MSc PHYSIOTHERAPY (PRE-REGISTRATION) & BSc (HONS) PHYSIOTHERAPY

PRACTICE PLACEMENT HANDBOOK FOR PRACTICE EDUCATORS

SEPTEMBER 2016

School of Health & Social Care
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INTRODUCTION

On behalf of the physiotherapy team thank you for agreeing to be a Practice Educator and supporting students on both our pre-registration physiotherapy programmes at the university. The practice experience is an integral component of both the BSc (Hons) and the PgDip/MSc Physiotherapy (pre-registration) degree programmes. Placements provide students with the opportunity to meet the complexities of real practice situations within the health and social care environment across a number of traditional and non-traditional settings.

This handbook is designed for use by educators to enable full understanding of the requisites for practice placements. It is also available via the support website for practice educators: https://sohsc.tees.ac.uk/sites/practicesupport/tab to Physiotherapy/Practice Educators' Handbooks. Students have access to a similar practice handbook for their information and guidance.

One thousand hours of successful practice experience are required prior to graduation. A total of 1,062 hours practice experience is arranged for each student within the BSc programme and 1,050 hours practice experience for each student within the PgDip/MSc Programme. Please note this is based on a 37.5-hour week.
The **Practice Educator** plays a vital role in the students’ practice education, and to ensure you and your student enjoy a positive experience you should:

- **Demonstrate** clinical competence, continuing professional development and be committed to educating physiotherapy students.
- **Communicate** effectively with the student by providing pre-placement site information, recommended reading and any other relevant information.
- **Assist** the student to set appropriate SMART objectives for the placement.
- **Facilitate** individual student learning. Consider how the student learns and what their learning needs are.
- **Me! Practice Educator**
- **Plan** the placement to provide the student with appropriate and practical learning experiences.
- **Provide** a welcoming and safe environment for the student with a period of induction – to include orientation to the area, emergency and safety procedures etc.
- **Monitor** student progress, provide the student with regular, constructive feedback and complete the formative (Intermediate or weekly) Assessment Forms.
- **Liaise** with the University programme team. Be committed to and involved in, the tripartite visits between yourselves, the student and the visiting academic.
- **Complete** the Final Assessment Form, check and verify the student the students hours’ record, and their Practice Profile Map on completion of the placement.
WHAT IS EXPECTED OF THE STUDENT?

A little summary of key points!

The student will spend time in direct contact with, and/or contributing to the care of clients and therefore they are expected to demonstrate a professional attitude at all times.

- Set up their e-portfolio and invite you the educators to view it.
- The student should familiarise themselves with and abide by health and safety regulations and policies of the practice area.
- Complete a SWOC analysis in preparation for the placement to identify their potential learning and development needs.
- Prepare and discuss SMART objectives with their educator.
- Review these objectives regularly
- Talk – Students should be prepared to answer questions, ask questions…. talk to the educator so that the educator can plan effectively to facilitate the individual students learning experience. Students should remember Educators are not mind readers!
- Log their hours on the hours record form
- Use the Placement Profile Map to log their experiences.

...be prepared...study...reflect...communicate...
Organisation of Practice Placements

Placements are arranged and allocated by the Physiotherapy Practice Education Lead – in liaison with Service Managers and Practice Educators. Students are advised that they must not approach clinicians directly to request placements.

Placements are located mostly within Durham, Teesside and North Yorkshire. Placements are allocated in a variety of specialities and settings with Practice Educators providing appropriate levels of teaching, supervision, monitoring of progress with feedback, and final assessment.

We recognise that Practice Educators and clinicians work hard to offer a range of practice experience using a variety of models of supervision. Students are strongly advised to engage and make the most of all opportunities available in a busy working environment.

Individual Requests from Students

Provision cannot be made for students personal requests relating to preferences for location and specialism. Any extreme personal circumstances should have been identified and discussed prior to the commencement of the placement with their programme leader and the physiotherapy Practice Education Lead. Therefore students on placement should be able to work the hours as notified on the placement audit. If the students situation changes whilst on placement affecting their engagement with the placement the university visiting tutor should be notified immediately.
The **Practice Education Lead** is a member of the University academic staff who oversees practice education by:

- Procuring the required number and variety of placements
- Ensuring the practice experience is planned, profiled and monitored
- Developing and delivering education programmes and workshops for the students and educators.
- Responding appropriately to issues and difficulties as and when they arise
- Monitoring standards across placement sites
- Auditing placement suitability
- Liaising with the Student Placement Office to ensure streamlined organisation of placements
- Facilitating good communication with Service Managers and Practice Educators
- Co-ordinating placement visiting by academic staff
- Organising and chairing Practice Education Liaison Panel meetings
- Reviewing and responding to student and practice educator feedback

The current Practice Education Lead is Janice Rider
BSc (Hons) Physiotherapy

Towards the end of Term 1 **Year 1** students will spend two days in a practice setting to orientate them to practice and provide an introduction to their first placement. The three-week Foundation Placement at the end of Year 1 will facilitate the application of foundational physiotherapy skills, values and behaviour in the practice setting. This placement is assessed at Level 4 on a pass/fail basis. This placement is a component of a University-based module.

During **Year 2** students will have two five-week practice placements assessed at Level 5.

During **Year 3** students will have three five-week practice placements assessed at Level 6.

Details of the Foundation Placement and assessment criteria are available in the students e-portfolio and in the Practice Placement Learning and Assessment Document.
WHAT WILL THE BSC STUDENT LEARN IN THE FIRST YEAR? [http://soh-practicesupport.tees.ac.uk](http://soh-practicesupport.tees.ac.uk)

Year 1 is a University-based year modules which will provide the theoretical underpinning of physiotherapy, biological sciences, and clinical practice are studied. The year includes practice experiences to enable students to start to build links between theory and clinical practice.

**Foundations of Functional Anatomy for Physiotherapy Practice: 20 Level 4 credits**

Will provide a foundation of functional anatomical knowledge and biomechanical principles which underpin normal movement and the neuromusculoskeletal components of clinical physiotherapy practice.

Structural anatomy will be related to common movement tasks. Clinical biomechanical principles governing functional movement will be presented and applied to the structural anatomy focusing on joint motion and muscle activity and their impact on normal movement and function. Interactive lectures will introduce key themes. Practical skills will be taught through interactive practical workshops rooted in problem-solving. Specific theoretical underpinning will be developed through small group seminar work and self-directed study. Theoretical content will be complemented by guided by self-study resource material and use of e-learning resources e.g. Anatomy TV.

Practical skills will be taught through interactive practical workshops rooted in problem-solving.

**Introduction to Applied Physiology for Physiotherapists - 20 Level 4 credits**

Introduces the basic processes, principles and concepts of human physiology and pathophysiology required by Physiotherapists. Musculoskeletal, neurological, cardiovascular, respiratory and renal systems will be explored with reference to physiotherapy practice. Healing and repair processes will also be introduced.

Learning activities are designed to encourage, promote, and develop collaborative, active learning. students will be allocated to study groups (three to four students), working with and assessing each other throughout the module.

This will be done through: Student-led seminars on relevant topics, guided by directed pre-reading and questions. Students will be encouraged to produce own questions on areas for development. Practical laboratory investigations to explore basic physiological processes and principles of the main organ systems treated in physiotherapy practice. Peer assessed activities delivered via the VLE and in class to encourage formative self-assessment.

A weekly short answer question will be set via the VLE to be answered by students in peer-groups. They will provide each other with formative feedback, based on marking schemes provided. This will be supported by academic staff in an IT lab for the first five weeks of the module. After this, students will do the tasks in their own time.

The students will be supported with a VLE, with module content (notes, podcasts, links to external sites) and additional learning materials (reading material, sample exam papers, model answer schemes) provided. Collaborative learning and peer-assessment activities will be set through the VLE.
WHAT ELSE WILL THEY LEARN IN THE FIRST YEAR?

**Foundations of Contemporary Physiotherapy Practice - 40 Level 4 credits**  This module will facilitate the development of understanding of the role of the Physiotherapist in the delivery of contemporary health and social care within an interagency working environment. It will provide a core underpinning on professional issues relevant to health and social care, facilitating the development of professional behaviour and preparing students for the demands of physiotherapy practice. They will be required to complete two foundation days in the practice setting during this module. They will also complete three weeks of foundation placement at the end of Year 1, assessing professional conduct, communication and interpersonal skills, whilst allowing them to develop their physiotherapeutic foundation skills.

**Foundation Skills for Physiotherapy Practice - 40 Level 4 credits**  This module will introduce the core clinical skills of assessment, physiotherapeutic interventions and the use of appropriate outcome measures. These skills will be taught and developed using the theoretical principles and evidence-base that underpin their use. The module complements the other Level 4 modules and will enable students to integrate and apply knowledge of pathology, exercise, rehabilitation and health promotion with that of anatomy and physiology, whilst relating the knowledge and understanding gained in the Foundations of Contemporary Physiotherapy Practice module.

The module will focus on current areas of physiotherapy practice and they will acquire the skills essential to devise, implement and evaluate effective physiotherapy management strategies for a range of client groups across the core areas of physiotherapy practice. Small group work will develop their learning and they will be encouraged to consolidate and develop their knowledge and skills during individual and group study outside face to face sessions. They will develop an understanding of their profession specific role in promoting health, exercise and effective rehabilitation. Case scenarios, service users and e@tees will support learning. Formative feedback on practical skills will be given throughout the module by tutors and peer feedback will be encouraged.
WHAT WILL THE BSC STUDENT LEARN IN THE SECOND YEAR?

The second year is at Level 5 - Development and Exploration. The second year enables the student to build upon the skills and knowledge gained from year one and prepare them for clinical placement. They will complete two clinical based modules, one theoretical module and one research skills module. On successful completion of Level 5 they will have gained another 120 credits by passing the modules listed on this page. They will then have 240 credits in total, enabling them to progress to Level 6.

**Physiotherapy and rehabilitation in established and long term conditions - 30 Level 5 credits**  This core module will build on Level 4 learning focusing on the skills and attributes necessary to manage patients with established health needs. An emphasis on an integrated approach to management, based on clinical problem solving and an exploration of the related evidence base underpinning practice will be used to develop an holistic approach to clinical decision-making. Throughout the module an emphasis will be placed upon core physiotherapeutic skills such as therapeutic handling, manual therapies and therapeutic exercise. These will be applied to a variety of clinical conditions reflecting contemporary physiotherapy practice, such as work and lifestyle related pathologies, obesity and long-term conditions. Management of patient with co-morbidities and conditions of increasing complexity will be introduced.

**Dissertation Prep - 20 Level 5 credits**  This module will provide a range of learning and teaching opportunities that will enable engagement in the development of a dissertation proposal. The module will build upon the knowledge and understanding of the research process gained in Level 4. Throughout this module they will develop a sound understanding of both quantitative and qualitative research methods and data analysis that will enable them to plan their research proposals. You will also develop their skills in critical appraisal of research evidence; how to develop a researchable question and how to formulate an effective search strategy; which are key components in writing a proposal. Non-contact time will be guided through the use of learning activities that will engage them in the generation of a practice related research problem that will form the basis of a proposal and subsequent dissertation.

**The role of Physiotherapy in early stage rehabilitation - 30 Level 5 credits**  This core physiotherapy module aims to build on Level 4 learning to prepare them to contribute to the physiotherapy management of patients in the acute to sub-acute, or early phases of rehabilitation across cardiovascular, respiratory, neurological and neuro-musculo-skeletal practice. They will explore the impact of acute and early onset problems on the various systems and an individual's functional ability in disease and dysfunction. They will be expected to rationalise the use of physiotherapeutic interventions and critically analyse the role of the physiotherapist in the management of early phase problems.
WHAT ELSE WILL THEY LEARN IN THE SECOND YEAR?

Applied Concepts in Health & Rehabilitation: 20 Level 5 credits

This module will enable the student to develop the knowledge and skills that are required for client centred physiotherapy practice promoting shared decision-making, client education and wellbeing. It will explore models of health and disability and develop their knowledge and understanding of psychosocial and behavioural science theories which underpin rehabilitation and the promotion of health and well being.

The module considers the role of physiotherapy within the context of increasingly unhealthy lifestyles and the rise in the elderly population and people with long term conditions. It will enable students to consider social, psychological, cultural and environmental factors during both the assessment and management process in order to improve quality of care and enhance participation of individuals. They will explore their personal and professional attitudes, beliefs and values and how these may influence the balance of power within the professional/client relationship. They will also explore theories of behaviour and motivation to promote lifestyle behaviour change.

Practice Placement 2A & 2B - 20 Level 5 credits

The module consists of two five week placements in a practice area, each placement offering unique and new educational challenges as the client groups and practice environments differ. Underpinned by core professional values, attitudes and behaviour it will provide the opportunity to apply and develop skills and theory learned in the university to practice.

Preparation will include the current mandatory, legal, and health and safety requirements of both the University and the stakeholders related to practice.

They will apply the physiotherapeutic skills of assessment, clinical reasoning, treatment, management and rehabilitation. This will apply to clients/service users of all ages with a range of health care problems in a variety of practice environments - public and/or private. The student will develop skills of critical reflection and explore further the evidence base for their practice. The application of previously and newly learned skills will be developed in the management of service users appropriate to the students level of ability. This will be identified by use of a Learning Contract developed at the beginning of the placement in collaboration with the Practice Educator.

The student's learning will be facilitated by one or more nominated practice educators supported where appropriate by other qualified members of the multidisciplinary team. The practice educator will organise and supervise the placement experience and assess the students performance through regular observation, discussion and timely formative feedback. The student will be encouraged to develop skills in identifying and responding to his/her own learning needs facilitated by the Practice Educator(s).
WHAT WILL THE BSc STUDENT LEARN IN THE THIRD YEAR?

Year 3 commences with one five week placement, this is followed by a period of University-based study during which the students undertake a dissertation project, explore complex case management and contemporary issues in health and social care. Two further five week clinical placements complete the modules of study. They will return to the University for a short period at the end of Year 3, complete final assessments and evaluate the programme.

On successful completion of Level 6 they have gained another 120 credits by passing the modules listed on this page. They then have the 360 credits required for an honours degree.

**Contemporary Issues in Physiotherapy Practice - 20 Level 6 credits**
This module has been designed to assist in the preparation for the demands and expectations of post-qualifying contemporary health care practice. Within this module current health and social policy, statutory and professional policy will be critically explored, providing an understanding of the impact of these policies with respect to patient care, professional practice and service delivery. There will strong emphasis on personal and professional development with an exploration of the theories and concepts underpinning Continuing Professional Development (CPD), leadership and service improvement. They will be required to provide evidence of personal and professional development to date via e portfolio, and to critically reflect on how development to date could be used to seek and obtain employment in both traditional and non-traditional settings.

**Dissertation Module - 40 Level 6 credits**
This module for final year BSc (Hons) Physiotherapy students is designed to enable the undergraduate student to plan, implement, analyse and disseminate a live research project. The module builds on clinical and research related knowledge and skills developed during previous modules and focuses their application to a specific research question relevant to contemporary practice or education; which has been developed by the student.

The main learning strategy throughout the module will be self-directed. This will be supported with a short series of lectures and seminars. Students will build on skills, developed at Levels 4 and 5, of time management, data handling and interpretation and critical review. Specific support and guidance will be provided by an individual Academic Supervisor. Learning materials will be available via the Virtual Learning Environment (VLE); which will also be used by students to communicate both with peers and academic staff.
WHAT ELSE WILL THEY LEARN IN THE THIRD YEAR?

Clinical Placement - 30 Level 6 credits

There are three five-week practice placements, each offering unique and new educational challenges as the client groups and practice environments differ. Students will have the opportunity to apply and develop skills and theory, learned in the university, to practice. Preparation will include the current mandatory, legal, and health and safety requirements of both the University and the Trusts/practice sites for them to be in practice.

Underpinned by core professional values and behaviour they will develop skills of critical reflection and explore further the evidence base for their practice and apply physiotherapeutic skills of assessment, clinical reasoning, treatment, management, and rehabilitation. This will apply to clients of all ages, with a range of health care problems, in a variety of practice environments public and/or private. The application of previously and newly learned skills will be developed in the management of clients appropriate to their level of ability. This will be identified by use of a Learning Contract developed at the beginning of the placement in collaboration with the Practice Educator.

Integrated Management of Clients with Complex Needs - 30 Level 6 credits

This module is designed to draw on and develop knowledge and understanding from the Year 2 modules and the clinical experience.

It will focus on developing an understanding of the individual person and their lived experience and the impact on the role of physiotherapy in overall health care.

They will be encouraged to look beyond the disease approach to health care and rehabilitation to consider the impact of psychological, cultural and social needs on care and care delivery.

The module will address issues and practices of physiotherapy management for patients in with co-morbidities and complex needs including children, older people, people with dementia, people with learning disabilities, mental health problems and those requiring end of life care.

The module will enable students to critically assess issues surrounding vulnerable groups of people and evaluate the role and contribution of physiotherapy to the whole care management pathway.

Throughout the module they will have opportunity to build on practical physiotherapeutic skills to enhance their practice.
PgDip/MSc Physiotherapy (Pre-registration) Accelerated Route

Programme Structure

During Stage 1 of the programme students will spend time in the care environment and have a three week Foundation Placement to facilitate application of foundational physiotherapy skills values and behaviour in the practice setting. The other five assessed practice placements are arranged across Stage 2 of the programme.

The Foundation placement is assessed at Level 4 on a pass fail basis, Placements 2a and 2b at Level 5 and Placements 3a, 3b and 4 are assessed at Level 6.

Details of the Foundation Placement and the assessment criteria are available in the students e-portfolio and in the Practice Placement Learning and Assessment Document.
WHAT WILL MSc STUDENTS LEARN IN THE FIRST STAGE OF THE PROGRAMME?

http://soh-practicesupport.tees.ac.uk

In the first stage of the programme they study three academic modules at Level 7, one practice placement at Level 4 and two at Level 5. This stage establishes a basic range of physiotherapy knowledge and skills from which more advanced creative, technical and conceptual abilities will develop. These will be applied within three practice placements at this point. This stage will also facilitate the development of mastery and master's level study.

On successful completion of this stage students have gained the required 60 master's level credits and 30 Practice Placement credits by passing the following modules:

**Integrated Physiotherapy Practice - 30 credits at Level 7**

Within this module they will develop the underpinning knowledge and skills to be able to assess, safely apply effective physiotherapy interventions and evaluate their effectiveness for the management of individuals with cardiovascular and respiratory, musculoskeletal and neurological dysfunction across the lifespan.

**The Physiotherapy Professional Credit Value - 10 credits at Level 7**

Within this module they will explore the role and scope of the physiotherapist within the multi-agency management of clients within health and social care. It also aims to develop their understanding and awareness of the principles underpinning professional behaviour in practice, and to facilitate critical reflection of their own personal and professional attitudes, values and beliefs and how they might impact upon the therapist/client relationship.

**Applied Anatomy, Physiology and Biomechanics for Physiotherapy Practice - 20 credits at Level 7**

This module aims to develop functional anatomical and physiological knowledge, establishing the dynamic relationships of neuromuscular, musculoskeletal, cardiovascular and respiratory systems. Biomechanical principles underpinning normal human movement and function will be presented and applied in the context of physiotherapeutic practice.

**Physiotherapy Practice Placements 1, 2a and 2b - 30 Credits at Levels 4 and 5**

Students undertake 13 weeks of Practice Placement within this stage. They undertake a three week placement after Easter. This foundation placement will primarily focus on development of interpersonal and communications skills and basic skills of assessment, treatment and evaluation.

In the summer following completion of academic modules they will undertake a further two five week practice placements. They will further develop skills of communication, assessment, clinical reasoning and management of service users within the core areas of physiotherapy practice.
WHAT WILL THE MSc STUDENT LEARN IN THE SECOND STAGE OF THE PROGRAMME?

Within this stage of the programme they will study a further three academic modules at Masters level and undertake another two practice placements at Level 6. In this stage they will build upon their knowledge and skills with a focus on the management of service users with long-term and life limiting conditions. They will also undertake a research module which will prepare them for their Major Project in Stage 3.

On successful completion of this stage they will have gained another 60 Masters level credits 20 credits at Level 6 which will enable them to progress onto the final stage of the MSc Programme. The MSc student may elect to step-off at this point with the Post-graduate Diploma. They will need to complete the final practice placement which subject to availability they will complete in the summer term.

**Physiotherapy in the Management of Long Term and Life Limiting Conditions: 30 Credits at Level 7**

This module has been designed to develop a systematic and detailed knowledge and understanding of the integrated physiotherapy management of people with long-term or life limiting conditions, which will include children, older people, woman’s health, people with a learning disability or mental health problem and people requiring end of life care.

**Personal and Professional Development in Physiotherapy: 10 credits at Level 7**

The module has been designed to explore a range of concepts and issues to assist in their preparation for post-qualify practice and to enhance employability. Within this module contemporary health, statutory and professional policy, principles of business and enterprise and theories underpinning continuing personal development will be explored to assist in the preparation for post-qualifying employment within a variety of settings.

**Practical Research Methods for Physiotherapists: 20 credits at Level 7**

Within the practical research methods module students develop a critical understanding of the evidence used within physiotherapy with particular focus on evidence based practice, and an understanding of primary and secondary research methodologies to assist in the development of a research proposal to take forward to the Major Project in Stage 3.

**Physiotherapy Practice Placements 3a, 3b and 4: 30 credits at Level 6**

Within this stage they will undertake a further two five week placements at Level 6 designed to further develop management of clients across the lifespan in a variety of settings. They will be expected to demonstrate greater autonomy in relation to their practice and learning with due consideration of the physiotherapy scope of practice and limitations.
WHAT WILL THE MSc STUDENT LEARN IN THE THIRD STAGE?

In the third stage of the programme they will undertake the Major Project; a substantive piece of independent research. This encompasses the final 60 credits of the masters level programme.

On successful completion of this stage they will have gained another 60 master’s level credits. They will have achieved 180 master’s and 60 credits at Levels 4, 5 and 6 and will be eligible to apply for statutory and professional registration with the Health and Care Professions Council (HCPC) and the Chartered Society of Physiotherapy (CSP). They will also be awarded an MSc Physiotherapy (pre-registration).

Major Project - 60 credits at Level 7
Students will undertake a substantive piece of either primary or secondary research developed from the research module in Stage 2. This will primarily be an independent piece of research in a physiotherapy or related area with guidance from a member of the physiotherapy or research institute teams.
PREPARATION FOR PRACTICE PLACEMENT

How do I know if I am getting a student?
Placements are normally allocated by the University Practice Education Lead in July for the following academic year Sept – August. Each Trust/site has a Placement Co-ordinator who receives the allocation reports and any other information about the programme. The placement co-ordinator will liaise with you the Practice Educators. The report is usually sent out in July documenting the whole years allocation so you should be able to plan for the year. Reminder reports are sent to the co-ordinators 3-4 weeks prior to the commencement of a placement.

How can I prepare for the student?
Practice placements enable the student to integrate theory with practice and develop clinical reasoning skills. In preparation for the student you will need to plan a suitable induction to your area and identify any key policies and procedures that the student should know about.

You should familiarise yourself with the appropriate level Practice Placement Assessment Tool. These documents can be accessed via the practice support website and the students university e-portfolio. You will need to be aware of the level of the student. All student placements are either Level 4, 5 or 6. The student will be able to notify you of this, but if there is any doubt you can contact the visiting tutor or Practice Education Lead.

The student should review their academic learning to date. They also refer to the pre-reading information you have provided on the audit and may ask you for more specific guidance. Please bear in mind many placements are consecutive and so preparation time will be limited - so being specific with the focus of the pre-reading will be very helpful to the students.

Who does the student contact and when?
The student will contact you via the Placement Co-ordinator/Administrator for your Trust/organisation three to four weeks prior to the placement commencing. Please check your e-mails regularly and respond to the students e-mail promptly so they know you have received it. As you can imagine students find it quite unsettling if they don't hear from you for some time.

When the students contact you they should introduce themselves and check if there are any site-specific requirements. e.g. mandatory IT training, availability of pre-placement packs.

How can I get information to the student?
If there is specific information they require for your placement area please consider producing a pre-placement pack for the student which you can e-mail to them when they contact you. Students review these very favourably finding them very helpful. If you would like further information on preparing a pack please contact the Practice Education Lead.

Plan ....what learning experiences can you provide in your placement area? How can you match them to the student? What do you know about the student? You probably cannot predict the cases they will see, so plan for different eventualities. Don't worry, if you think it is a complex area; it is what you give the student to do that counts. Think about how and when you will give feedback, how will you obtain feedback on the student from others in the team. Who else needs to be involved in the placement - think about how the student can be involved with the wider MDT?

Would you like more help with preparing for your placement? Then why not join a workshop or study a module?
See section on Educator development at the end of the handbook.
This is an exciting and perhaps an anxious time for both you and the student.

We know that you will feel better if you:

- Plan ahead and prepare a timetable of how the student will work within your department. Whilst you may be the named Practice Educator it is good for the student to work with other staff and members of the multidisciplinary team as well. The important thing is to ensure the student is clear about their role, expectations and that all involved communicate effectively.

Familiarise yourself with the Assessment Tool (Level, 4 5 or 6) to ensure you that know what is expected of the student before the start of the practice placement. The students assessment forms are held within their e-portfolio which they will give you access to. Details of all the assessment criteria are available in the Practice Placement Learning and Assessment Document.

Plan how you will manage to provide the student with timely feedback both formal and informal and plan this into your day/week.

Review the students draft objectives by the end of Week 1 at the latest.

Don’t hesitate to contact the visiting tutor or Practice Education Lead if you have any concerns about the student. Sooner is much better than later.

To find out more about your student’s previous experience you can ask to see their practice placement profile map which logs their placement learning and to complete a Strengths Weaknesses Opportunities and Challenges (SWOC) analysis to identify their learning needs. They should also have drafted some objectives specific to this placement using the Learning Contract. These documents are held in the students university e-portfolio. You can view blank copies of these on the practice support website.

Have you planned the INDUCTION – consider what needs to be included on Day 1 and what can be completed during the first week – once you have planned this it can most likely role over to subsequent placements with minimal amendments. Consider putting this in the pre-placement pack with a check list.
HOW SHOULD THE STUDENT EARN ON PLACEMENT?

To get the best out of the practice experience the student will need to draw upon and apply material previously learned in the University and integrate it with new information gathered in relation to the clients and overall practice experience. The role of the Educator is to facilitate and guide this learning and development and provide real life experiences.

This can be achieved through the appropriate application of practical, academic and other key skills. As a Practice Educator you will facilitate this whole process through engaging the student in the sequence of data collection, to include client examination and assessment, interpretation, synthesis and evaluation.

This will be followed by providing the student with the opportunity to develop and apply skilful and safe treatment and inter-personal strategies. Evaluation of outcomes and modification of approach, within the context of time management and prioritisation.

The student should be encouraged to justify their practice through a theoretical underpinning and appreciation of evidence.

Where relevant liaise with the wider team, family and carers.

With your guidance the student should complete an action plan and ongoing reflection using the Practice Placement Objectives, Significant Learning Experience and Placement Profile Map. The aim of these is to help the student to identify their learning needs as well as focus and evidence their learning. These will contribute to the students CPD portfolio. The student should record their midway/intermediate assessment discussion on the Student Summary of Intermediate Feedback Form. It is helpful for you the Educator to view this as it will give you insight into what the student understood from the midway discussion. N.B. The intermediate assessment does not have to be completed before the midway visit, for example if the progress visit is early – in Week 2 of the placement then the midway assessment would not have taken place yet.

This whole completes the picture of Fitness to Practice
PROGRESS VISIT

Usually in Week 3 of the placement, a meeting usually between you the Practice Educator, the student and the Visiting Academic will take place. At this meeting the student will normally be required to discuss their perception of their progress and development related to their objectives and the assessment criteria. The student will show how they have taken responsibility by recording their learning in their e-portfolio.

Arrangements for additional academic and/or pastoral support can be made if the students performance indicates potential failure.

An opportunity is usually provided for the student and/or the Practice Educator to meet privately with the visiting academic. If you know you would like to speak to the visiting tutor individually i.e. without the presence of the student please notify the tutor ahead of the meeting so that time can be allocated for this.

How do I know who the visiting tutor is and how is the meeting arranged?

The student will be able to tell you who the visiting tutor will be as the tutor visit list will normally be posted on Blackboard during week one of the placement. If you have specific requirements regarding the visit please liaise with the visiting tutor or the Practice Education Lead. Contact details can be found on the practice support website. https://sohsc.tees.ac.uk/sites/practicesupport/

Students are required to check their university e-mails daily whilst on placement and respond immediately to e-mails from their visiting tutor.
HOW DO I ASSESS THE STUDENT?

The Foundation placement is assessed formatively at the end of Week’s 1 & 2 and summatively at the end of Week 3.

Each five-week placement is assessed formatively, usually during Week 3 and summatively at the end of the five-week period.

The Physiotherapy Practice Placement Assessment Tools identify the criteria against which the student will be assessed for the practice placement. These consist of a series of statements relating to the key components of practice. This assessment tool can be found in the student’s e-portfolio and in the practice placement learning and assessment document.

You should familiarise yourself with the assessment tool; you can also use them to help you to identify feedback for the student. The student may be assessed at Levels 4, 5 or 6 and there is a different Assessment Tool for each level. Please check with the student that you are using the correct Assessment Tool. If you have any questions please contact the Practice Education Lead. Please note the marks available are 0-100% for all except the Foundation placement which is pass/fail only.

Intermediate Formative Feedback (five-week placements)
You will provide the student with ongoing feedback throughout the placement. About half-way through the practice placement, you will arrange a formal appraisal and constructive feedback tutorial with the student. The Physiotherapy Practice Placement Assessment Tool (Level 4, 5 or 6) are the basis for this feedback and any recommendations made. You will record the assessment on this Tool which is held in the students e-portfolio. The student will arrange for you to have access to this.

Following the tutorial student should complete the Student Summary of Intermediate Feedback Form allowing them to reflect on their performance, feedback and development. This document should be reviewed together with the student and any outstanding issues should be discussed and any learning objectives adapted accordingly. The form is kept in the students portfolio.

The academic visiting tutor may be involved at this stage if advice and guidance are required.

Final Summative Assessment (five-week placements)
Towards the end of the placement, usually on the final day of attendance, you will discuss the final summative assessment using the Physiotherapy Practice Placement Assessment Tool at the appropriate level with the student and record your comments and feedback on the Tool. Please refer the Practice Placement Learning and Assessment Document.

You should provide constructive feedback on areas for development to help facilitate the students professional development and preparation for their future practice experiences.

The Practice Placement Assessment Tool must be signed by you and the student, confirming that the student has had the opportunity to read the it and discuss its contents.

The student must achieve a pass mark for each identified component of practice in the 40-49% band; should the student fail any component within this band they will be deemed to have failed the practice placement as it is not possible to compensate across the practice components.

Remember you are a gatekeeper to the profession!
HOW DO I ASSESS THE STUDENT ON A FOUNDATION PLACEMENT?

The Foundation placement is a three-week placement undertaken at the end of Year 1 on the BSc programme and in Stage 1 of the MSc (pre-reg) programme.

A copy of the assessment form and details of the expectation of this placement can be found in the Foundation Placement Learning Guide. This placement is assessed as Pass/Fail.

Formative assessments should be completed and discussed with the student at the end of Week 1 and Week 2. Summative assessment is completed at the end of Week 3. The Formative and Summative assessment forms are all the same and they require you to identify and sign the criteria that the student has achieved.

To pass the placement the student must achieve a pass mark for each identified component of practice on the Summative assessment form; should the student fail any component they will be deemed to have failed the practice placement as it is not possible to compensate across the practice components.

The assessments should be completed on-line in the students e-portfolio.
HOW DO I GET ACCESS TO THE STUDENTS E-PORTFOLIO

All the students placement assessments are now completed on-line. To gain access to the students’ e-portfoloio you will to register with ‘Mea Vita’. Once you have registered the student will be able to find you and ‘invite’ you to view selected documents – the assessment forms, placement objectives, SWOC etc.

How do I register?
If you have not already registered with Mea Vita please e-mail j.rider@tees.ac.uk and she will send you the link and info on how to register. It is a simple process, but you must use your work e-mail address – so your NHS, or trust e-mail whichever you use. For reasons of security and data protection you cannot be registered via your personal e-mail e.g. gmail or hotmail.

The student will allow you access to the necessary documents for the duration of the placement and then terminate your access. For more information on using e-portfolio assessment please visit the practice support website http://soh-practicesupport.tees.ac.uk and click on the physiotherapy tab.
WHAT IF THE STUDENT IS NOT PERFORMING WELL ON PLACEMENT?

If, **at any time**, during the practice placement you have concerns about the students performance you should contact the visiting tutor to discuss your concerns. The visiting tutor will be able to support you and the student.

You must inform the student and the visiting tutor and/or the Practice Education Lead, as soon as problems are identified. If there is a risk of failure then a Danger of Failure Notification must be issued. Once informed of the risk of failure the visiting academic, with the support of the Practice Education Lead, will arrange to provide the appropriate support to both you (the Educator) and the student.

Tripartite meetings will be arranged, as necessary, to support you and monitor the students progress and therefore allow the student the opportunity to demonstrate their full potential.

Danger of Failure Notification should not be interpreted as inevitable failure of the placement. Its purpose is to help clarify the concerns that have been raised and enable the student to develop, in discussion with you the educator and visiting academic, plans and strategies for meeting the assessment criteria.

If professional issues or issues of public safety give serious cause for concern at any time during a placement, the student may be removed from the placement and the formal Fitness-to-Practise Procedure initiated.

Students who are issued with a danger of failure notification are followed up on completion of the placement by either their personal tutor or visiting tutor prior to their next placement or during the first week of placement if placements are back to back.
PRACTICE PLACEMENTS HOURS

The student must complete a minimum of 1,000 hours in the programme overall. For BSc students Based on a 37.5 hour week the Foundation Placement/Placement 1 provides 112.5 hours of clinical contact time and each of the five subsequent practice placements provides 187.5 hours of clinical contact time, with the two foundation days in year one this provides a total of 1,062 hours.

For MSc Students based on a 37.5 hour week the Foundation Placement/Placement 1 provides 112.5 hours of clinical contact time and each of the five subsequent practice placements provides 187.5 hours of clinical contact time with an overall total of 1,050 hours.

Please note the student must complete a minimum of 90 hours to pass the three week placement and a minimum of 150 hours to pass each of the five week placements.

Recording the hours  The students must ensure that their practice hours are recorded accurately on the Placement Hours document in their e-portfolio. These must be checked and verified by the Practice Educator before the form is submitted.

Monitoring the hours  It is the students responsibility to monitor their practice hours and notify the Practice Education Lead if they have a shortfall. If there is a shortfall a strategy to make up the hours will need to be developed in consultation with the Practice Education Lead.

Pattern of working hours  A pattern of working hours must be agreed with you as the Practice Educator that satisfies the required number of practice hours for the placement. It must be noted that only the usual level of support will be given by the University; Monday to Friday, 9.00am - 5.00pm.

Students are encouraged to take opportunities to try to make up lost hours where reasonably possible.

Absence  If, for any reason, students are unable to attend placement at any time the student absence procedure must be followed. They must contact you as their Practice Educator prior to the time they were next due to be at work as indicated on PowNet (ARC). They should also inform their visiting academic tutor by email. If the student has not contact you and has not attended placement then you should contact the University Placement Office (01642 738157) and they will notify the Practice Education Lead.

Normally a student should not take leave during a placement, however, in exceptional circumstances it may be granted e.g. for a job interview at the end of the programme. Students requesting leave of absence should discuss this with you and also follow the University procedure of submitting a leave of absence request form to the Programme Leader.
Bank Holidays!

When a statutory Bank Holiday falls during a placement the day may be taken as such, however, it is essential that this is recorded on the record of practice hours record - BHL.

If the practice site is operational over the holiday, with your agreement the student may elect to work that day. This would be an appropriate option if there is a shortfall in the students total of practice contact hours. The hours would be logged in the usual way.
FEEDBACK FROM STUDENTS… and from Educators

Placement Evaluation
We recognise that Practice Educators welcome constructive feedback from Students. On completion of the placement the students provide feedback of the placement experience via the electronic Practice Placement Evaluation Tool on PowNet (ARC). Feedback is reviewed by the University, reported in the annual programme report and fed back to the practice sites in a timely way, such that it is useful and informative to the service managers and clinicians. The feedback is usually sent to the Placement Co-ordinator.

If there are issues raised which are a cause for concern this is followed up initially with the appropriate Placement Co-ordinator or other nominated manager.

Educator Feedback
A new process has been developed this academic year to give you the opportunity to feedback on your experience as an educator…… you will be sent an online survey to complete. This has the option to be completed anonymously.
WHO DO I CONTACT IF I NEED SUPPORT?

As a Practice Educator you will be supported by:

- Other members of the practice team who have completed Practice Educator workshops, and/or a credited Practice Education module
- By visiting tutors
- By the Practice Education Lead.

Contact details can be found in this handbook.

Do not hesitate to contact the university if you have any ….

……difficulties or concerns

If you are experiencing any concerns or difficulties regarding the student and/or placement please discuss these with your line manager and if necessary the visiting tutor.

The Practice Education Lead and/or Programme Leader can be contacted and processes are in place should any difficulties and/or concerns arise that cannot be resolved by the visiting academic.
IMPORTANT INFORMATION...

..what the students are told....

DBS Check
This is an important document which you may be required to produce for some placements, you should therefore keep it in a safe place.

Disability Issues
Students are strongly encouraged to disclose any disability issues that may affect their performance whilst undertaking a placement. Support is available for both the student and the educator from the University Disability Co-ordinator who will ensure that every attempt is made to give the student the support s/he needs to meet practice education standards – https://sohsc.tees.ac.uk/sites/handbook.

Assessment Forms
Students should retain copies of all their Assessment Forms (held within the students e-portfolio) for future reference. These forms are generally required when applying for registration overseas.

Travel
Whilst on placement travelling between Practice sites will be the students responsibility. If students intend to use their own vehicle they must have a full driving license. Students must inform their insurer, and if necessary, make suitable adjustments to their policy to cover work-related travelling. Students must not transport clients and/or their carers in their own vehicles under any circumstances.

Lone Working
Some placements require working with some degree of isolation e.g. community settings; however, it is expected that students will practise with a level of supervision, negotiated with the Practice Educator, commensurate with your abilities and level of competence. https://sohsc.tees.ac.uk/documents/index.cfm/content/search

Students should check their university e-mails daily

Reporting of Accidents and Incidents
Any accident or incident involving a student must be reported using local documentation and a copy forwarded to the placement office, mailto:k.hutton@tees.ac.uk.

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Any accident or incident involving a student must be reported using local documentation and a copy forwarded to the placement office, mailto:k.hutton@tees.ac.uk.
The School operates a **Raising and Escalating Concerns** (Whistleblowing Procedure). The procedure identifies the processes to be followed by academic staff and students when they have a concern relating to the: practice learning environment and/or standards of practice/care


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**Students of the University are covered by Public liability insurance for work undertaken on placement.**

Students should have their own appropriate professional liability (and if necessary, public liability) insurance for any paid work they undertake.

**Student members of the CSP please note:**

CSP insurance covers students **ONLY** to work as a student, under direct supervision of a Chartered Physiotherapist. See CSP guidance [http://bit.ly/1QZiVo2](http://bit.ly/1QZiVo2)

**Professional Liability Insurance**

Students who are qualified in other professional fields (sports therapy, aromatherapy etc.) may choose to work professionally, in these fields, when enrolled as a physiotherapy student. Students should have their own appropriate professional liability (and if necessary, public liability) insurance for any paid work they undertake.

Students do not practise any skills/modalities/assessment approaches learned at the Teesside University as part of their paid work.
Following a period of supporting a student on placement, take the opportunity to discuss your practice experience with your peers, line manager and or the visiting tutor.

You are encouraged to reflect on and evaluate your development as a Practice Educator by:

- Asking the student for feedback.
- Reflecting upon the placement – consider what went well, what may need addressing, how will you do this, do you need support?
- Visit the Practice Educator support site, attend the educator workshops. If you have a specific need contact the Practice Education Lead to arrange a bespoke workshop.
- The master's level module for Practice Educators – Advancing Learning in Health and Social Care

As you reflect on, and evaluate your progress, it is important to develop and carry out an Action Plan in order to continually enhance your learning. You are now participating in a cycle of Life-Long Learning/CPD.
ASSESSMENT REGULATIONS

Regulations
The programme is covered by University Standard Undergraduate Regulations (2014) due to the requirements of the regulatory body HCPC and the accreditation from the CSP all modules in the programme are non compensatable. All practice elements within modules have to be passed at 40%.

External Examining
Students often ask questions about how we know that their degree is broadly of the same standard as degrees awarded for similar courses by other universities. In the UK we have a system called external examining which is one of several ways that we confirm that standards are met. An External Examiner is generally an experienced lecturer from another University who offers an independent view as to whether the work of students on the course is of the correct standard. The External Examiner does this by looking at a sample of work (e.g. assignments, exam answers, dissertations), discussing the work with your lecturers and attending the Assessment Boards to endorse results. They then produce an annual report which tells us about any concerns they have and any good practice they have identified. The External Examiners’ reports are made available to students via the ‘courses’ tab in e-vision.

The main External Examiners for your course are Karen Jones and they work at Cardiff University, Alison Lyon-Murphy and they work at Huddersfield University and Helena Johnstone is the External Examiner for the MSc Pre-reg programme. Sometimes, your modules may have a different External Examiner and your Module Leader can provide details on request.

Please note that students are not permitted to contact External Examiners directly and External Examiners will not respond to any communication from individual students. If you have any concerns about your course then please speak to your Programme Leader.
If after reading this handbook you have unanswered questions, contact either Janice Rider or the visiting tutor.
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