workload and resources effectively and be able to practice accordingly.
4. Analyse (Level 2 Reflection) learning events in a reflective manner outlining both personal and professional learning and integrating action plans for future development.

INTENDED LEARNING OUTCOMES Level 6

1. Demonstrate the ability to act in the best interests of service users at all times including the ability to respect and uphold the rights dignity, values and autonomy of service users, including their role in the diagnostic and therapeutic process.
2. Demonstrate the ability to practice within the legal and ethical boundaries of physiotherapy practice with the knowledge and application of the standards of proficiency and professional conduct performance ethics.
3. Demonstrate the effective management of own workload and resources with the ability to practice accordingly.
4. Understand both the need to keep skills and knowledge up to date and the importance of career-long learning seeking to ensure that their CPD benefits the service user.
5. Critique (Level 3 reflection) learning events in a reflective manner, outlining both personal and professional learning and integrating action plans for future development.

Placement is assessed in two elements

1. Practice - 60%

Practice Placement

Practice placement educators will assess and grade practice using the competencies and learning outcomes set out in section 2.

2. Continuous Professional Development – CPD - 40%

CPD activities will be expected to occur during the whole three years and include experiences from the practice placements. Students will need to be proactive in completing their CPD and it is expected that progression will occur throughout. An up-to-date CPD portfolio should be developed, demonstrating competency as the student moves through the various stages of learning. It is anticipated that the student's PPE will work in partnership with the student on their CPD journey during the placement and comments on the student's development of their portfolio are welcome. The CPD element will be assessed by university lecturers.

CPD activities will be expected to occur during the whole of the first, second and third year and include experiences from practice placement. Students will need to be proactive in completing their CPD and it is expected that progression will occur throughout the years. An up-to-date CPD portfolio should be developed, demonstrating competency as the student moves through the various stages of learning. It is anticipated that the student's PPE will work in partnership with the student on their CPD journey during the placement and comments on the student's development of their portfolio are welcome. The CPD element will be assessed by university lecturers.

CPD must be completed successfully in order to complete the Physiotherapy Programme and be able to graduate.

A fail or non-submission in any component will result in a mark of 0% for the unit and a re-sit of that component being capped at 40%.

2.2 Assessment in practice

2.2.1 Competencies

There are eight competencies of practice that will be assessed. These are in line with the NHS Knowledge and Skills Framework.

Specific skills: 1. Assessment and treatment planning

Specific skills: 2 Intervention and treatment

Core 1: Communication

Core 2: Personal & people development

Core 3: Health, safety and security

Core 4: Service improvement

Core 5: Quality

Core 6: Equality and diversity

The competencies remain the same each year to respect differing specialist areas of physiotherapy practice where students may find themselves throughout the programme.

Competencies are the same for each level (year) on the programme but the level of expectation for achieving the learning outcomes differs from year to year. The expectation for achieving the learning outcomes shows the progression that students will make in their performance between Level 4 (first year) to Level 5 (second year) and finally to Level 6 (third year).

Expectations change between the levels (years) in relation to the amount of **support** provided, the **depth of reasoning** required and the **extent** to which students are expected to achieve the intended learning outcomes.

It is highlighted that the expectation is 'By the end of the placement'.

2.2.2 Expectations of the learning outcomes between levels

Expectations

Level 4 / Year 1	By the end of the placement and with support , students are expected to demonstrate basic knowledge and comprehension in order to begin to :
Level 5 / Year 2	By the end of the placement and with guidance , students are expected to demonstrate analysis and application in order to develop skills to :
Level 6 / Year 3	By the end of the placement and with minimal supervision , students are expected to demonstrate evaluation and clinical reasoning in order to be competent to :

Definitions

Support	Support is defined as significant assistance with all aspects of performance.	Level 4 / Year 1
Guidance	Guidance is defined as monitoring the student for areas in which they may need support and offering this as the PPE or student feels necessary.	Level 5 / Year 2
Minimal supervision	Minimal supervision is defined as ensuring safe practice and expecting students to request guidance or support as appropriate.	Level 6 / Year 3

Knowledge and comprehension	Knowledge is defined as demonstration of factual and conceptual principles that underpin practice Comprehension is defined as understanding and interpreting knowledge to develop arguments	Level 4 / Year 1
Analysis and application	Analysis is defined as breaking down knowledge in order to consider different approaches to solving problems and identify limits to knowledge. Application is defined as the ability to use knowledge and theory in new situations to explain practice and make sound judgments.	Level 5 / Year 2
Evaluation and clinical reasoning	Evaluation is defined as synthesizing information gained from practice, experience, concepts, theories and the research evidence in terms of their value and clinical significance. Clinical reasoning is defined as integration of findings to justify decision making based on knowledge, comprehension, analysis, application and evaluation of the information.	Level 6 / Year 3

Beginning to	'Beginning to' , is defined as basic ability to demonstrate the stated ILOs.	Level 4 / Year 1
Developing skills to	'Developing skills to' is defined as establishing and advancing skills to demonstrate the stated ILOs.	Level 5 / Year 2
Competent to	'Competent to' is defined as demonstrating the ability to practice as a novice professional.	Level 6 / Year 3

2.2.3 Formative and Summative Assessment

Formative assessment

The Practice Placement Educator (PPE) should give formative feedback half way through each placement. This feedback should be to help the student progress and **should not** equate to any mark, classification or banding. **The first five weeks of placement are formative and are to be used to enhance learning.**

Comments should be written in the relevant competency. If there are specific issues then PPEs are required to implement the '*Practice placement support*' in section 5. An '*Action plan*' will then be implemented in collaboration with the university link tutor.

Summative assessment

On completion of the placement it is requested that PPEs provide summative feedback. This feedback should include written comments, a classification band for each competency and a final grade (%). **The final week of placement is summative and is to be used for assessment and grading purposes.**

Feedback should give the student information on their performance during the placement and also provide them with constructive action points to take forward to subsequent practice placements. Feedback should be written in the relevant competency. If there are specific issues then PPEs are required to implement the '*Practice placement support*' in section 5 and an '*Action plan*' will then be implemented in collaboration with a university tutor.

The PPE is asked to award a **classification band for each competency**. This should best reflect the achievement of the student by the end of the placement and only marked on the final mark sheet in section.

An overall classification mark is given as a **final grade (%)** for the placement. This final grade should reflect the classification bands the student has achieved by the end of the placement and only marked on the final mark sheet. The grading is not calculated as an average percentage from the competencies but should provide an all-encompassing reflection of the students' performance.

The final grade (%) is linked to the following degree classifications.

70 and above:	1 st	Excellent
60 - 69%:	2:1	Very good
50 - 59%:	2:2	Good
40 - 49%:	3 rd (PASS)	Acceptable
39% and below:	Fail	Poor

2.2.4 Assessment requirements

This section outlines the requirements to pass the portfolio unit with respect of the assessment regulations and the procedures taken if a student is falling behind in achieving their intended learning outcomes.

In order to pass the portfolio unit the student must pass both assessments elements of the unit. This is the 60% practice assessment element of the unit and the 40% CPD element of the unit.

Assessment regulation:

Where a unit contains an assessment element defined as practice or simulated practice, a pass will be awarded where the overall unit mark is at least 40% and the mark in each separate element of the unit assessment is not less than 40%.

Students are required to achieve a pass for the final mark (40% or above). The grade for both placements and portfolio will combine to provide the overall final mark for the practice element.

In order to pass a practice placement students' must pass all eight competencies of the assessment (two specific and six core). This means achieving a third classification, or above, for each competency on the final mark sheet section.

Competencies are defined as 'components' in respect of the programme assessment regulation.

If a student fails a competency this is considered failure of a practice component.

Assessment regulation:

Where a practice element has separate components a fail in any one component will result in a mark of 0% being awarded for that element.

If a student is falling behind in achieving their intended learning outcomes the PPE should contact the students' academic advisor as soon as possible and the practice placement support will be implemented.

In order to achieve a first class mark, the student should be consistently excellent, normally achieving a first class classification in all competencies. To be awarded 80% or above is rare and should only be awarded to a consistently exceptional student.

By the end of the programme all students should aim to complete a minimum of 1000 practice hours. Hours in practice will be formally recorded on the 'Student placement record sheet', and confirmed by the practice placement educator.

3. Placements

3.1 Placement information

Placements are graded and must be successfully passed in order to complete the Physiotherapy course and graduate

Students are assessed on placement by their Practice Placement Educator (PPE) through OPAL (Online Practice Assessment for Learning). This is a custom built system that can be accessed on any computer, tablet device or smart phone linked to the internet. PPEs will be invited by students to have access to their details on OPAL. In this way they can review progress and have access to the skills and competencies relevant to the placement or stage of training to aid and enhance practice based learning without the need to negotiate paper based records. The student will have added their perceived learning needs for the placement prior to their arrival on placement to prepare for the learning agreement.

The student and PPE will discuss the use of resources available during the placement and appropriate learning outcomes that will encourage the student to apply their theoretical knowledge to practice. These outcomes will be agreed and recorded by the student to form the negotiated learning agreement. The student and the PPE will use this agreement to monitor the achievement of the learning outcomes during the practice placement.

At the end of each week, the student will reflect on their progress in relation to their achievements and challenges, making a personal note of actions to be addressed in subsequent weeks. The students will then meet with their PPE, who will provide feedback. Any further action points will be discussed and agreed.

Half way through the placement in the formative sections of the competencies, the PPE will comment on the student's progress in relation to each competency, identifying any issues to be addressed.

Should the student show unsafe practice or violate the rules of professional conduct, please report this to the students university tutor as detailed in practice placement support and the disciplinary procedure on the OPAL homepage.

Throughout the placement, the student will keep a daily record of hours. The student evaluation of placement form gives the student an opportunity to provide feedback on the placement subsequent to their final week assessment.

At the end of the placement the student must make sure that all relevant pages are signed off.

Please contact the student's university tutor or Academic Advisor (contact numbers at the beginning of this handbook) if you wish to discuss the student's clinical progress. This is essential if you think the student's practice is of a poor standard (i.e. struggling to maintain a pass). Please do not wait until the end of a student placement to make contact – it is essential that a plan is put in place early to address any difficulties. Please see the practice placement support in section 5 for further information.

3.2 Placement descriptors

The physiotherapy student experience consists of six placements over a three year period, which offers a range of placement opportunities and settings. The majority of the placements are in the Dorset, Hampshire, Somerset, or Wiltshire region. Settings are both acute and community, within the NHS and independent health sectors.

Year 1: Level 4:	Placement BU0: A one week orientation to clinical practice
	Placement BU1: A six week placement
Year 2: Level 5:	Placement BU2: A six week placement
	Placement BU3: A six week placement
Year 3: Level 6:	Placement BU4: A six week placement
	Placement BU5: A six week placement

Year 1 (Level 4): Placement BU0 (1 week) and BU1 (6 weeks)

BU0 Aim: To introduce students to physiotherapy professional principles in practice, particularly in relation to assessment, goal setting, planning and intervention.

The one week block during the first term serves as an orientation to clinical practice, and occurs during the semester 1, with the intention of allowing the student to orientate themselves in the work place to begin integrating theory into practice and to gain a better understanding of professional identity. If appropriate, the student may participate (to a limited extent) in patient treatments. In some settings it is possible for the student to see a variety of specialties. In addition, this is the first opportunity for the student to commence their continuous professional development (CPD) element of the portfolio.

BU1 Aim: To experience a range of orthopaedic or medical conditions and management in an inpatient setting.

The units taught at level 4 prior to BU1 aim to give students a grounding in basic Physiotherapy skills and knowledge including communication skills, anatomy, physiology and pathology, normal movement, exercise prescription and the inpatient environment. Basic competence in Physiotherapy assessment and treatment is also taught before the commencement of this placement. Therefore, during this placement the student is expected to participate fully in treatments and departmental activities as their stage of training allows. The student will continue to work on their CPD consolidating their comprehension of this process.

Year 2 (Level 5): Placement

BU2 (6 weeks) and BU3 (6 weeks)

Aims: To expose students to the assessment and physiotherapeutic management of patients in a variety of settings.

To become familiar and competent in the principles of assessment, planning and management of patients in the diverse healthcare community for both in- and outpatients.

The clinical experience during this year focuses on the most common areas of physiotherapy practice; musculoskeletal outpatients, elderly care, neurology, cardiovascular and respiratory care in a variety of clinical settings. It will enable the students to take responsibility for a caseload of patients, whilst addressing their individual learning needs by negotiating learning agreements with their practice placement educator. Theory and practice are further integrated in this placement and students will continue to develop their CPD element of the portfolio.

Year 3 (Level 6): Placement BU4 (6 weeks) and BU5 (6 weeks)

Aim: To adapt and vary core skills to suit the context and/or client group, which may include: modification of assessment/treatment techniques according to the environment or client group; education, advice and support to patients/clients and carers; multidisciplinary working/networking in the community setting or client group; personal safety during community based practice or with the particular client group.

The final year builds on the student's placement experience to date. Students will have a different placement pattern with an aim of providing opportunities to gain a breadth of physiotherapy skills across a variety of service delivery and settings. The final six week placement moves the focus toward the complex patient with multi-pathology and may combine both the acute and community settings. It provides an opportunity for the students to further develop their therapeutic skills and clinical reasoning and to work towards registration level standards and autonomous practice. To complete the placement experience the student's portfolio of evidence will inform their final personal development plan and will require evidence from this to inform their CPD profiles.

Students will complete a minimum of 37.5 hours per week, averaged over the course of the placement.

Note: A placement which is failed must be successfully completed to enable the student to progress to the next level.

4. Responsibilities

4.1 Responsibilities of student

Prior to the Placement starting students should:

- Complete appropriate mandatory training.
- Read information relating to the upcoming placement on the student on line placements system: Placements on the Web (POW) relating to the specific allocation.
- Write an appropriate introductory email to the Practice Placement Educator (PPE), contact the PPE about any unresolved questions or issues prior to placement that have not been answered by the information on POW.
- Ensure that necessary arrangements have been made with regards to start times, accommodation and travel.
- Revise relevant taught information (anatomy etc.) and skills in preparation for the placement.
- To complete the first section of the negotiated learning agreement for the upcoming placement which considers personal learning needs for the stage of training and takes into account previous placement experience.
- Prepare to maintain continuing professional development (CPD) while on practice placement.
- Prepare a list of items to bring to placement on the first day, and ensure that these are all in order. These may include pens, watch, car insurance and MOT details (if applicable), certificate of skill achievements, CPD portfolio etc.

At the start of the placement:

- Discuss the SWOT analysis completed during the previous placement with the PPE.
- Discuss and complete the personal negotiated learning agreement with the PPE. Ensure summary action points from this are added to their PDP and formulated into SMART goals.
- Plan a program of experience with the PPE which takes into account placement opportunities and the above.
- Inform the PPE and a university tutor in the case of any problems or unforeseen circumstances which may affect the ability to complete the placement within the agreed time.
- Find out sickness reporting procedure for the placement.
- Identify opportunities for CPD.

Throughout the placement:

- Behave and dress in a professionally suitable manner at all times – being courteous to all and respecting the clinical judgment behind the feedback and marks given.
- Use the opportunity of supervision and assessment in a positive way, and actively contribute to this process.
- Use every opportunity while on placement to fulfil personal learning needs and improve clinical skills with a range of clients, working at a level appropriate to the stage of training reached.
- Experience discussion and negotiation between members of the multidisciplinary team and make contributions where appropriate.
- Observe the CSP Code of Ethics and Professional Conduct at all times.
- Reflect on the placement experience enabling personal and professional development. Complete selected items of evidence to add to CPD portfolio and review these with the PPE where relevant.
- Follow the procedure of the placement setting and that of Bournemouth University Faculty of Health and Social Science regarding absence and sickness.
- Maintain a reflective report and contribute to the various elements of continuing professional development portfolio.

At the end of the placement:

- Complete the relevant online forms by the required date and submit OPAL to the placement administration team by the submission date given.
- Ensure that the CPD portfolio is updated, and identify further needs in CPD.
- Complete the reflection on the placement experience within in OPAL and ensure the PPE has time to read it and discuss any points as necessary.
- PPEs may also take a copy of this for their own CPD.
- **Under no circumstances should the student challenge the PPEs judgment and grades awarded.** Any concerns relating to the marking should be raised with your academic advisor or academic placement contact at the earliest opportunity so that it can be addressed.

4.2 Responsibilities of Practice Placement Educator (PPE)

Prior to the Placement starting:

- Undertake appropriate Practice Placement Educator training.
 - We would ask that PPEs who have never had students before attend the PPE training course
 - For PPEs who have previously had training either at Bournemouth University or at another University we would recommend attending an update every 2 years
 - Please contact Stevie Corbin Clarke for details of PPE training:
scorbinclarke@bournemouth.ac.uk
- Review the Practice Assessors Website for additional placement related information and support: <http://practiceassessor.bournemouth.ac.uk/>
- Provide placement information for students in advance of the placement through the Placement Environment Profile (PEP) system and in response to introductory e-mails.
- Be aware of equal opportunities and anti-discriminatory policies and their monitoring and implementation in relation to students.
- Prepare an induction for the student's first day.
- Formulate an appropriate student diary - students should be encouraged to spend as much time in contact with patients as possible; however, study time of no more than half a day a week will be permitted at the discretion of the PPE. All hours including study time will count towards the student's total hours.
- Plan a program of experience which takes into account placement opportunities and the above.
- Plan regular supervision (minimum of 1 hour per week) to develop the student's learning informed by the placement learning outcomes and the students learning agreement.
- Ensure PPE has made contact with the university link tutor or academic advisor.
- Plan a date and time for the midway and end of placement assessment.

At the start of the placement:

- The lead PPE should meet and carry out an induction with the student, which should include:
 - Location of appropriate literature such as policies, books etc.
 - Tour of practice facilities and location of lockers, library etc.
 - Emergency procedures and policies in the event of fire, cardiac arrest etc.
 - Necessary contact details in the event of an emergency and reporting sickness/absence.
- Ensure student has PPE contact - bleep/extension number etc.
- Ensure that the student always has a named member of the MDT to refer to.
- Develop a programme with the student which reflects their learning needs and the opportunities of the clinical placement area
- Discuss the student's SWOT analysis (completed during the previous placement) and complete the negotiated learning agreement with the student.
- Plan a programme of experience which takes into account placement opportunities and the above.
- Plan regular supervision (minimum of 1 hour per week) to develop the student's learning informed by the placement learning outcomes and the students negotiated learning agreement.
- Plan a date and time for the midway assessment.

Throughout the placement:

- Provide learning, support, teaching and supervision, which encourage safe and effective practice; independent learning and professional conduct.
- Inform a university tutor/ placement administrator as soon as possible if any concerns arise regarding the student's performance.

- Inform a BU university tutor/placement administrator as soon as possible if a situation arises which may affect the student's ability to complete the placement within the agreed time.
- Document issues which are causing concern as they occur.
- Liaise with a university tutor half way through the placement.
- Review relevant reflections and items from the student's CPD portfolio with them during supervision. Encourage them to amend and add to their PDP and to reflect on events that may be useful to aid their learning.

At the end of the placement:

- Complete the student assessment, attendance and the final mark sheet.
- Make sure all the relevant sections of OPAL are completed.

4.3 Responsibilities of the Academic Advisor / University Tutor

- A member of BU academic staff will contact the PPE in the early stages of the placement to open lines of contact and arrange a halfway phone call.
- A week four consultation will be undertaken between the named member of academic staff, the student and the PPE separately and/or together, which will include personal and academic issues such as:
 - Review of student progress on placement,
 - Assessment criteria,
 - Pastoral issues which may have a bearing on the success of the placement (accommodation, travel etc.).
- A university tutor may arrange a face to face visit with the student and PPE during the course of the placement, should additional support be required.
- A record of the visit or discussion will be recorded by the tutor.
- Support phone calls will make use of the summative and formative assessment areas of the competencies discussed between student, PPE and tutor to record agreed observations. The Action Plan can be used to monitor implications for the students if it is decided that a structured approach is necessary.

These responsibilities have been agreed by the Bournemouth University Physiotherapy Team

5. Information

5.1 Practice placement support

The University staff will endeavour to promote good communication with practice placement education settings throughout the year, and will notify settings of specific initiatives. When a student is on placement a named university tutor will be available by phone or email for contact by the student or PPE.

Prior to the placement commencing, the student will have a placement briefing at BU by a member of the academic team. They will be advised to inform their university tutor immediately if problems arise while on placement. Students will complete a negotiated learning agreement with the PPE for each placement, which will identify any specific learning needs/problems the student has.

Prior to each placement, the university tutor will email the PPE to introduce themselves and inform the PPE of contact details (phone number, email and working hours). The PPE will be asked to inform the student's university tutor if there are any problems with the student during the placement.

Students are requested to discuss support arrangements with the PPE and tutor at an early stage during the placement, including the half-way phone call.

Potential problems may be:

- The student is unwell / off sick for a significant period of the placement or for a number of individual days.
- The student has mitigating circumstances (for example a parent unwell or death/illness of relative/family member or close friend).
- The student has asked for time off from placement.
- The PPE has concerns regarding unsafe practice or violation of professional standards and the student is failing core standard 3 (health, safety and security)
- The PPE has given a first or second verbal /written warning to the student –see disciplinary procedure.
- The student is not taking on feedback and not reflecting appropriately as would be expected for that level/stage in the course (core standard 2 personal and people development).
- The student is failing in one or more of the core standards. The PPE requires assistance / advice on completing the assessment. This may be because the PPE is new to supervising BU students and doesn't have peer support within the clinical team to assist with completing assessment documentation.
- There are issues with supervision from the PPE, e.g. shared supervision, sickness/annual leave of PPE.

Once a PPE/student has contacted the university tutor, a phone call will be made to discuss the problem with the student and /or PPE. Many issues will be dealt with by phone/email and subsequent contact may be planned as part of the process of supporting the student/PPE throughout the placement. The university tutor will record the phone conversations with the PPE and student and these will be stored in the student's personal file at BU.

If the problem persists, it may be appropriate for the tutor to arrange a time to visit the student and the PPE so that a face to face discussion can take place. The tutor would comment on the areas of concern alongside the formative feedback from the PPE. The action plan is completed by the tutor on the visit if the student is falling behind achieving the set ILOs and an action plan documented. The PPE, student and tutor would all sign the action plan. A review date is set for the action plan. Following a review of the action plan an extension may be provided if a clear rationale is given. If the student continues to fail the disciplinary procedure is used.

5.2 Health and safety on work placements

Students on industrial placements come within the scope of the Health and Safety (Training for Employment) Regulations 1990. In effect, **you are deemed to be an employee of the organisation** providing the placement opportunity ('Placement Provider') – this is regardless of the duration or location of the placement and whether or not you are paid. This leaflet contains factual advice on the various responsibilities that exist during work placement. It is intended to supplement rather than replace the information which should be provided by your Placement Provider during your induction into the workplace and thereafter.

So what are your health and safety responsibilities?

As a student on a placement you have the same legal duties as any other employee. They include:

Taking reasonable care for your own health and safety and that of others who may be affected by what you do, or fail to do. This will include the disclosure of relevant personal information to your Placement Provider, e.g. on disabilities.

Co-operating with your Placement Provider on health and safety, and reporting promptly any situation you believe to be unsafe.

Correctly using work items provided to you, including personal protective equipment, in accordance with training instructions.

What duties does the University have during placement?

The University does recognise that it has a duty of care towards you in relation to your placement to the limited extent we can contribute to preventing foreseeable injuries.

The university will give the Placement Provider any information that it holds which it has reason to believe may be needed in order to ensure your health and safety.

A letter will be sent to your Placement Provider which explains the University's interest in ensuring your safety on placement.

The University will also give you an opportunity to feed back to us any problems you may have experienced with health and safety while on external placements. The University will then respond to any negative feedback received in this way by passing this information back to the Placement Provider in order to respond/rectify matters.

If you are concerned about any aspect of occupational health or safety, you must first discuss the matter with your contact at the Placement Provider. However, if your concerns persist then please refer to your university tutor, who will obtain the necessary advice.

What does your Placement Provider need to do to ensure your health and safety?

Your Placement Provider has the primary duty under law to ensure, as far as is reasonably practicable, your health, safety and welfare at work. In general, this means making your workplace safe and without risks to health.

This will include: ensuring their premises and machines are safe and that safe systems of work are set; ensuring all materials and substances are moved, stored and used safely; providing you with adequate welfare facilities; giving you the information, instruction, training and supervision necessary for your health safety, and consulting with their workforce on health and safety matters.

The provision of induction in workplace health and safety arrangements remains your Placement Provider's responsibility as this will include matters that only they will be aware of (such as listed below).

In order to safeguard your health and safety, your Placement Provider must:

Assess the risks to your health and safety (and record the significant findings if there are 5 or more employees) and then make arrangements for implementing the health and safety measures identified as being necessary by the assessment.

Draw up a health and safety policy and bring it to your attention (if there are 5 or more employees).

Appoint someone competent to assist with health and safety responsibilities.

Co-operate on health and safety with other employers sharing the same workplace.

Set up emergency procedures (e.g. action in case of fire).

Provide adequate first aid facilities and report certain injuries and dangerous occurrences to the health and safety enforcing authority.

Ensure that work equipment is suitable, so far as health and safety is concerned, and that it is properly maintained and used.

Ensure that the workplace has adequate facilities for ventilation, temperature, lighting, and sanitary, washing and rest facilities.

Prevent or adequately control exposure to substances which may damage your health and provide health surveillance as appropriate.

Take precautions against danger from flammable or explosive hazards, electrical equipment, noise and radiation.

Avoid hazardous manual handling operations, and where they cannot be avoided, reduce the risk of injury.

Provide free any protective clothing or equipment, where risks are not adequately controlled by other means.

Ensure that appropriate safety signs are provided and maintained.

5.3 Student crisis procedure

In the event of a major crisis happening to a student while on placement the following guidelines should be adhered to.

Student

If the student is able, they will:

- Contact their PPE
- Contact their university tutor or Academic Advisor
- Contact the University FHSS Placement Administrator (01202 967351)
- If appropriate contact their general practitioner or an ambulance

Practice Placement Educator

If there is anything in the student's behaviour, attitude or state of health that causes concern the PPE will:

- Arrange appropriate medical attention
- During working hours, contact a University Tutor or Programme Leader to liaise regarding the student's needs and who is in the best position to take ongoing action
- Out of working hours, take responsibility and act in the most appropriate way. The next of kin may need to be contacted

University Staff

University staff will endeavour to visit the student on the day the crisis is reported. If contacted by a PPE, University staff will:

- Liaise regarding the student's needs and who is in the best position to take ongoing action
- Make arrangements to visit

If contacted by the student while on placement the University staff will:

- Inform the PPE
- Take action on the student's behalf if necessary
- Make arrangements to visit

5.4 Audit

Placements are audited using an online audit tool embedded within the placement computer system. It is available to PPEs through the Placement Environment Profile (PEP) and completed in conjunction with the Placement Education Tutor or another appropriately identified member of staff.

Monitoring of placements is also carried out through the Annual Contract Reviews and through the scrutiny of the Local Education Trust Boards. As part of these processes, students complete an online evaluation following each placement within the Placements on the Web (POW) system.

- The audits are carried out annually or at least every 2 years.
- The results are monitored by the University and the action plan considered.
- The action plan informs forward placement planning.

The Physiotherapy team consult with PPEs and the named placement co-ordinator as well as the NHS Trusts organizational lead for education to discuss any issues related to placement learning. In this way the PT team are confident that all placements used are safe and effective learning environments.

Known placements are used where HCPC registered Physiotherapists will be supervising the student directly or shared with other members of the team. All new placements may occasionally be visited to support a new PPE in completing the documentation. The placement academic advisor is the students' link in monitoring when the student is out on placement.

5.5 Course structure

LEVEL 4:

PROGRAMME	Semester 1	Semester 2	Semester 3
Physiotherapy	Skills for Physiotherapy Practice	Physiotherapy Portfolio Unit 1	BU1 practice placement
	Science for Physiotherapy	Physiotherapy Management of the Inpatient	
	Portfolio 0	Exercise, Movement and Rehabilitation	

LEVEL 5:

PROGRAMME	Semester 1	Semester 2	Semester 3
Physiotherapy	Physiotherapy Portfolio Unit 2	BU2 Practice Placement	BU3 Practice Placement
	Acute Rehabilitation		
	Community Rehabilitation		
		Physiotherapy Portfolio Unit 3	
		Outpatient Rehabilitation	
		Exploring Evidence to Guide Professional Practice	

LEVEL 6:

PROGRAMME	Semester 1	Semester 2
Physiotherapy	Physiotherapy Portfolio Unit 4	BU4 practice Placement
	Progressing Physiotherapy Practice	
	Research for Physiotherapy Practice	
		Physiotherapy Portfolio Unit 5
		Innovations in Physiotherapy
		Service Improvement in Practice
		BU5 Practice Placement
		Physiotherapy Portfolio Unit 5
		Innovations in Physiotherapy
		Service Improvement in Practice

6. Administration

6.1 Information

- The PPE completes the summative assessment form, ensuring all appropriate pages have been signed off, to provide a record of the student's performance during the placement. This includes the hours completed.
- A selection of the student Practice portfolios will be reviewed by the External Examiners.

Should a student fail a placement they will be required to retake and pass the placement in order to progress to the next level of the programme. Students are only permitted to retake placement once.

Occasionally students are unwell or have circumstances that require them to withdraw from placement. Where appropriate, PPEs may be asked if the student can complete the placement at a mutually convenient time.

A fail or non-submission in any component will result in a mark of 0% for the unit and a re-sit of that component being capped at 40%.