



UNIVERSITY OF
LINCOLN

SCHOOL OF HEALTH AND SOCIAL CARE

MSc Physiotherapy (pre-registration)

**PRACTICE-BASED LEARNING PLACEMENT
HANDBOOK 2020/21**

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1.0 INTRODUCTION

This document supports your practice-based learning journey over the two year MSc Physiotherapy (pre-registration) programme.

The Practice Handbook along with the Physiotherapy Practice Assessment Document (PAD) and Portfolio of Clinical Skills, supports and assesses elements set out to provide:

- Minimum Standards of Proficiency (SOPs) to become a registered physiotherapist with the Health and Care Professions Council (HCPC, 2013)
- Standards of conduct, performance and ethics (HCPC, 2016)
- Standards of conduct and ethics for students (HCPC, 2016)
- Standards against which education and training are themselves assessed (HCPC 2014)
- Physiotherapy curriculum guidance (CSP Physiotherapy Framework 2010)
- Best practice and policy from government agencies and other professional organisations such as Department of Health and Quality Assurance Agency (QAA, 2016).

The PAD is comprised of 5 domains covering 20 domain outcomes. The PAD allows for intermediate and final assessment at pass / fail level, with an indicative grade 1-4 of competency.

The PAD and Portfolio of Clinical Skills will be used to record your progression in practice-based learning over the two year course. They provide evidence for the development of knowledge, application of this knowledge to practice, development of skills and the personal and professional attributes you need to learn and demonstrate to become eligible to apply for registration with the HCPC as a physiotherapist.

You should keep these documents safe so that you, your Practice Educator (PEd), and University staff can refer to it throughout the course of study. The PAD and Portfolio of Clinical Skills are working documents and must be handed in at the end of each practice placement.

2.0 QUALITY

To ensure the quality of our placement environments, educational audits are undertaken in each area. This identifies learning opportunities, resources and support mechanisms available to facilitate student learning and assessment. The audit cycle is every two years and the education quality review is undertaken by a member of the University Academic Team, a named and appropriate organisational representative and a senior member of the potential practice learning environment. Any students on placement, practice educators and patients are invited to comment and contribute to the audit process. The audit will include the formulation of action plans to continuously improve the quality of the learning environment. The outcomes of the implemented action plan will be focussed on as part of the ongoing quality cycle.

There are processes and agreements which feed into quality assurance of practice:

- The placement audit assessment;
- Practice Support Teams visiting placement regularly to support, advise, monitor and resolve minor problems or issues;

- Regular practice meetings within the university to review quality processes, activity, student and practice educator evaluations, strategic and operational developments and changes impacting on learning in practice;
- Management of communication and relationships with representatives from partner organisations and agencies who offer placements;
- Regular meetings with Practice Education Facilitators, practice educators and learners within geographical areas to understand local issues and factors relating to placement access, coordination, management, support and student experience;
- Membership, participation and contribution to the Higher Education Forum with other university representatives;
- Inter-professional learning experiences and events to encourage partnership working and understanding of roles, responsibilities, networking and multi-disciplinary team working;
- The Partnership Agreements with placement providers;
- The escalation of concerns flowcharts (found at the end of this document);
- Education and training of mentors/practice educators, updates and triennial review;
- The learner evaluation of practice experience (LEPE) and the practice educator evaluation of practice experience (PEEPE);
- Student surveys;
- Clear and transparent documentation of processes.

3.0 AREAS OF PRACTICE

A key component of ensuring quality of placements is to provide sufficient exposure in practice to the various situations encountered by physiotherapists. Experience in all of these areas is unrealistic based on the number of placements required to support this.

- The physiotherapy programme is organised so that placements are structured in blocks that are long enough to develop familiarity, experience and progression in the clinical area. There are six placements to allow for breadth of experience relevant to the areas in which physiotherapists can work, this can be in both patient facing and non-patient facing roles. The 5 domains and their outcomes are designed to be generic enough to apply to any practice-based setting, and to cover core aspects of practice required by a registered physiotherapist. You are expected to reflect on your experiences in practice to enhance your understanding of the theory modules and to demonstrate the ability to identify and apply the theory underpinning practice. There is room to record your reflections on the PAD.
- The six placement blocks will incorporate a variety of placement experience. This can include both patient facing and non-patient facing placements, wherever a physiotherapist works or could work (role emerging placement). Placements may be clinical or they may be research, leadership or academic placements or a hybrid model. Placements may be 100% virtual or have a virtual element to them.
- You may work as part of a team and may be in direct contact with healthy or sick individuals and/or community services and will learn to assess, plan, provide and evaluate physiotherapy-focused care for patients and their carers.
- Due to the complexities and wide scope of practice-based learning students will cover within the programme, it is identified that placements may not always offer the opportunity, or exposure to certain conditions or situations. Students and practice educators will use the Portfolio of Clinical Skills to demonstrate where certain skills have

been obtained. For example, a respiratory assessment and intervention may be made in the community rather than on a respiratory specialist inpatient setting.

- Simulated-practice learning has been recognised by the CSP (2016) as a valuable means of enabling students to learn and develop their clinical knowledge and skills in a safe and controlled environment where the real-world risks can be managed. Simulated learning within the university setting will be used to complement (but not replace) the minimum standard of 1000 hours of practice-based learning.

4.0 OVERVIEW OF PRACTICE PLACEMENTS

Progression should occur during practice-based learning placements and throughout the programme to enable you to achieve an appropriate level of clinical competence across a range of clinical environments. Practice placements are progressed as follows:

- **Foundation** (placements 1 and 2): Assimilating clinical and theoretical knowledge. High levels of direction and supervision are expected.
- **Intermediate** (placements 3 and 4): Engaging with the demands of the practice environment and showing proactive involvement. Reducing levels of direction and supervision appropriate to the task / environment.
- **Advancing** (placements 5 and 6): Impacting positively on the practice environment. Minimal direction and supervision should be expected, especially towards the end of the placement once familiar with the new clinical environment and its procedures. Developing more independent practice and service involvement.

5.0 ROLES AND RESPONSIBILITIES

Students

As a student, you are personally responsible for informing the university immediately if you develop a health condition or disability that may affect your ability to practise safely and effectively. This is so your fitness to remain on the programme can be reassessed. This process is to safeguard you if your health condition is such that it may deteriorate due to the demands and stressful nature of the programme, both in theory and practice, but also for protection of patients and the public if you are not well enough to safely and effectively practice interventions as required during placement.

You will be required to declare your good health annually during the course of your programme.

If you do not disclose a health condition that is likely to compromise or has compromised your ability to meet the required competencies and practise safely without direct supervision, referral to the Fitness to Practise panel to consider health and/or character issues may be necessary, to ensure that public protection is maintained.

Equally, if your good character is in question, if you receive pending charges or a conviction or caution that may impact on your good character, you must notify the university

immediately. This would also apply should your attitude or behaviour be such that it calls into question your good character.

If necessary, a referral to the Fitness to Practise panel will be made, and the panel will meet to make a decision about your suitability to remain on the programme.

It is also the responsibility of a student to reflect on learning needs, confidence and competence. It is required of the student to seek supervision if you feel unsafe to undertake a skill under direct supervision, even if you have been shown the skill or task required several times before attempting. If at any time you are under indirect supervision but feel lacking in confidence or competence this must be discussed with your PEd to enable further support and supervision until the skill can be undertaken safely without compromising patient outcome or experience.

You will be expected to attend all placements in all locations and should be prepared to travel, sometimes at a distance, to your placement area or find local accommodation at your own cost. Physiotherapy work is normally carried out on weekdays between 08:00 and 18:00, but there may be placements that require you to work nights, weekends and bank holidays, for example within an emergency department.

The practical application of skills learned in the academic modules and the ability to understand the complexities of practice situations is an integral part of your learning experience. You are expected to attend and complete all placements and meet all of the learning outcomes and demonstrate practical skills competence. These skills can be signed off by a PEd in the Portfolio of Clinical Skills as evidence to support the summative (final) assessment in the PAD. Placements are an essential and integral part of the programme and you must be prepared to travel, often at a distance to a variety of placement areas, potentially at your own expense.

Practice Educators

If you have concerns about a student's good health which might compromise or has compromised their ability to meet the required competencies to practise safely without direct supervision, please discuss with the student initially where this may be considered a short term illness requiring a short time away from placement.

The student may be required to make up time to meet the required practice hours missed and will need to notify the university and provide sick notes or evidence.

Where concerns are of a more serious nature, discuss with the student and contact the university link lecturer. The link lecturer will be able to advise on an occupational health referral or initiate a Cause for Concern for health reasons to support and monitor the student through the period of ill health and progression issues.

If at any stage the student is unsafe or compromises their own or public safety, you should remove the student from the placement setting. This also applies to the student's conduct or professional suitability. The placement provider will inform the link lecturer or uolpractice.support@lincoln.ac.uk immediately when considering this to be the required course of action.

The student's welfare must be taken into account and treatment or intervention must be sought where considered necessary.

- **Contact the University as soon as you have any concerns** about a student's performance or attendance, so that both the student and yourself can be supported and advised during the assessment process.
- Students should be **continually assessed using feedback** from the extended team, patients, service users and family/carers where appropriate.
- Attach any additional comments and/or **action plans devised to assist a student** to reach the required standard to their Practice Assessment Document (PAD), ensuring they are dated and signed. This will provide evidence of an objective assessment. Additional sheets are available within this document.
- Students are required to complete the whole of the allocated placement. If the student is off sick or absent, they must notify the University and placement immediately. Students should not arrange additional placement weeks without contacting the placements office at the University.
- Please remember the student cannot question your professional judgement about their performance, but they **can question the process**. Therefore, the assessment process must be followed within the given timescales in order to uphold your assessment of the student. Early and clear feedback to the student is vital to ensure remedial action and robust assessment.
- If the student **does not achieve the minimum grade 3 (pass) in any one criterion** at the final assessment, then they will **not achieve an overall pass for that placement**. **Condonement or compensation cannot take place in practice-based learning elements of the programme**. A similar placement will need to be arranged to allow the student an opportunity to pass the placement and accrue the practice-based learning hours towards the expected 1000 clinical hours.
- Where the Practice Educator believes the student is performing at a level that might support safe introduction to more complex skills and interaction there can be appropriate delegation of these tasks / duties. These should be supported under continuous assessment to enhance the student's development.

Please refer to the PAD for intermediate and final assessment requirements.

6.0 PLACEMENT ADMINISTRATION

The Practice Administration Team has a clear structured procedure for the allocation of your practice placements. Wherever possible you will be allocated with consideration of your situation relating to previous placements, skill mix and referral criteria, ability to achieve the range of competencies, distance, work patterns and ease of access. The team attempt to map your placements to ensure equity across the cohort where possible. We work with placement providers to understand their service profile, capacity for learners, numbers and status of PEds, or service reconfigurations for example, to ensure students and service users have a positive experience of the placement.

Placements will be allocated to ensure that all students experience a breadth of placement experience. This programme acknowledges the CSPs stance on emphasising the overall profile of practice experience that individual students gain, rather than the completion of specific clinical placements demarcated along traditional lines (CSP, 2005). Practice-based learning during this programme, and the structure of the Practice Assessment Document (PAD), will be organised in a way that reflects the increasing tendency to provide physiotherapy services in primary care settings. This allows for core skills to be acquired in different settings

You will also have the opportunity to pursue a non-assessed elective placement towards the end of the final year, and you will be supported within the university to organise this. Where students have specific requirements (for example relating to childcare, or students with a disability), there may be preferential allocation of placements and reasonable adjustments made.

Placements may take place in the Greater Lincolnshire area but may be wider afield. You must be prepared to travel to placement (which could be an hour or more each way) or else arrange local accommodation. This will be at your own cost.

Students must complete all mandatory training requirements to be deemed “Ready for Placement”. Failure to complete mandatory training is taken seriously –this must be achieved to commence the first placement – failure to do so may result in delay or inability to undertake the placement (see ‘mandatory training’).

7.0 PREPARATION FOR PRACTICE

Prior to starting the practice-based learning placements, you will cover several modules in University to prepare you for your first placement. In the **Essential Physiotherapy Practice** module you will learn the techniques and skills that typically define the role of Physiotherapist as distinct from other health professions. It is in this module that you will be introduced to the **Portfolio of Clinical Skills**. You will also revisit the Portfolio of Skills in the **Assessment and Clinical Judgement** module. Along with the **Applied Sciences** module and the **Essential Interprofessional Practice** module you will have had the opportunity to develop a sound theory base to apply in the clinical setting.

Preparation for practice may also involve applying for and the issuing of SMART cards. This process will facilitate access to the Trusts’ electronic documentation and intranet provision. You will also be required to undertake SystmOne Training prior to placement. This will be organised for you by the Practice Administration Team, if required for your placement allocation.

You are advised to prepare for your placement by ensuring you know the location, contact details, travel arrangements and the time this takes, who you need to meet on the first day, what time and where, and an understanding of the service and client profile. This information is held on PEMS and is accessible once you have been allocated to a placement. Understanding the placement profile and initial contact will support learning and development objectives and identified outcomes for the placement duration. Preparation for your placement is reviewed as part of the PAD.

If you use your car during your time on placements, you must ensure that you are covered for business use on your insurance policy.

Eligible students may be able to apply for the Learning Support Fund to provide financial

assistance for dependants, travel and dual accommodation expenses. There is also the exceptional support fund. For information about making a claim, please contact the administration team on uolpractice.support@lincoln.ac.uk.

8.0 MANDATORY TRAINING

It is vital that you keep an accurate record of your mandatory training in order to be able to access your practice learning opportunities.

You will need to record the sessions by documenting the date and obtaining a tutor signature for the relevant sessions as identified for the duration of your course.

Please refer to your Mandatory Training Handbook for further details and the mandatory training that you are required to complete before being able to go out on placement.

9.0. OCCUPATIONAL HEALTH AND ENHANCED DBS DISCLOSURE

Prior to placement an occupational health assessment and enhanced Disclosure and Barring Service (DBS) check will be undertaken to verify good health and good character. These checks are made as part of your enrolment onto the programme, you must confirm your ongoing good health and good character at re-enrolment and following any periods where you interrupt your studies.

Any new illness or injury should be declared, if it may affect performance, or ability to attend a practice placement.

If good health or character status changes from your original application you must inform the Professional Lead for Physiotherapy.

10.0 SUPERNUMERARY STATUS

Practice placement will be undertaken in a supernumerary supervised capacity, with an appropriately trained PEd or suitably prepared registered professional (e.g. Orthopaedic Consultant, Occupational Therapist etc.).

Supernumerary status means that you are additional to the service requirements and staffing establishment figures. However this does not mean you are in an observational role; you will practice within your current educational level and make an increasing contribution to the work of the practice area whilst under supervision. As you develop experience, you will be expected to progress from dependent practice through assisted and minimal supervised practice to independent practice during your training.

11.0 DRESS CODE POLICY

The University of Lincoln will provide a uniform for practice placement settings. This will include three pairs of blue trousers, two white tunics, and two white polo shirts with the University logo, as appropriate for a Physiotherapy student. Where Personal Protective Equipment (PPE) is needed, this will be provided. Exceptions to wearing university uniform is where the placement provider policy supersedes university policy. This may be within services delivering health and social care within the home setting or in some mental health settings.

Name badge/photo identifier must be worn at all times when undertaking a practice placement and when attending for reasons other than placement where identity must be known.

Minimum Personal and Professional Standards for Physiotherapy Student on Practice Placement and on University arranged activities other than theory:

- Where facilities exist students must change promptly on arrival at the start and at end of the shift, before leaving their placement.
- Hand hygiene must be undertaken before and after each contact with patients and between interventions with the same patient to prevent cross contamination of different areas: regardless of whether contact or contamination of the uniform fabric has occurred.
- Uniforms must be laundered by machine, must not be hand washed and clean and dirty uniforms must not be carried or transported together.
- Uniform must not be worn outside of work for non-essential or non-work related activity.
- Students must not smoke whilst wearing practice uniforms.
- Students must not wear jewellery (plain wedding bands and ear studs are acceptable). Neck chains, bracelets, nose rings, tongue studs or any type of jewellery for piercing, diamond or stone based rings and wrist watches must not be worn.
- Hair should be worn off the shoulder in a style that does not frequently require re-adjustment
- Nails should be short and free of nail or other decorative embellishment; false nails must not be worn.
- False eyelashes must not be worn while on practice placement.
- Cardigans or other layers must not be worn during direct patient contact.
- Use of PPE must be adhered to in areas where there is a risk of transmission of healthcare associated infection or other infections such as COVID-19 and to the risk of contamination of student work wear by blood, body fluids, secretion or excretion. Examples of PPE are aprons, gloves, shoe covers, goggles, face masks.
- Aprons and gloves should not be worn routinely, but in case of need.
- The placement organisation must ensure adequate supplies of protective equipment is available in appropriate size ranges so students and staff can access when necessary. They must make reasonable adjustments in relation to occupational health requirements, for example, glove allergy, and provide the necessary PPE.

12.0 PRACTICE EDUCATOR ALLOCATION – DUE REGARD

When a student is in placement they work under the supervision of a registered physiotherapist who has been suitably prepared to support you as a PEd. .

13.0 HOURS OF ATTENDANCE WHILST ON PRACTICE LEARNING PLACEMENT

You must achieve a minimum of 1000 practice placement hours across the 2 years of the programme. This is a guide provided by the Chartered Society of Physiotherapy (2015).

As a student your hours of attendance may vary according to working patterns in each individual placement and will be in line with the operation of the service.

You may be required to undertake working patterns outside of the standard working day (08:00 to 18:00). Some work patterns may include nights, weekends and Bank Holidays. Depending on the work pattern of your Practice Educator you may also be required to work 12 hour days, but where this is required you will work a shorter week.

It must be brought to the attention of the personal tutor or programme lead as soon as possible if it is identified that you will have a shortfall in practice hours. An action plan must be completed with a strategy of how you will make up the hours required. If you do not make up the practice hours in time for the examination board to consider your results for each academic year you may have to interrupt your studies.

During your tutorial, your personal tutor will check that you are on target to successfully complete in excess of 500 hours of practice placement in each academic year. They will review your PAD and Portfolio of Clinical Skills in order to monitor your progression against this target. They will confirm that you have achieved the required standards for that year of your programme and will recommend if you are to progress towards the next year. Where students will be down on practice-based learning hours there is provision built in to the end of each academic year for you to undertake another practice placement of up to 175 hours (5 weeks). When on target for the 1000 hours of practice placement in your final year your personal tutor will advise you on the process for completing and submitting an application to the HCPC for professional registration.

14.0 RECORD OF PLACEMENT HOURS

A record of placement hours is needed to ensure you complete the required amount of hours in each placement. Practice hours are currently recorded through an online system called PEMS by you as the student, and verified by your PEd in placement. You must record how many hours you have completed each day/shift excluding your breaks and submit these to your PEd to approve. Any absences from placement must also be recorded through this system.

15.0 ATTENDANCE AND SICKNESS REPORTING

You may be expected to be available to work with your Practice Educator or the placement team over a 24 hour/7 day a week service to achieve a comprehensive insight into the service user/patient experience of care and the role of health and social care professionals in that setting.

You are required to conduct yourselves in accordance with the HCPC Guidance on conduct and ethics for students (2016), University regulations and work-placement policy and host organisation policy on standards of conduct and behaviour of staff. Adherence to both University (on site) and placement provider dress code policy is necessary.

You are not encouraged to undertake additional practice hours in any one allocated placement unless it is beneficial to your learning or necessary to make up hours due to previous sickness. Each placement is structured to give 175 hours of practice-based learning except Placement 1, which is 140 hrs. You may undertake slightly more than this and this will provide a buffer towards any sickness absence that may occur towards the end of the placement. If your placement work pattern means you will work far in excess of the anticipated 175 hours per placement then please inform your link tutor or personal tutor.

Practice hours cannot be undertaken within theory allocated time. This includes reading weeks for self-directed learning which are included in the timetabled theory hours.

Where extenuating circumstances such as episodes of ill health, planned surgery or treatment occur, the Personal Tutor will develop and monitor an action plan to negotiate and make up missed hours.

Any practice hours that are missed must be made up. Practice hours recording and authorisation is currently via an online system PEMS which also includes absence reporting. You cannot negotiate with

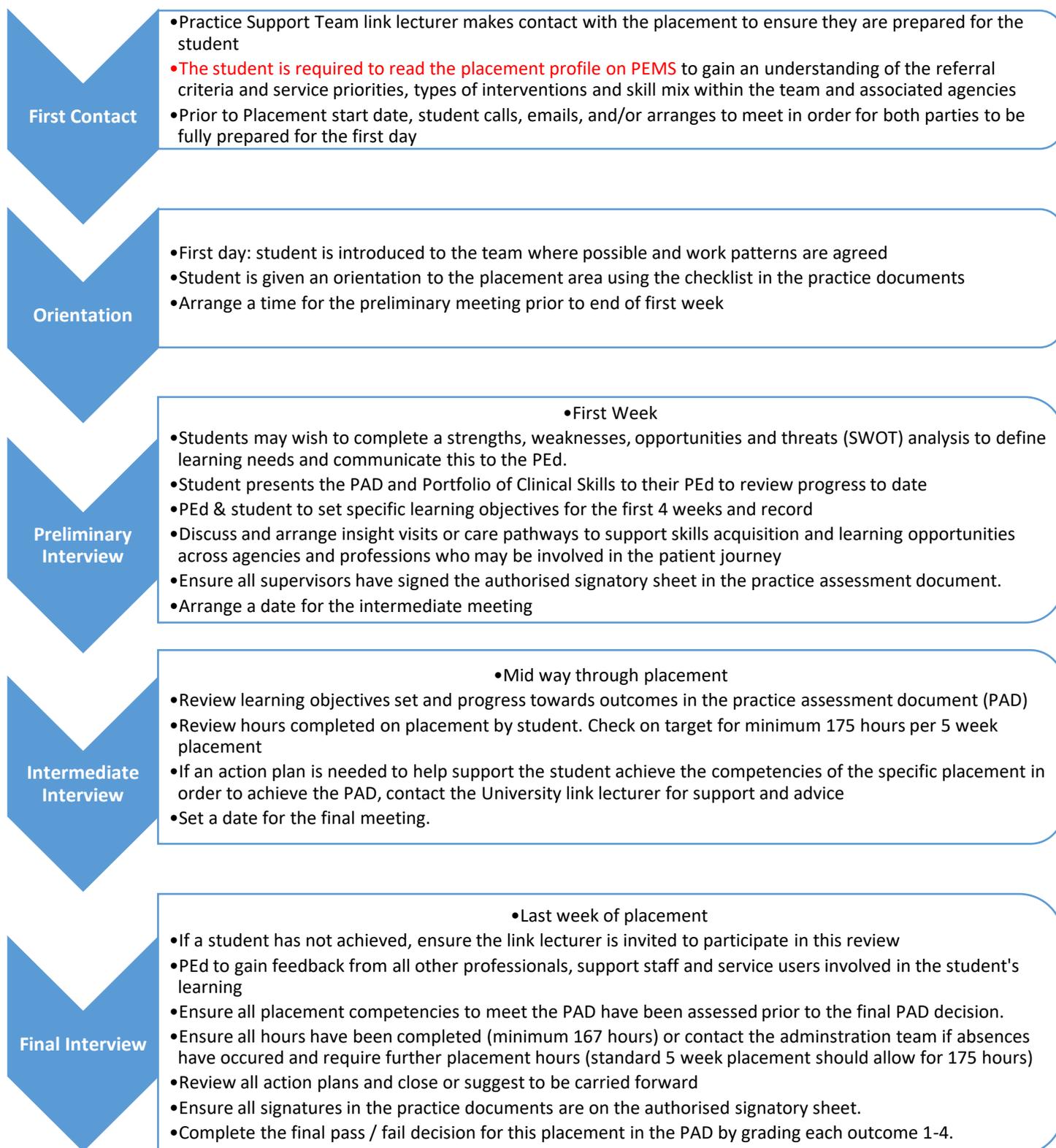
your existing placement any opportunity to make up the hours after the placement has ended, but must inform your Personal Tutor and the placement administration team immediately of any risk to successful completion of allocated hours.

Where significant issues around progression for either theory or practice hours, health, professionalism or any pending criminal conviction or caution arise, a Cause for Concern will be initiated which will enhance activity around action planning and monitoring and may result in a Fitness to Practise referral if resolution cannot be satisfactorily realised.

- Absence from the course, either from placement or theory sessions, must be reported.
- All sickness and absence from practice will be recorded at Pems.lincoln.ac.uk or uolpractice.support@lincoln.ac.uk
- Theory absence will be recorded at nursingtheoryabsence@lincoln.ac.uk

Absence related to ill health for a period of up to seven days must be self-certificated, if you are off sick for 8 or more days, (including Saturdays, Sundays and Bank Holidays where it relates to the placement work pattern), you must obtain a medical certificate from your General Practitioner. This certificate should be sent to the programme administrator and will be included in your file.

16.0 OUTLINE OF PLACEMENT PROGRESSION



17.0 PRACTISING CLINICAL SKILLS

During the programme you are trained in a number of clinical skills and procedures that are usually only performed by a competent registered physiotherapist.

As Physiotherapy student, you may only practise these skills and procedures (e.g. nasopharyngeal suction) during clinical placements, only when you are supervised by a physiotherapy PEd or an appropriately qualified clinician (e.g. anaesthetist, registered nurse) and at a stage in your development that has been jointly agreed by the University of Lincoln programme lead, the placement provider and the PEd.

Your PEd will be prepared for the placement period; this will include information on, and understanding of, appropriate levels of expectation for learning outcomes to be achieved relative to the placement level – Foundation, Intermediate, Advancing.

When working with physiotherapists who give soft tissue and joint injections or prescribe medications the student may learn the theory behind these interventions but **must not** undertake this role whilst on placement.

18.0 PRACTICE ASSESSMENT DOCUMENT (PAD)

Practice placements are linked to your theoretical learning and are both formatively and summative assessed.

The assessments are completed on each placement and documented in a Practice Assessment Document (PAD). The PAD has been mapped to the HCPC's Standards of Proficiency for Physiotherapists (2013) to evidence where students have met the requirements for entry on to the register.

The MSc Physiotherapy (pre-registration)

PAD has five broad domains:

1. Safe Practice
2. Communication Skills
3. Professional Behaviours
4. Clinical Assessment, Reasoning and Intervention
5. Monitoring, Recording, and Evaluating.

This structure of the PAD considers the CSPs stance on emphasising the overall profile of practice experience gained, rather than the completion of specific clinical placements demarcated along traditional lines (CSP, 2005). The PAD is organised in a way that reflects the increasing tendency to provide physiotherapy services in primary care settings and allows flexibility for clinical skills to be acquired in different settings.

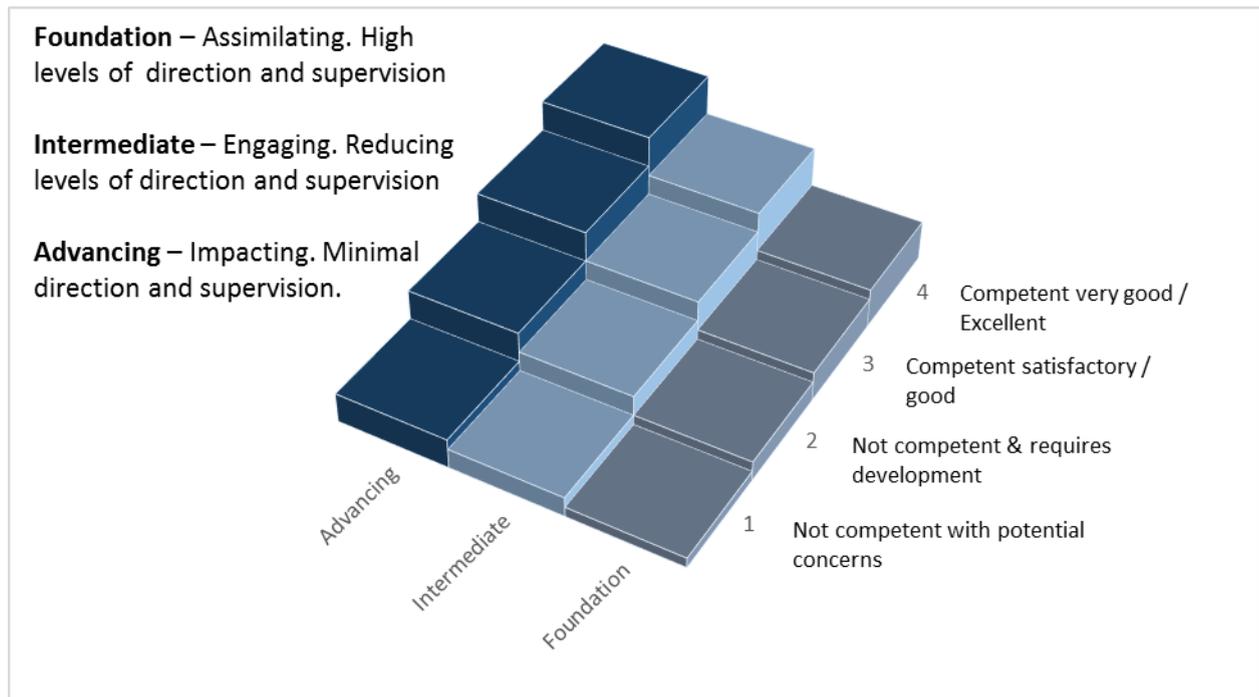
Outcomes in each domain are pass / fail statements but are graded to show progression against the outcome using the following descriptors:

| | | | |
|--|---|--|--|
| 1 Below expectations (for level of placement) (Fail) | 2 Requires development (not met expectations for level of placement) (Fail) | 3 Meets expectations for level of placement (if Advancing placement this will be expectations for registration) (Pass) | 4 Exceeds expectations for level of placement (if Advancing placement this will be expectations for registration) (Pass) |
|--|---|--|--|

The PAD domains and their outcomes are designed for continuous assessment throughout the placement with a view to then making a summative / final assessment decision at the end of the placement. By the end of the placement, you must achieve at least a '3' (pass) in each domain outcome to pass overall. Judgements made by the PEd relative to each of the descriptors should consider the expectation level of the placement (Foundation / Intermediate / Advancing) as is represented in the diagram below.

Where you fail to achieve a '3' (pass) or above in any descriptor this will indicate a 'fail' in that domain and the whole placement. If this is anticipated at any stage, the PEd should contact the University Link Lecturer for support and direction on how to proceed.

Performance expectations per placement level



Students are expected to maintain a **portfolio of clinical and professional skills** to supplement the PAD. The portfolio is not an assessed piece of work but provides ongoing evidence of the clinical skills acquired on placement as evidence towards meeting the outcomes of the PAD. The PAD assessment should also be carried out using direct observation, reflective discussion, question and answer, and discussion with the whole team and/or service-users and carers as appropriate.

Any professional involved in assessing the student should include their name and signature on the verification sheet in the PAD.

All PADs will be required to be submitted after your placement has ended as they are a formal, summative assessment and will follow the same University rules and processes for assessments. As part of this, you must have completed all of the required hours for the placement (see hours of attendance). If you have not completed your assessments in your PAD or your hours, you may be able to apply for an extension or extenuating circumstances. Details of these processes can be found on Blackboard under assessments.

19.0 PORTFOLIO OF CLINICAL and PROFESSIONAL SKILLS

The Portfolio of Clinical and Professional Skills will contribute to the evidence when making the final PAD assessment decision, but in itself it is not an assessed document. For example, if you were not signed-off in your portfolio as being able to competently and safely perform a neurological assessment whilst on a stroke ward placement, then you would fail the PAD under domain 4 rather than failing the placement due to an unsigned Portfolio. If however your PEd had witnessed you performing a safe and effective neurological assessment whilst on placement then you should get the skill signed off in your

portfolio as a record of this event ready for the final PAD decision. The Portfolio of Clinical and Professional Skills also becomes a tool for reflective practice of your progression and your future learning needs. It is also a valuable document to take with you to interview to evidence the breadth of your clinical skills.

Like the PAD, the structure of the Portfolio of Clinical and Professional Skills considers the CSPs stance on emphasising the overall profile of practice experience gained, rather than the completion of specific clinical placements demarcated along traditional lines (CSP, 2005). The portfolio of skills is structured by skill groups rather than by clinical settings, with scope for reflection.

The Portfolio is formed from the skills and competencies outlined in the HCPC Standards of Proficiency for Physiotherapists (2013) and the Chartered Society of Physiotherapy's curriculum guidance (2015). You may only practice these skills suitable to the area of clinical practice once you have been formatively assessed under direct supervision by your PEd.

Skills within your Portfolio include:

1. Subjective assessment
2. Physical assessment
3. Specific assessment skills (e.g. the use of outcome measures or specialist equipment)
4. Physiotherapy intervention
5. Discharge and Referral
6. Record Keeping

The PEd can monitor progress for each skill relative the area of clinical practice and can sign against specific skills, with comments, when observed to be competent and safe. This will ensure that there is a building record of evidence for the learning process whilst on placement that can be referred to as part of the evidence for the PEd making their PAD decisions.

20.0 FORMATIVE AND SUMMATIVE ASSESSMENT

Formative assessment of practice is ongoing and developmental. It provides opportunity for feedback regarding your progress in practice through discussion and documentation. It can take place in any placement setting and should also contribute to the outcome of summative (final) assessment.

Whilst the intermediate meeting must be planned, formative assessment competencies can take place at any time according to clinical experiences. You should have a minimum of one formative assessment against the PAD, and this should be performed in time to allow for action planning to meet the final assessment decision.

Summative assessment determines successful achievement in practice of, for example, the identified competencies and assessment of skills relative to that clinical area and in line with placement level expectations.

At the end of **each** placement (within the final week), your progress will be reviewed relative to the Physiotherapy PAD. You must pass all outcomes in all domains to pass the practice placement. Failure to pass practice placements will impact on your academic progression and will limit the accrual of the 1000 clinical hours expected by the Chartered Society of Physiotherapy.

21.0 SUPPORT FOR PRACTICE AREAS, STUDENTS AND PRACTICE EDUCATORS

You are encouraged to speak to your Practice Educator in the first instance to discuss any issues and receive support to overcome these. You are advised that other staff members of the placement may be able to assist with any problem solving or queries should the Practice Educator not be available at the time.

All placement areas are supported by the Placement Practice Support Team. These teams have an identified academic lead to provide placement support and coordinate activities to support quality and development within these areas.

The aim of the team is to provide support to the Practice Educator and students in practice and a visible presence to promote confidence in approaching the University for advice as well as relationship building and partnership working.

Placement Practice Support Teams focus upon maintaining strong relationships with practice, ensuring both Practice Educator and students have someone to call and problem solve if necessary.

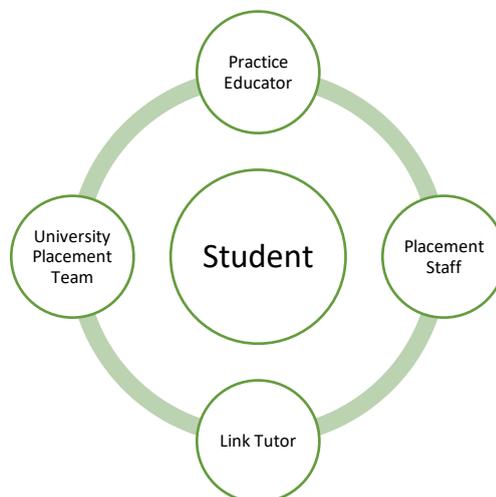
The teams focus on strategic and local developments, quality, resources, environment and the student experience of practice placements, resolving any issues or providing information and guidance, sharing best practice, during the placement and afterwards if required.

Practice Visits during Placements

The Placement Lead from the Core Teaching Team will allocate which member of the Core Team will provide placement support and act as the Placement Support Link Tutor.

After placement commences, the Placement Support Link Tutor will arrange a contact or visit (virtually) to the placement area to discuss progress or concerns via a telephone call, email or virtual meeting with a Practice Educator and student, preferably prior to or inline the intermediate (midway) meeting date.

All other linked practice areas without current students can have ad hoc or pre scheduled visits outside of placement times to maintain relationships, contact and support.



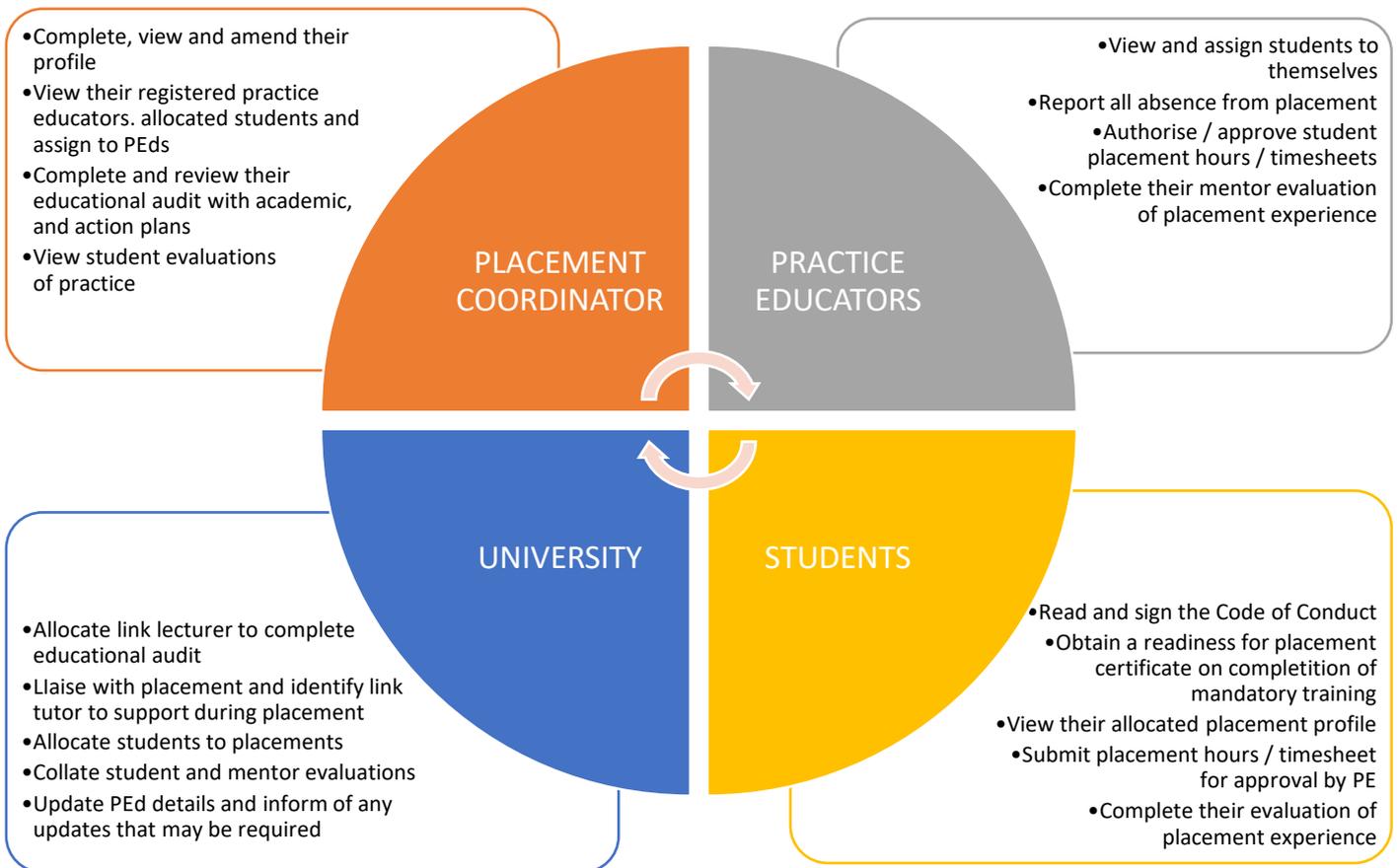
22.0 PRACTICE EDUCATION MANAGEMENT SYSTEM (PEMS)

PEMS is a web based software programme, available anywhere with Wi-Fi and accessible to students and mentors on mobile phones and other hand held or mobile devices.

Students will be emailed a log in alert and will need to log in with their university user name and password. Mentors will receive the same alert and log in with their email address and pre-set password, which will prompt them to set an individual password.

The following is the link for PEMS <https://pems.lincoln.ac.uk/Login.aspx> and the diagram below explains

what each user can do.



23.0 STUDENT AND PRACTICE EDUCATOR EVALUATIONS

A students' evaluation of their learning experience occurs in different ways. It enables placement providers to review the learning environment and resources and assists with future planning, quality and safety.

It is expected that the interim and final interview will facilitate discussion around the achievement of initial learning objectives, any factors inhibiting progress, any developmental needs going forward and the overall learning opportunities. You may also raise concerns or highlight areas of outstanding practice and support during tutorials and through student representatives to academic committees.

You are required to complete an online questionnaire to evaluate the placement formally. Any student evaluation must be professionally recorded and factually correct. Evaluations must not contain inflammatory information or name any member of staff or other student. Any issues or problems encountered during a placement must be communicated to the Practice Educator and/or link lecturer to facilitate the opportunity for resolution and reduce risk or prevent a compromise of student or patient safety at the earliest opportunity.

Any evaluation which highlights the need for action to be taken in relation to quality, safety/safeguarding and student or patient experience will be responded to immediately in collaboration with service leads and outcomes will be documented or escalated using the escalation of concerns process at the end of this document, where not addressed.

You must not wait until the evaluation to report significant issues affecting patient care. In this instance verbally communicate this immediately to your supervisor or manager, as well as documenting concerns.

Practice Educators are invited to complete an evaluation of their experience after each student placement. This can be done via PEMS and the questionnaires are reviewed by the University on a regular basis. The Practice Educator evaluation also helps to shape improvement and development of the systems in place at the University.

The University collates evaluation results and shares these with placement provider organisations and stakeholders on a quarterly basis.

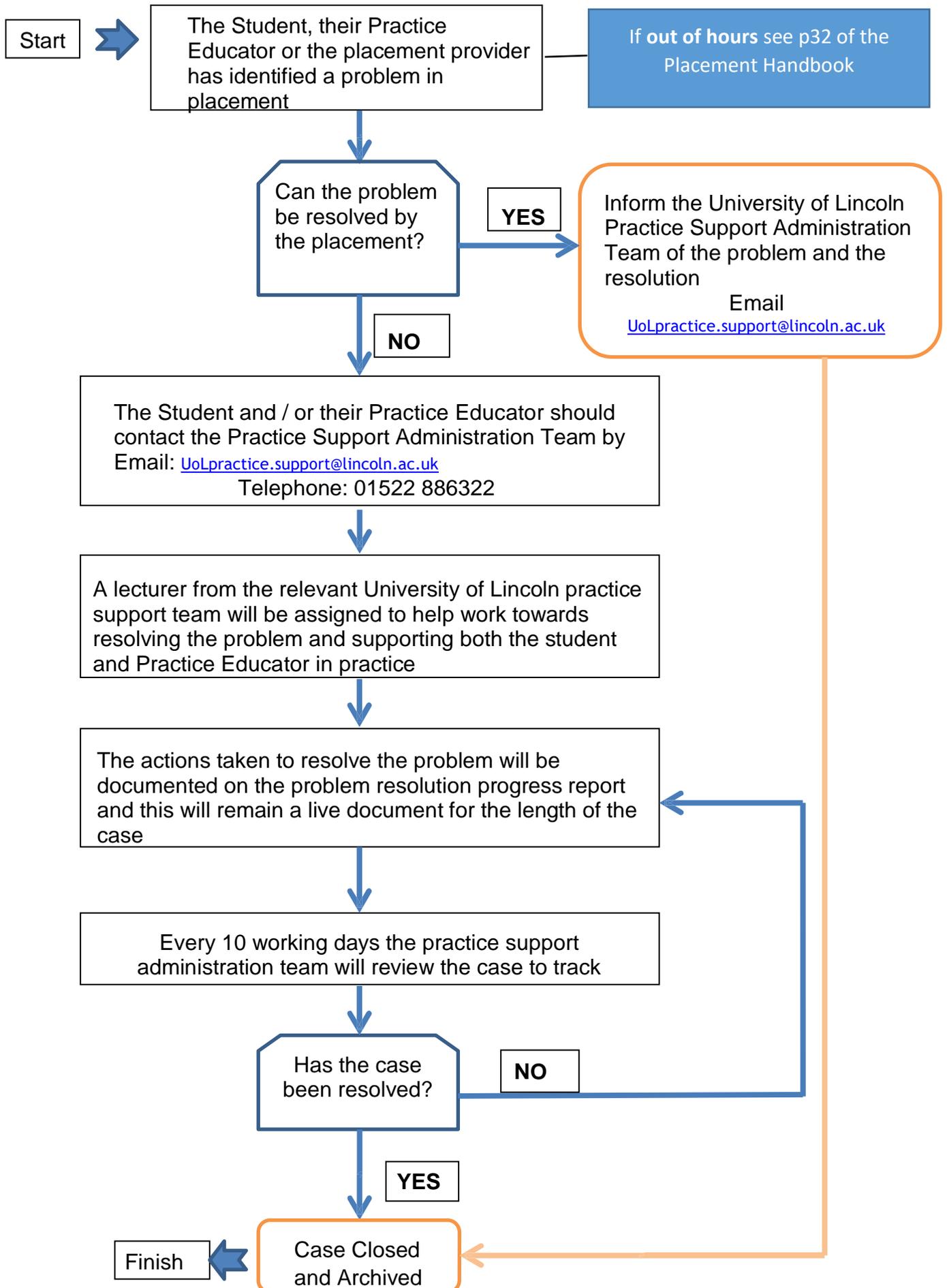
The Practice Administration Team will distribute Learner Evaluation of Practice Experience (LEPE) to elective placements following conclusion of placements and distribute on return to the IPST Leads.

Any information recorded can help us to ensure we can share evidence of where good practice and areas of excellence exist, offering recommendations to other students. We are also then equipped to make changes or to address those areas of concern where standards of placement learning opportunities, Practice Educator commitment and skills, resources, environment, patient and student experience require improvement or investigation, in partnership with stakeholder organisations.

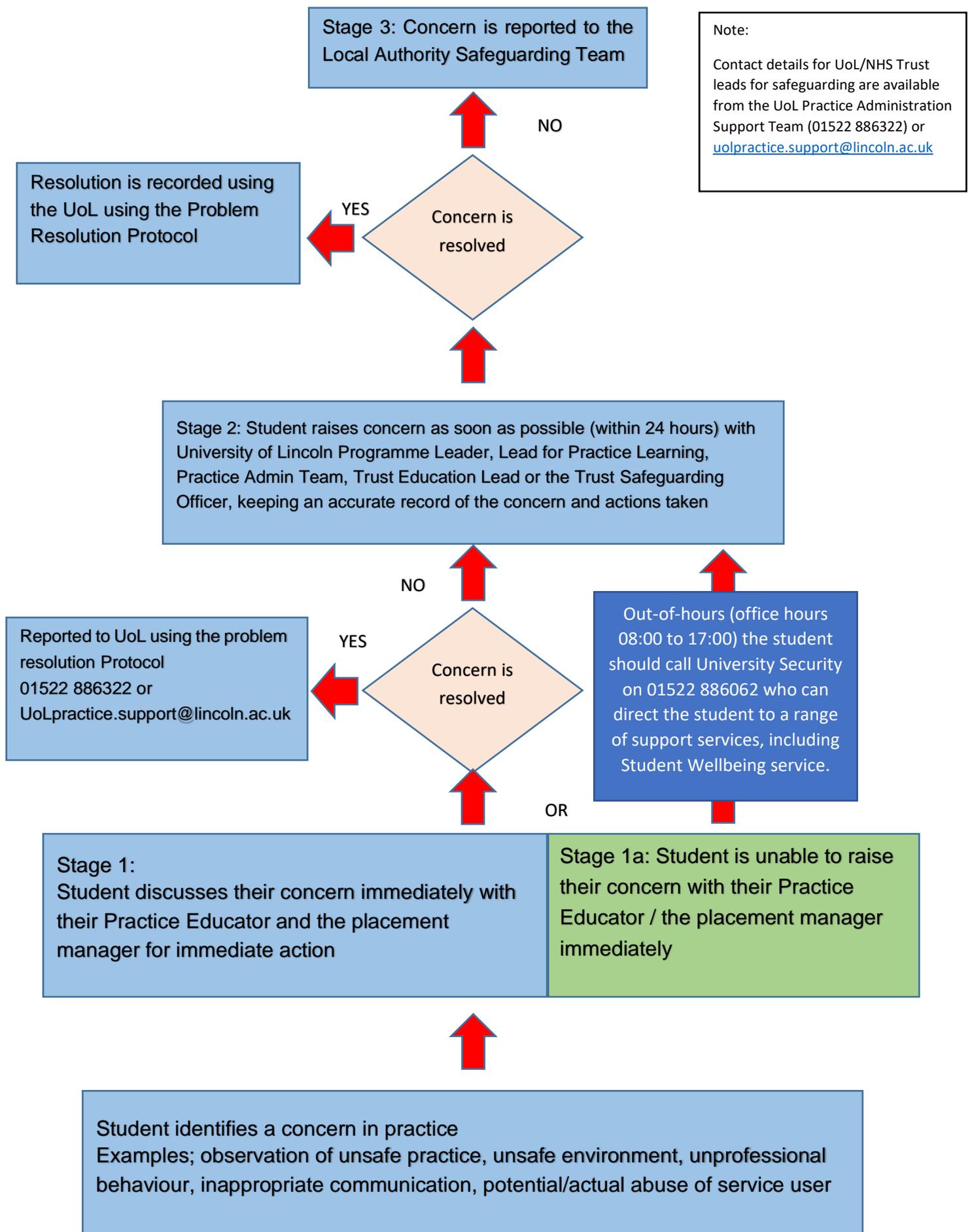
We also support students in identifying areas of excellence amongst either placement provider organisations or specific Practice Educators. Each year we have Practice Educator Awards which enables students to demonstrate the value they place on such an excellent placement opportunity, both in terms of learning and experience.



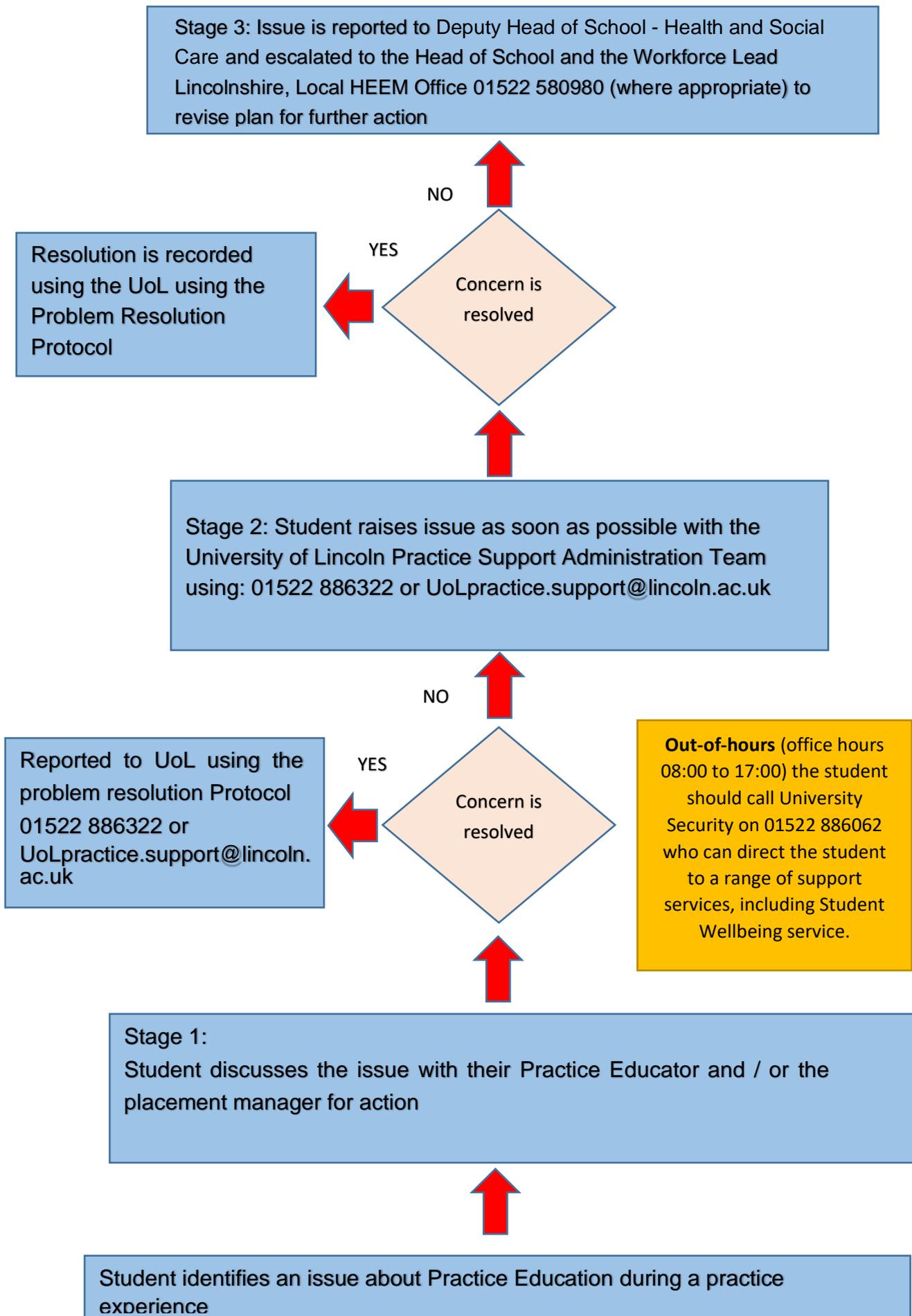
24.0 RAISING CONCERNS IN PRACTICE



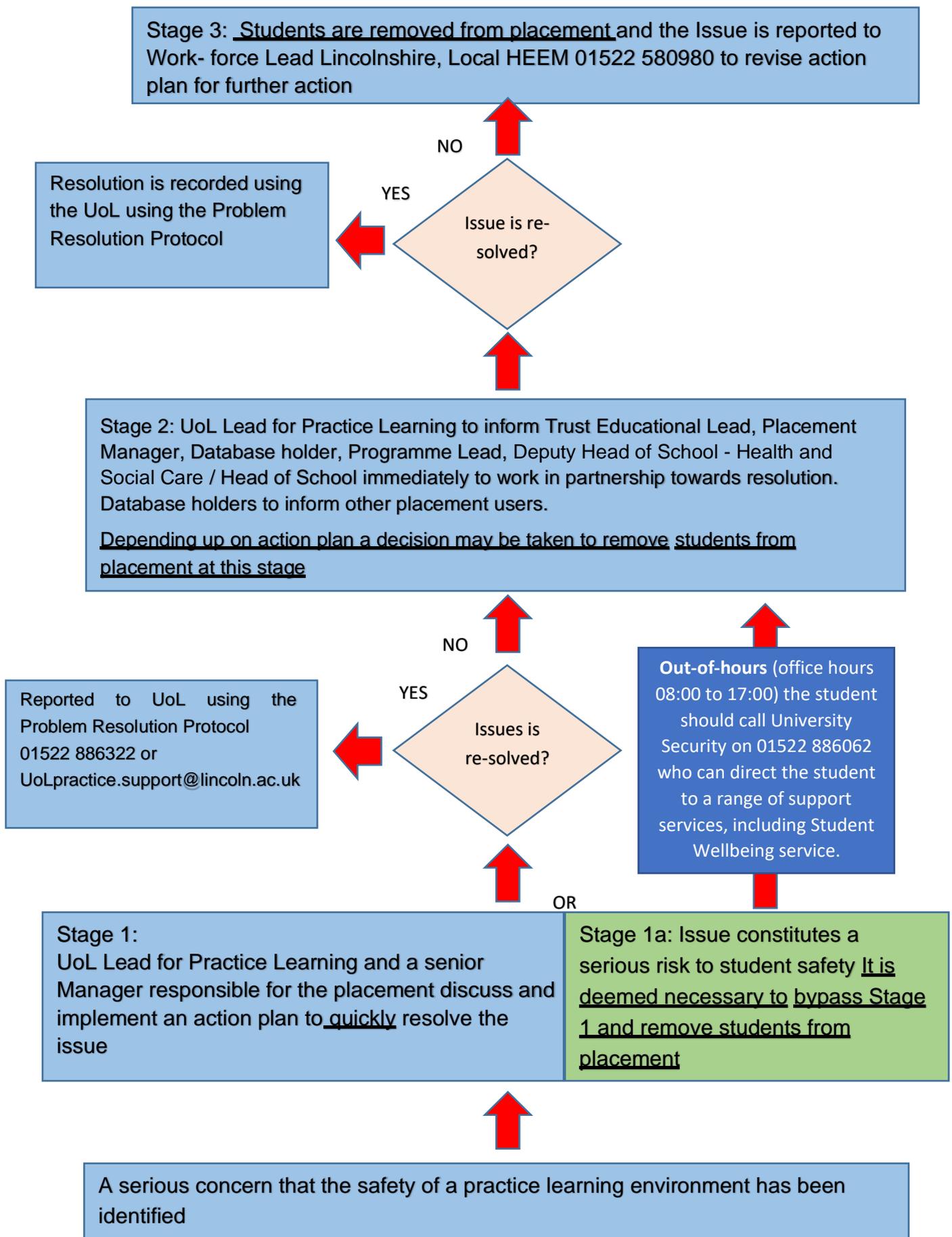
25.0 ESCALATION FLOW CHART FOR STUDENTS – RAISING CONCERNS ABOUT CLINICAL PRACTICE



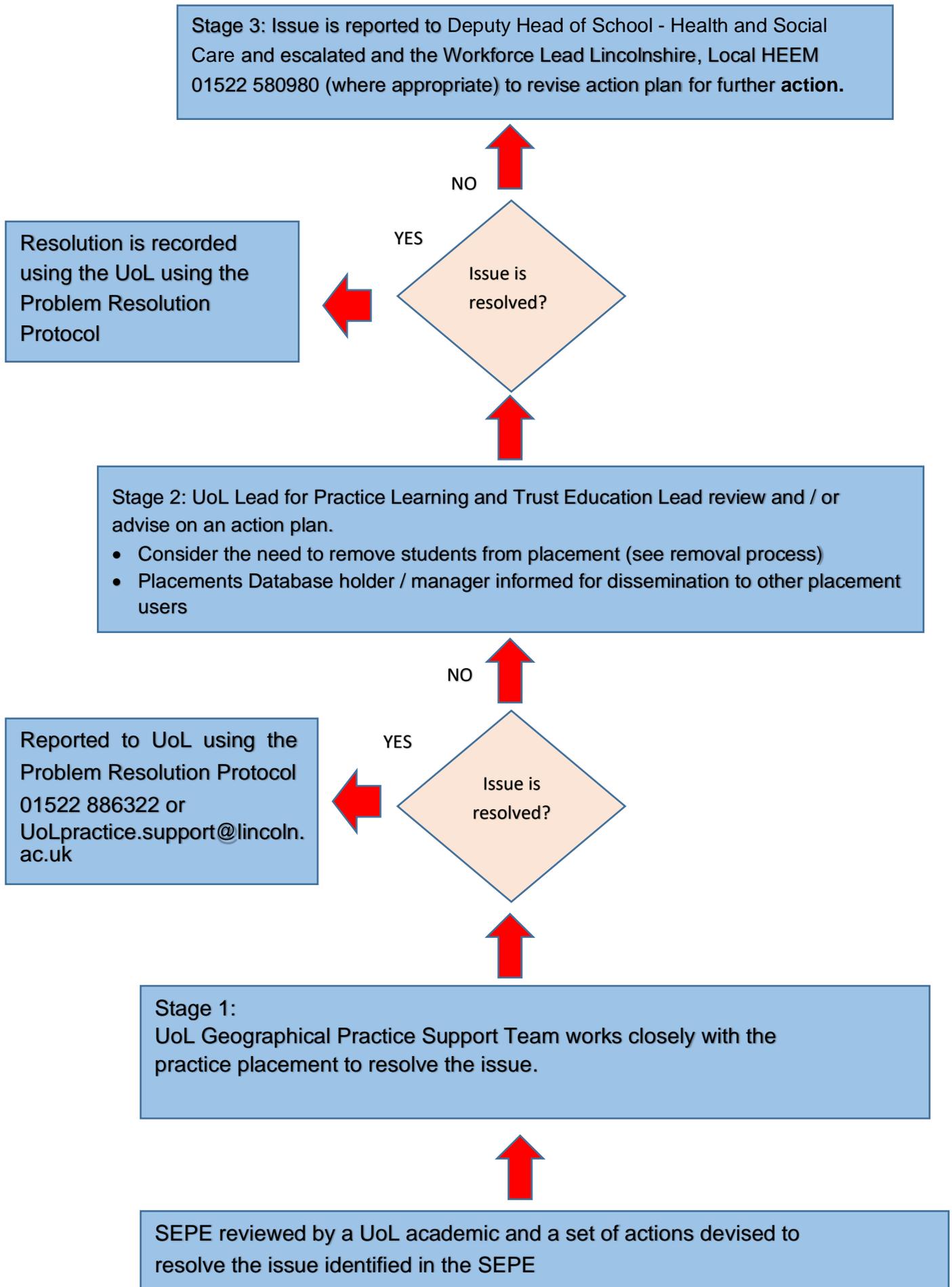
26.0 ESCALATION FLOW CHART FOR STUDENTS – RAISING CONCERNS ABOUT PRACTICE EDUCATORSHIP



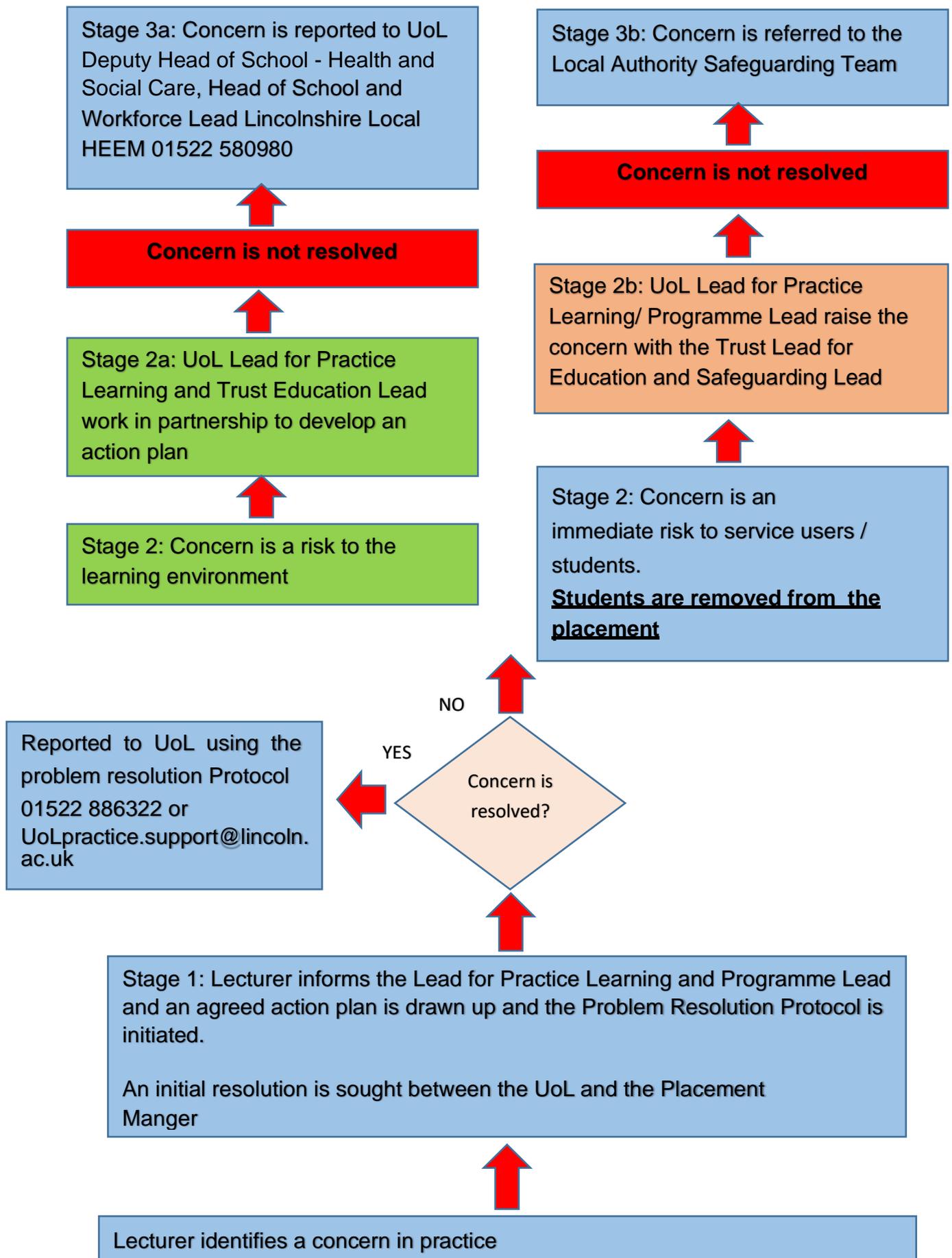
27.0 ESCALATION FLOW CHART FOR THE REMOVAL OF STUDENTS FROM A PRACTICE PLACEMENT



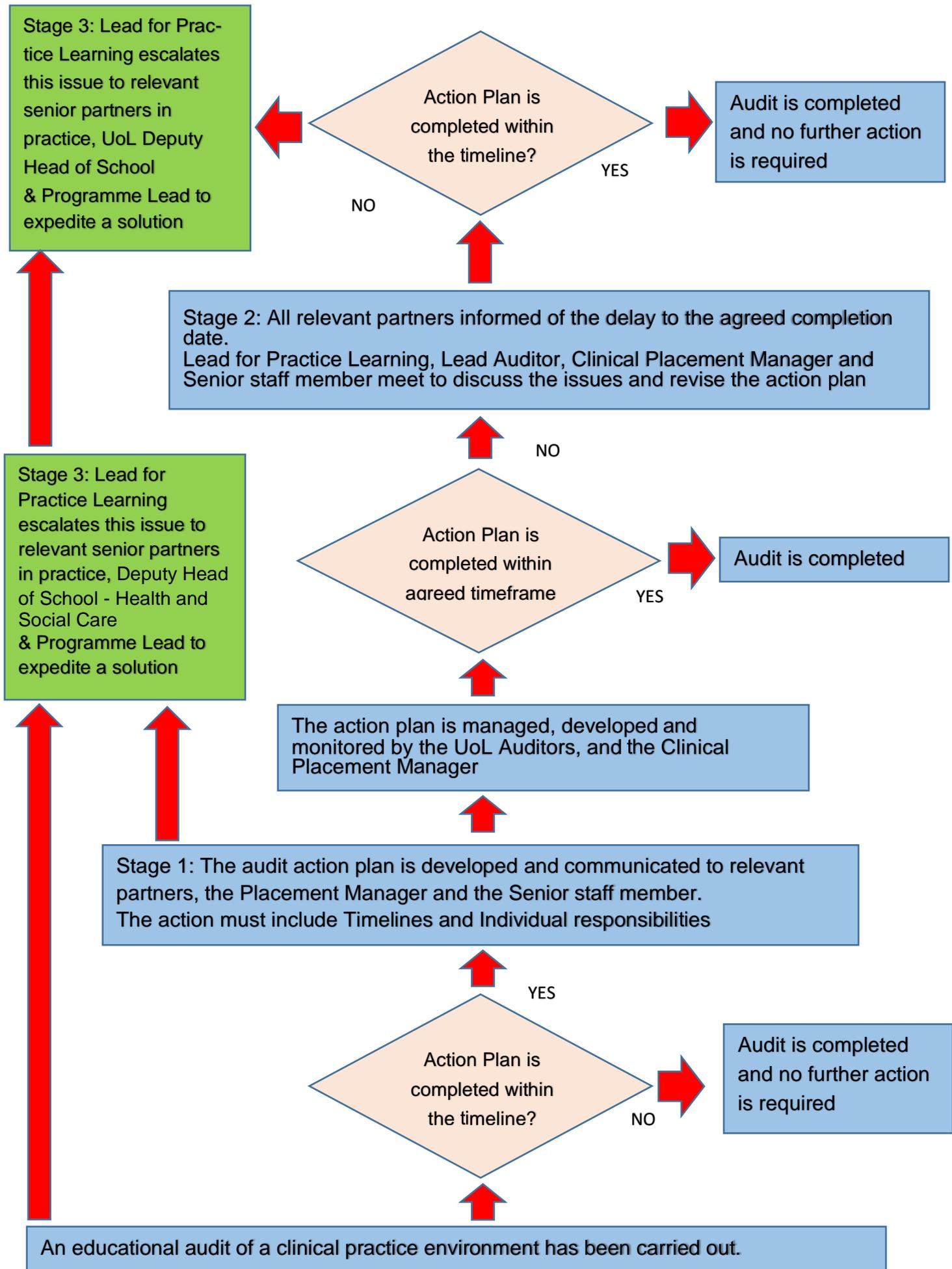
28.0 ESCALATION FLOW CHART FOR STUDENT EVALUATION OF PRACTICE (LEPE)



29.0 ESCALATION FLOW CHART FOR LECTURERS RAISING CONCERNS ABOUT CLINICAL PRACTICE



30.0 ESCALATION FLOW CHART FOR ISSUES / CONCERNS ARISING FROM THE EDUCATIONAL AUDIT PROCESS



31. GUIDELINES FOR ESCALATING CONCERNS ABOUT CLINICAL PRACTICE

Guidelines for Escalating Concerns:

Once a concern about a practice experience has been identified it is important that the relevant staff are alerted to ensure it is addressed. If at any stage of the process you feel concerns are not being resolved, you feel you are not being taken seriously or the concerns acted upon, escalate the concern to the next stage in the process (see flowcharts).

Once concerns have been identified, PRP to be completed and sent to the University of Lincoln Practice Administration Support Team (PAST) so the situation can be monitored centrally within the University by the Practice Support Team, which includes the Lead for Practice Learning who will be a Senior Member of Staff. To obtain a form or to return a completed form please contact the University of Lincoln PAST by emailing UoLpractice.support@lincoln.ac.uk or by telephoning 01522 886322

Working towards resolution of issues will occur in partnership between the University and the clinical placement area and their parent organisation (NHS Trust or Private Sector Company / Organisation).

If learners from other universities access the same practice experiences and there are serious concerns that result in removing learners from a placement, the relevant university will be notified immediately that the placement has been deactivated.

Audit – University of Lincoln Escalation flow chart for issues / concerns arising from the educational audit process

The auditor/s must comment and make a decision whether each education standard is met, partially met or unmet and provide an overview of the outcome of the audit including all recommendations and subsequent action plans, together with a defined timeline and the roles and responsibilities of those involved.

Stage 1: If any standard is partially met or unmet, there needs to be an action plan identified, which the lead auditor is responsible for overseeing any follow-up through to its conclusion.

Issues that are identified at audit may include concerns relating to any of the education standards. A judgement then needs to be made by the auditor/s as to whether there is an immediate safety issue in terms of the environment or learner learning. If the auditor/s are in doubt, they must discuss concerns/issues with the Lead for Practice Learning and the Programme lead.

Stage 1a: Where there is a potential or actual serious risk to learner or patient safety it is the responsibility of the auditor to alert the Placement Manager, the Education Lead for the Organisation managing the placement, the University of Lincoln Lead for Practice Learning, University of Lincoln Programme Lead and / or Deputy Head of School of Health and Social Care. In this situation, the process for removing learners from placement will also need to be implemented.

Where issues are considered to be less serious and they do not compromise learner or

patient safety, the auditor/s will need to set a timescale by which the placement must have rectified the issue and the lead auditor will need to check the issue is resolved within that timescale.

Any actions that need to be completed following audit require documentary evidence to demonstrate that the issue/concern has been followed up through to resolution.

On completion of any audit, the auditor/s need to make a decision as to whether the next audit is to be completed by the end of 24 months or whether a re-audit needs to take place within a shorter timeframe. If unsure, they should discuss with the University of Lincoln Lead for Practice Learning and Programme Lead.

Stage 2: If the timescale for follow-up is exceeded a subsequent meeting between the clinical placement manager, lead for practice, auditor and senior staff member will take place to discuss the delay to completing the agreed action and to revise the action plan, timescales and role / responsibilities. This should be reported as part of the audit action plan and summary free text area to record the issues and agreed revised action plan.

Stage 3: The Lead for Practice Learning is required to escalate all serious concerns emerging from **Stage 1a** and / or if **Stage 2** is not completed in an agreed timeframe. The senior executives involved in stage 3 will plan to expedite a solution that enables the audit to be completed and closed to a satisfactory conclusion.

Lecturers raising concerns about practice placement experiences

Concerns about placement fall into two categories:

- Concerns regarding patients
- Concerns regarding the safety and effectiveness of a learning environment

Concerns regarding patients

Any concerns about patient care or safety must be raised immediately with the placement manager who may be able to resolve the situation immediately.

If the manager can't deal with the issue and there is an immediate risk to patients, or the lecturer is concerned about the placement manager's response to their concern, the concern must be raised with the Safeguarding Lead and the Education Lead for the parent organisation for the placement area (NHS Trust / Private Company) and the University of Lincoln Lead for Practice Learning and Programme Lead.

The concerns must be raised as soon as is practically possible and as a matter of urgency if it is deemed that the placement is unsafe for patients, staff or learners.

The concerns and actions taken should be recorded using the University of Lincoln Safeguarding Placement Concerns & Action Plan Form which can be obtained from University of Lincoln PAST (UoLpractice.support@lincoln.ac.uk or by telephoning 01522 886322).

Concerns regarding the learning environment

If a lecturer has a concern about a learning environment they should raise their concerns with the placement manager to clarify the situation and if required to identify a clear action plan towards resolution of the issue. Often issues can be resolved at this stage. However, if the lecturer believes that the placement manager is not responsive to the concerns, the issue requires immediate escalation to the Lead for Practice Learning and PSAT and subsequently the Education Lead for the Organisation managing the placement. The Lead for Practice Learning and Education Lead for the Organisation managing the placement will meet to discuss the nature of the situation and to take action and make plans to resolve the concerns to ensure the safety of patients, staff and learners.

The concerns must be raised as soon as is practically possible and as a matter of urgency if it is deemed that the placement is unsafe for patients, staff or learners.

The concerns and actions taken should be recorded using the University of Lincoln Safeguarding Placement Concerns & Action Plan Form which can be obtained from University of Lincoln PAST (UoLpractice.support@lincoln.ac.uk or by telephoning 01522 886322).

Process for the removal of learners from a placement

Often concerns about a placement learning environment can be resolved at placement level with the placement area manager. However, where there is a serious risk with regard to the learning environment, learners may need to be removed immediately.

As soon as possible the relevant personnel need to be informed so that work can begin in partnership to resolve the issues.

Stage 1: the relevant personnel is the University of Lincoln Lead for Practice Learning.

Stage 2: the relevant personnel are the Education Lead for the Organisation managing the placement, Placement manager, Database holder, University of Lincoln Programme Lead, University of Lincoln Deputy Head of School.

Stage 3: the relevant personnel are the Senior staff member for the relevant parent organisation and the lead for the relevant Workforce Leadership Directorate).

Where removal of learners from placement occurs the following actions need to be taken immediately:

- Deactivate the placement on audit systems
- Inform allocations staff and NHS placement support and management team (where appropriate)
- Inform other universities, as appropriate
- Inform the relevant database holder
- University of Lincoln Practice Support Teams should work closely with the learners and Practice Educators involved to de-brief, support and reassure in preparation for re-introduction to the original placement or an alternative where appropriate

The concerns and actions taken should be recorded using the University of Lincoln Safeguarding Placement Concerns & Action Plan Form which can be obtained from UoL PAST (UoLpractice.support@lincoln.ac.uk or by telephoning 01522 886322).

Learner Evaluation of Practice Experiences (LEPE) escalation process

All LEPEs are reviewed by the University Placement Team.

Stage 1: The issue/concerns are identified and raised with placement staff/manager to identify an action plan to resolve any issues/concerns identified.

Where issues remain unresolved, the placement manager, matron and appointed University of Lincoln lecturer from the relevant practice support team engage in dialogue to assist in the review of the LEPE to understand the context of the issues and to devise an action plan and complete a follow up to conclude the problem and close the process.

All LEPEs are made available to the relevant placement and their matron together with any relevant action plan. The action will be carried out by a designated member of the relevant University of Lincoln Practice Support Team in partnership with the placement manager.

A quarterly LEPE summarised report is provided by the Lead for Practice Learning for use by all Education Leads for the Organisation managing each placement contained within the report.

Stage 2: If the issue remains unresolved the University of Lincoln Lead for Practice Learning and Education Lead for the Organisation managing the placement work together to review the concern and make plans to resolve the problem and take a decision to remove learners from placement if deemed necessary. If this action is taken the escalation process for removal of learners from placement will be followed.

Stage 3: If the issue remains unresolved the University of Lincoln Lead for Practice Learning and Education Lead for the Organisation managing the placement will escalate the problem to the relevant senior leads in both the University of Lincoln and the parent organisation managing the placement (University of Lincoln Deputy Head of School, School of Health and Social Care, and the relevant Workforce Leadership Directorate) to expedite a resolution and revised action to resolve the concern.

Learner raising a concern about Practice Educatorship issues

Stage 1: Where the Practice Educator/mentee relationship is compromised this can seriously affect a learner's learning experience. If possible, it is important for the learner to raise the issue with the Practice Educator concerned.

Stage 2: If it is not possible for the learner and practice staff to resolve the problem informally, then the learner and / or their Practice Educator should contact the University of Lincoln Practice Administration Support Team (PAST), (UoLpractice.support@lincoln.ac.uk or by telephoning 01522 886322).

In response, a member of the University of Lincoln Interprofessional Practice Support Team (IPST) will make contact with the learner, their Practice Educator and / or the placement manager to attempt to resolve the issue at a placement level. This support activity should be recorded on a Problem Resolution Protocol (PRP) that can be initiated by the University of Lincoln PAST (UoLpractice.support@lincoln.ac.uk or by telephoning

School of Health and Social Care, University of Lincoln
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01522 886322).

If this is unsuccessful, the University of Lincoln Lead for Practice Learning should be informed to decide whether an escalation of concern should be made with Education Lead for the Organisation managing the placement, other Practice Partners including other AEI's that may be accessing the placement and the Database Holder.

The concern at this stage may require temporary or permanent removal of the learner from the placement using the agreed removal of learner from placement process (page 4 of this document).

Stage 3: If the problem remains unresolved the University of Lincoln Lead for Practice Learning and Education Lead for the Organisation managing the placement will escalate the problem to the relevant senior leads in both the University of Lincoln and the parent organisation managing the placement (University of Lincoln Deputy Head of School, Health and Social Care and the relevant Workforce Leadership Directorate) to expedite a resolution and revised action to resolve the problem.

NB: It is useful for the learner to keep a record of who and when and they have spoken to in order to try and resolve the issue and any relevant events and any witnesses that observed relevant interactions.

Learners raising and escalating concerns about clinical practice

All learners must be aware of their role in safeguarding patients and the public at all times in their capacity as a physiotherapist in training.

If they have concerns about the way service users are cared they have a duty to report this immediately.

Stage 1: The learner should seek to raise the concern with the placement manager wherever possible. If this resolves the issue then a contact with the University of Lincoln PAST should be made informing the University of Lincoln of the issue and the resolution found. University of Lincoln PAST (UoLpractice.support@lincoln.ac.uk or by telephoning 01522886322).

Stage 1a & Stage 2: If the learner is unable to raise their concern to the placement manager, they must contact the University of Lincoln Programme Lead, University of Lincoln Lead for Practice Learning, University of Lincoln PSAT, Parent Organisation Education Lead or Safeguarding Lead for advice and support.

If the concern arises **out-of-hours** (office hours 08:00 to 17:00) then the learner should call the University Security team on **01522 886062** who can direct the learner to a range of support services, including the University Student Wellbeing service. There is no cover by academic staff out of office hours.

Students are reminded that they can contact the local authority adult or children safeguarding team or board directly to report a concern without first informing the University of Lincoln or the parent organisation.

The concern at this stage may require temporary or permanent removal of the learner from the placement using the agreed removal of learner from placement process

Stage 3: If the concern remains valid and is potentially or actually bringing into question the safety of patients, staff and learners in the clinical area the University of Lincoln Deputy Head of School - Health and Social Care, Programme Leader or Lead for Practice Learning will contact immediately the local authority adult or child safeguarding team or board to inform them of the concern and actions taken to resolve the issue.

The relevant senior staff member / executive and the Educational and Safeguarding Leads for the parent organisation responsible for the placement will be informed of the action taken by the University of Lincoln to inform the local authority adult or child safeguarding team or board.

The concerns and actions taken should be recorded using the University of Lincoln Safeguarding Placement Concerns & Action Plan Form which can be obtained from University of Lincoln PAST (UoLpractice.support@lincoln.ac.uk or by telephoning 01522886322).