

UNIVERSITY OF
BIRMINGHAM

**Physiotherapy
Practice Placement Handbook**

BSc Physiotherapy

(Updated Sept 2014)

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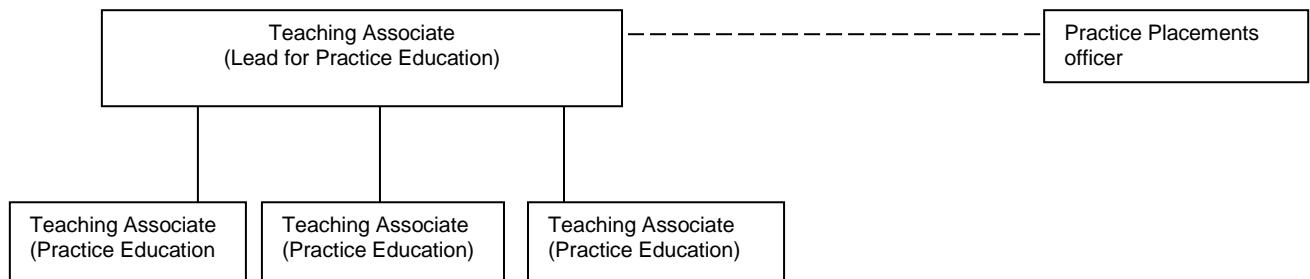
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Every effort has been made to ensure the content of this handbook is correct at time of going to press. Please note that changes may be made during the course of your programme.

The Practice Placement Team

Details of the Physiotherapy Practice Placements Team



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<http://www.birmingham.ac.uk/schools/sport-exercise/staff/index.aspx>

Practice Placement Education

Rationale

Practice placement learning is recognised as integral to the academic (campus-based) programme. It allows the development of profession specific and generic skills within a practice context and is designed to promote critical thinking and problem solving based on available evidence. It offers experience in physiotherapy practice within a range of modern health care settings and within the context of a culturally diverse society, thus developing flexible practitioners with a holistic approach to service user management.

Aims

The aim of practice education is to offer a range of practice-based learning experiences that encourage the application and development of theoretical knowledge and practical skills learned during academic modules, transforming it into the deep contextual knowledge required within professional practice.

Practice placements are an essential component for both professional and academic development of BSc (Hons) Physiotherapy students. They provide an integrated continuum of education that allows students the opportunity to develop their understanding of theoretical concepts, skills and attitudes required of an HCPC registered physiotherapist.

With careful supervision and guidance from practice educators, students are able to demonstrate observation, analysis and critical evaluation, use their communication skills and reflect on their personal and professional development. In addition to acquiring therapeutic competence students establish organisational and management strategies, enabling them to adapt to the changing needs of service users within health and social care environments.

By experiencing practice in the 'real world', students learn how to apply all of their skills, knowledge and understanding to physiotherapy with initiative, creativity, vision and resourcefulness, both independently and as part of a team in a challenging interprofessional health care environment.

For practice educators the opportunity to contribute towards the student's education provides exciting challenges and rewards. It promotes new approaches to practice, facilitates the acquisition of management and supervision skills and embraces the concept of continuing professional development.

Introduction

Welcome to Practice Education. Please view our website for electronic copies of this handbook, the main Student Handbook and much more.

<http://www.birmingham.ac.uk/clinicalphysio>

This handbook contains information about the BSc Physiotherapy programme that commenced in September 2007. This programme offers interprofessional learning opportunities for undergraduate students of physiotherapy and nursing.

The course has been designed to meet the professional and statutory requirements of the Health and Care Professions Council and the individual professional bodies. In addition, the interests of purchasing authorities and other interested stakeholders have been carefully considered. As well as being considered as a learner and developing therapist, the student is viewed as a potential employee within the public, private and voluntary sectors throughout the entire undergraduate experience.

The HCPC Standards of Proficiency¹ have been used to derive the learning outcomes expected at the completion of each practice module and for the practice placement assessment. This should enable the School and all the stakeholders to be confident that University of Birmingham Physiotherapy graduates are fit to be awarded the academic and professional qualification, and are fit for the purposes of professional practice and employment.

The programme encourages students to demonstrate and further develop skills of enquiry and of reflection. Emphasis is placed on self-directed and shared learning and the importance of continuing professional development.

Whilst on practice placements, students are deemed to be ambassadors of both the University and the Profession and as such are governed by the University Fitness to Practice Regulations, the HCPC's Standards of Proficiency - Physiotherapists (HCPC, 2013)¹, the HCPC's Standards of Conduct, Performance & Ethics (HCPC, 2012)², Quality Assurance Standards for physiotherapy service delivery (CSP, 2013)³ and CSP's Rules of Professional Conduct (CSP, 2011)⁴. Students should also be aware of the CSP's Standards of Physiotherapy Practice (CSP, 2005)⁵. Copies or links to copies of all of these documents can be found in the 'Physiotherapy Placement Handbook; General Resources; Practice Placement Standards, Policies & procedures' on Canvas.

Safe practices are an essential part of the programme and are a necessity under the Safety, Health and Welfare at Work Act, 1989. Students must ensure that they practise in a safe manner at all times and follow the Health and Safety Policy of each NHS Trust in which they are placed.

¹ Health and Care Professions Council (2013) *Standards of Proficiency – Physiotherapists*. London: HCPC

² Health and Care Professions Council (2012) *Standards of Conduct, Performance & Ethics*. London: HCPC

³ Chartered Society of Physiotherapy (2013) Quality Assurance Standards for physiotherapy service delivery. London: CSP

⁴ Chartered Society of Physiotherapy (2011) *Rules of Professional Conduct*. London: CSP

⁵ Chartered Society of Physiotherapy (2005) *Standards of Physiotherapy Practice*. London: CSP

Campus Based Learning

BSc Physiotherapy Programme Structure

Practice Educators should use this information to help the student to link theory with practice. Practice Educators should also refer to the programme content as a means of checking a student's knowledge against the learning outcomes of each module.

The Programme is scheduled to take place over a three-year period of full-time study. It follows the University timetable and modular format over 30 weeks as closely as possible.

Shared learning with Bachelor of Nursing (Hons) undergraduates has been designed into the programme, seeking to foster inter-professional understanding and communication. This educates progressive and forward thinking students to take up professional roles in health and social care, management, education and research. These Modules have been designed by combined teams of physiotherapy and nursing lecturers committed to achieving shared learning outcomes. Mixed study groups of student nurses and physiotherapists provide a peer support and mentorship network that acts as a model for continuing professional development within and beyond the two professional groups involved.

Levels C, I and H Academic Content

Appendix 1 gives an overview of academic modules.

For details of Modules see Student Programme Handbook.

Practice Based Learning

Practice Based Structure

The whole programme has been designed in consultation with practice partners to give greatest possible access to quality practice placements across the three years of study. However no guarantees are given concerning their location or precise nature. Whilst students normally have no choice with respect to location or type of placement, consideration is given to students with responsibility for dependants, students with disabilities and international students. These details are obtained at Programme Induction using the Student Personal Details Form (see *Appendix 2*).

The settings in which students gain practice experience are chosen to relate to the Programme Learning Outcomes and the kinds of environments in which they are likely to practise on qualification. Practice-based learning is organised to reflect the increasing diversity of physiotherapists' practice within health and social care, in terms of its setting (primary, intermediate or acute care), sector (NHS, social services, independent and private practice, industry or the voluntary sector), and patterns of teamwork (with individuals increasingly working with members of other professions and relatively dispersed from other physiotherapists) (CSP, 2005⁶).

Different models of practice education may operate dependant on placement setting. There is little evidence that any model is superior to another (Lekkas et al, 2007)⁷. Students may expect to find, for example, a 1:1 model used in a community setting, collaborative and team models with peer-assisted learning in acute care. The Practice Placement Team works with practice educators to promote the use of a range of flexible and adaptable models of clinical education placements. While the ratio of student to practice educator should be appropriate to the service setting, increases in ratio are encouraged where this does not adversely affect quality (CSP, 2002⁸).

The flow chart in *Appendix 3* shows the process for initial approval and ongoing monitoring of practice placements.

The CSP's requirement for a minimum of 1,000 hours of supervised practice based education⁹, results in the lengthening of the second and third years to 36 and 32 weeks respectively.

⁶ Chartered Society of Physiotherapy (2005) *Learning in the practice environment in qualifying programmes of physiotherapy: guidance on its organisation, delivery and recognition*. London: CSP

⁷ Lekkas P et al (2007) No model of clinical education for physiotherapy students is superior to another: a systematic review. *Australian Journal of Physiotherapy* 53: 19–28

⁸ Chartered Society of Physiotherapy (2002) *Guidelines for Implementing Collaborative (Multiple) Models in Physiotherapy Practice Placements*. London: CSP

⁹ Chartered Society of Physiotherapy (2002) *Curriculum Framework for Qualifying Programmes in Physiotherapy*. London: CSP

Levels C, I and H Practice Education

Year 1

Practice based education begins in Year 1 with Practice Placement 1. This four-week module focuses on the development of professional skills in the practice arena. Academic components of the programme prepare students for this module and skills gained in practice are further developed throughout the rest of Year 1.

Years 2 and 3

Each of the second and third year Practice Placement Modules, five in total, comprise six weeks experience within a range of practice based settings with preparation for these modules being on-going throughout the whole programme.

Expectations regarding student performance will increase from Year 2 to Year 3 as the contexts and presentation of service user problems become more complex.

Appendix 1 gives an overview of the academic programme for Levels C, I and H.

Timing of practice placements

Practice Placement Module	Year – Term - Week	No. Weeks/Hours	Cumulative Total Hours
PP1 (Level C)	1.2.2 to 1.2.5	4 @ 32 Hours = 128	128
PP2 (Level I)	2.2.6 to 2.2.11	6 @ 32 Hours = 192	308
PP3 (Level I)	2.3.1 to 2.3.6	6 @ 32 Hours = 192	500
PP4 (Level I)	2.3.7 to 2.3.12	6 @ 32 Hours = 192	692
PP5 (Level H)	3.1.6 to 3.1.11	6 @ 32 Hours = 192	884
PP6 (Level H)	3.2.0 to 3.2.5	6 @ 32 Hours = 192	1088

The three levels of practice education reflect increasing demands and expectations. The practice placement module learning outcomes (see below) are designed to demonstrate the progression of academic and professional skills expected for each level of training.

Students are required to pass the relevant practice placements modules before progressing to the next level.

NB. Failed placements must be retaken. Where a student has failed a placement they will normally be allowed one resit of the placement in another setting. Retake placements will normally be undertaken during the summer vacation. If this retake is failed, they will be required to withdraw from the course or retake the year. Where the student is successful in retaking a Practice Placement Module, the minimum pass mark of 40% will contribute to the final mark. (See p22 for further details.)

Level C

Practice Placement 1: Term 2. 2 to 2.5

Module Descriptor

The student will have an identified physiotherapy practice educator within a practice-based setting where they will have the opportunity to use and develop practice knowledge and skills acquired during the previous campus-based modules. The student should have opportunity to identify own learning needs. The student will have the opportunity to learn new profession specific skills, acquire new knowledge and build the foundations of team working. This module will focus on the development of interpersonal communication and handling skills and assessment.

Learning Outcomes

- Demonstrate appropriate professional behaviour with an awareness of the fundamental legal and ethical boundaries of professional practice
- Demonstrate appropriate interpersonal communication skills with service users and other members of the health care team
- Assess and collect service user data and report in a professionally appropriate manner.
- Engage in reflective practice and experiential learning e.g. negotiating and using a learning contract.
- Demonstrate safe and effective use of appropriate core physiotherapeutic skills
- Demonstrate a developing awareness of the roles of other professionals in health and social care

Level I

Practice Placement 2: Term 2.6 to 2.11

Module Descriptor

The student will have an identified physiotherapy practice educator within a practice-based setting where they will have the opportunity to use and develop clinical knowledge and skills acquired during the previous campus-based and practice-based modules. The student should have opportunity to identify own learning needs. The student will have the opportunity to learn and develop profession specific skills and knowledge. The focus of this module will be development of service user assessment, applied clinical skills and record keeping.

Learning Outcomes

- Demonstrate appropriate professional behaviour with a developing awareness of the fundamental legal and ethical boundaries of professional practice
- Gather appropriate information through the assessment of service user needs, demonstrating effective interpersonal skills and an awareness of ethical, cultural and professional standards
- Select, plan and implement safe and effective physiotherapeutic skills in the management of service users
- Demonstrate the ability to maintain accurate and timely service user records.
- Reflect upon professional practice and identify areas for further development

Practice Placement 3: Term 3.1 to 3.6

Module Descriptor

The student will have an identified physiotherapy practice educator within a practice-based setting where they will have the opportunity to use and develop clinical knowledge and skills acquired during the previous campus-based and practice-based modules. The student should have opportunity to identify own learning needs. The student will have the opportunity to learn and develop profession specific skills and knowledge. The focus of this module will be development of clinical reasoning and applied clinical skills.

Learning Outcomes

- Demonstrate appropriate professional behaviour with a developing awareness of the fundamental legal and ethical boundaries of professional practice
- Apply clinical reasoning skills to the process of assessment of service user needs and with reference to professional knowledge and research, produce appropriate physiotherapeutic management plans
- Implement and evaluate appropriate, safe and effective physiotherapeutic skills in the management of service users
- Maintain accurate and timely service user records.
- Reflect upon professional practice and identify areas for further development

Practice Placement 4: Term 3.7 to 3.12

Module Descriptor

The student will have an identified physiotherapy practice educator within a practice-based setting where they will have the opportunity to use and develop clinical knowledge and skills acquired during the previous campus-based and practice-based modules. The student should have opportunity to identify own learning needs. The student will have the opportunity to learn and develop profession specific skills and knowledge. The focus of this module will be further development of clinical reasoning and applied clinical skills.

Learning Outcomes

- Demonstrate appropriate professional behaviour with a developing understanding of the fundamental legal and ethical boundaries of professional practice
- Apply clinical reasoning skills to the process of assessment of service user needs and with reference to current professional knowledge and relevant research, produce appropriate physiotherapeutic management plans
- Implement and evaluate appropriate, safe and effective physiotherapeutic skills in the management of service users' needs
- Demonstrate skills in communicating information and advice to colleagues and service users
- Demonstrate skills of reflection upon personal and professional practice

Level H

Practice Placement 5: Term 1.6 to 1.11

Module Descriptor

The student will have an identified physiotherapy practice educator within a practice-based setting where they will have the opportunity to use and develop clinical knowledge and skills acquired during the previous campus-based and practice-based modules. The student should have opportunity to identify own learning needs. The student will have the opportunity to learn and develop profession specific skills and knowledge. The focus of this module will be on further development of clinical reasoning and applied clinical skills.

Learning Outcomes

- Demonstrate professional behaviour with an understanding of the fundamental legal and ethical boundaries of professional practice
- Apply problem-solving and clinical reasoning skills to the assessment of service user needs and, with reference to current professional knowledge and relevant research, produce appropriate physiotherapeutic management plans
- Apply, evaluate and modify appropriate physiotherapeutic skills in the management of service users' needs
- Demonstrate effective and appropriate skills in communicating information and advice to colleagues and service users
- Demonstrate skills of reflection in the evaluation of personal and professional practice

Practice Placement 6: Term 2.0 to 2.5

Module Descriptor

The student will have an identified physiotherapy practice educator within a practice-based setting where they will have the opportunity to use and develop clinical knowledge and skills acquired during the previous campus based and practice-based modules. The student should have opportunity to identify own learning needs. The student will have the opportunity to learn and develop profession specific skills and knowledge. The focus of this module will be development of caseload management and mentoring skills.

Learning Outcomes

- Demonstrate professional behaviour with an understanding of the fundamental legal and ethical boundaries of professional practice
- Assess the needs of a range of service users and, with reference to current professional knowledge and relevant research, apply, evaluate and modify physiotherapeutic intervention
- Appraise self-management of caseload and modify practice accordingly, demonstrating effective teamwork and communication skills
- Demonstrate partnership with more junior students and/or appropriate others through the development of mentoring skills
- Demonstrate skills of career-long learning.

Placement Practicalities

Placement Hours

During the programme students are required to complete a minimum of 1000 practice placement hours. At the end of each placement the practice educator will record the hours on the Practice Placement Assessment Form. The Practice Placements Officer then records these hours on the Practice Placements Database.

Students have supernumerary status throughout the three-year programme. This means that during the placement they are part of the team but extra to the staff allocated complement. Students are not normally expected to work more than 32 hours per week. A 7 day working week is now an emerging working practice therefore if your placement area has changed to this you will be expected to negotiate with your clinical educator to arrange your placement hours in line with theirs. This may mean if you work a Saturday /Sunday you have a rest day in the week as would your clinical educator.

Practice placements are organised and managed by the Practice Placement Support Unit according to the requirements of the programme. Students are informed at interview that placements are allocated in accordance with the placement capacity. Wherever possible the diversity of student needs is taken into account but students will be required to travel to a variety of placements.

Within six weeks of the start of the placement, students will be able to access their placement information via the practice placement administration system (PPAS).

Practice Educators also have a password access to the on line system and can view a range of facilities for their own placement areas. These include students they are expecting on placement, student placement evaluation and Placement Location Detail sheets. Your clinical placement co-ordinator within your trust will have this password. Please contact Norma Jones if you are unable to access PPAS due to password issues.

[Click here to open the Practice Educator Database](#) (password protected)

Allocation Process

Following their placement, students complete an on-line profile form (see *Appendix 4*) that identifies their placement experiences and further learning requirements. This is then considered when allocating future placements to ensure that students gain experience within a wide range of acute and primary care settings. The spread of placements, although geographically wide, is mainly within the boundaries of the West Midlands.

The Management of Practice Placement Offers Flowchart (*Appendix 5*) identifies the procedures undertaken if placement capacity is an issue.

The allocation process aims to ensure that, over the length of the programme, each student will gain experience of working with a range of people of all ages with health conditions that affect different aspects of physical and psychosocial functioning. *Appendix 6* gives further details of both the allocation process and information available from the PPAS.

Preparation for Placement

Importance is placed upon ensuring that students are adequately prepared for their practice-based learning.

The student is allocated to a practice educator who will undertake the required responsibilities in their place of work in accordance with the individual's learning needs and previous experience. The practice educators can expect students to have a good grounding in basic knowledge and a good level of relevant practical skill, depending on academic level.

This is achieved in a number of ways, for example:

- Student attendance at campus based modules, workshops and tutorials including skill sessions in risk assessment, manual handling, basic life support and infection control. Detail of these are available on Canvas in 'Health & Safety' area. Students who fail to attend may not be able to go out on placement.
- Pre-placement briefings by the Practice Placement Team
- Reflection on previous experiences and campus based learning to identify future learning needs
- A variety of information on practice placements, including placement location details can be found on PPAS <http://mymds.bham.ac.uk/portal/clinical/StudentAccessArea> (See *Appendix 7*) with additional information on Canvas, Physiotherapy Placement Handbook, in Modules - Practice Profiles sections.
- Use of a Student Placement Induction checklist to check essential topics are covered by placement provider - See *Appendix 9*.
- Knowledge of roles and responsibilities of Student, Practice Educator, Visitor - See *Appendix 10*.
- Use of the Learning Contract. For examples and guidance see *Appendix 11*. Student copies are available on the clinical placement website, assessments of students and Canvas.
- Students should make telephone contact with the placement at least 6 weeks prior to the start of the placement to address any queries.
- Students may wish to visit the placement prior to the start date to check travel time on chosen transport to ensure timely arrival to placement location. .
- Students must be under the supervision of a suitably qualified and experienced physiotherapist (see Responsibilities of Practice Educator, *Appendix 10*). This does not necessarily mean they have to be in eyeshot of each other. More junior physiotherapists can also have a valuable role in student facilitation.
- Student and Educator access to the Practice Placement Team website <http://www.birmingham.ac.uk/schools/sport-exercise/clinicalphysio/index.aspx> for information and resources related to Practice Placements. The website includes links to Practice Placement paperwork and Preparation for Practice Placements and much more.

Use of Private Vehicles

Use of private vehicles for travel to and from practice placements, must be approved by the School prior to each placement if claiming expenses. The form can be downloaded from Canvas, Physiotherapy Placement Handbook in Modules – Travel section.

See *Appendix 12* for further information regarding the use of private vehicles

Student Expense Claims

Students may be able to claim travel and/or accommodation costs. See *Appendix 13* for further details

Placement Accommodation

For those placements at a considerable distance from Birmingham, the student may wish to organise accommodation. Please seek guidance from Norma Jones N.L.JONES@BHAM.AC.UK if required.

Attendance

Students must complete a minimum of 1000 hours of supervised placement practice during the programme. All Practice Placement modules require attendance at a designated placement for 32 hours per week. This is a compulsory component of the programme. Lunch breaks are not included in the total placement hours.

In the event of absence from a practice placement for an acceptable reason, the module will normally be considered as having been completed if the practice educator is able to make a judgement as to the student's performance and provided they have completed a minimum of 75% of the module. Failure to complete the minimum requirement of supervised practice hours will entail further practice experience being organised either during the vacation period or at the end of the programme.

Punctuality is an important quality in the health care professional. The start times given for placements means that students should be appropriately dressed and ready to start their first duties at the designated time. Time keeping throughout the day is also important and if the student has not completed their work by the designated time they may be required to 'work over': professionalism implies putting service users first and being willing to do that bit extra.

Study Time

The student has been allocated the equivalent of a half-day each week for study throughout their placements. Study time should operate flexibly to meet the demands and routine of the placement and educator. It should not be assumed that Friday afternoon would automatically be allocated, as there may be reasons where it is appropriate for another morning or afternoon to be used.

It may be possible to 'save up' study time so that the student forfeits one half day and takes one whole day off the following week. The student should not assume that this will always be possible, but must negotiate this with the educator.

Practice Placement Uniform

For students on NHS contracted places, the NHS currently pays for two pairs of trousers and three tunics. These will be ordered during Year 1.

The Placement Location Details (see *Appendix 7*) include any specific uniform requirements with further details available via practice placement administration system. Otherwise practice placement uniform is as follows:

- Navy trousers
- Physiotherapy tunic top
- A navy cardigan or sweatshirt (not hooded)
- Black or navy lace-up shoes with black or navy socks or white/blue or black trainers with white/navy or black socks ('fashion' trainers and canvas shoes are not acceptable).

On some practice placements such as paediatrics and gym work, navy tracksuit trousers and white polo shirt with the University logo are the accepted uniform. Items such as tracksuit trousers, polo shirts, sweatshirts are bought by the students.

Except in certain community placements where changing facilities are not available, students must not wear uniform to travel to and from practice placements or to visit shops, banks etc., even if it is covered with a coat or travelling in a car, as this increases the risk of spread of infection and may facilitate the development of resistant bacteria. If it is cold students may wear a plain navy cardigan or sweatshirt over uniform when not treating service users/patients, although hooded sweatshirts are not appropriate.

Students are expected to present a professional appearance at all times, as personal presentation and infection control are very important in a healthcare environment.

- Uniforms should always be smart and clean
- Hair should be tidy and, if long, should be tied up off the collar. If using hair ornaments, these should be discreet and dark in colour.
- No jewellery may be worn with the exception of a wedding ring, although students may, at their own risk, wear plain stud earrings (one in the lobe of each ear). Hoop earrings are not to be worn.

These requirements are also there for students' own safety as long hair and jewellery can constitute a danger when working with people and machinery. Some departments will have changing facilities, but lockable facilities are often minimal. Students are therefore advised to keep personal belongings to a minimum when on placement.

The use of mobile phones within hospitals is prohibited as they can interfere with medical and communications equipment. It is inappropriate to make or receive personal telephone calls whilst on duty except in exceptional circumstances. NHS trusts have strict imaging policies with regard to consent and use, therefore digital devices e.g. mobile phones should not be utilised for this purpose. If you are in breach of this it would result in failure of your placement.

Students should wear their name badges and university ID at all times, unless this is a danger to service users/patients. However, some NHS Trusts provide students with temporary I.D. badges to wear instead of the University badge. These must be returned at the end of the placement.

Social networking

There are good examples of social networking in Healthcare for example the use of interactive CSP (iCSP) to share ideas and discuss pertinent topics in a professional manner.

'Legal, regulatory and professional considerations apply to you as a health professional or student when using social media – in the same way as they do when you are using other forms of communication, or sharing information. What you make public about your personal life on social media sites could have an impact on your employment and professional standing.'

'Social media sites are very rarely completely closed or secure. Inappropriate use of social media could have drastic consequences for your reputation, and could negatively impact on your professional status and employment prospects', (CSP, 2012).

Students should ensure they read and understand The Chartered Society of Physiotherapy (CSP) social media guidance document (July 2012) which can be found at <http://www.csp.org.uk/publications/social-media-guidance> (CSP members only) and on Canvas in the 'Physiotherapy Placement Handbook; General Resources; Practice Placement Standards, Policies & procedures' area.

The University GUIDANCE FOR SOCIAL NETWORKING SITES should also be read in accordance with the CSP guidance: <https://intranet.birmingham.ac.uk/it/documents/public/social-guidelines.pdf>

Supporting Students and Practice Educators

The Practice Placement Team is responsible for the organisation and support of practice education. An overview of the Team are shown on page 1 or <http://www.birmingham.ac.uk/schools/sport-exercise/clinicalphysio/staff/index.aspx> . Our website <http://www.birmingham.ac.uk/clinicalphysio> is a valuable resource for both students and Practice Educators and is continually updated.

A brief description of the roles of personnel involved in practice education is given below. Further details of responsibilities can be found in *Appendix 10*.

Roles

- The role of the Practice Educator is to facilitate the student's development into an autonomous professional who is flexible and able to meet service user needs.
- The role of the Clinical Tutor/Clinical Visitor is to act as the liaison between the University and the practice placements and providers. Each Clinical Tutor is responsible of a number of placements within a specified geographical area. They provide support for students and practice educators in the practice setting.

The Practice Placement Team provides biannual study days at the University for practice educators. Normally these are held in the vacation times and include one day for new practice educators and one for experienced practice educators. The Team are responsive to feedback from placement providers and courses can be 'tailored' to meet the needs of the practice educators

The team also provides regular workshops and 'road shows' throughout the year within the NHS Trusts to provide additional training and to develop stronger links between practice educators and the University.

<http://www.birmingham.ac.uk/schools/sport-exercise/clinicalphysio/CPD/index.aspx>

For those practice educators wishing to gain CSP accredited status through the Accreditation of Clinical Educators experiential route, support is provided by a member of the Practice Placement Team.

<http://www.birmingham.ac.uk/schools/sport-exercise/clinicalphysio/events/index.aspx>

Visits

Clinical Tutors and Visitors are committed to placing value on all visits as a welcome and expected opportunity for all parties to meet and exchange ideas, to acknowledge the student's achievements, and to discuss any necessary revisions or changes to the practice placement. The Practice Placement Team and some of the academic staff are involved in visiting students, and this has resulted in a wide coverage of visits to placements.

All new practice educators receive a visit when taking their first student. All practice educators from placements not previously used by University of Birmingham will also receive a visit. These visits serve to provide the practice educators with information about the programme and practice education of students, including assessment, facilitation of learning and learning contracts.

The Practice Placement Team ensures that students are visited once during their Practice Placement 1 (Level C) and Practice Placements 2 & 5 (level I & H) placements. Each student will be contacted at least once on subsequent placements; however, practice educators or students may request visits at any time.

The visit may be arranged to coincide, as near as possible, with the mid way stage of the placement

Depending on the placement and student need you will have contact with your clinical tutor at the placement location or in University and individually or as a group tutorial. Occasionally this may be done by phone interview contact also. This contact will usually take 20-30 minutes. This format allows for discussion of placement, any areas of concerns that need to be addressed, and as a way of monitoring student's progress in relation to achieving the assessment criteria. Appendix 15 gives further guidance for practice placement visits.

During the visit, the Clinical Tutor completes a Practice Visit Form. This information is entered into an online version of this form by one of the Clinical Tutors.

The purpose of the record is to identify and document any key issues relating to the placement. In addition, it requires completion of an action plan to address any of the issues identified and then instigate action as appropriate. This could involve providing more support for the student, the educator or administrative issues such as updating the practice placement database with any changes to the placement or educator staff.

The Practice Visit Form is kept on record if any concerns or issues were raised or reported on placement and the student's personal tutor notified of anything significant requiring further action. Otherwise the placement visit forms are destroyed after they have been inputted into PPAS.

The Failing Student

If the student is experiencing difficulties or is failing the placement, practice educators should notify the Clinical Tutor or Practice Education Lead as soon as possible. The Clinical Tutor will arrange to visit the placement urgently. At this meeting, the student and practice educator will be listened to in an open manner to ascertain the specific nature of the problems.

In the event of unresolved difficulties, the Lecturer with Responsibility for Practice Education may withdraw a student from the placement after consultation between all relevant parties.

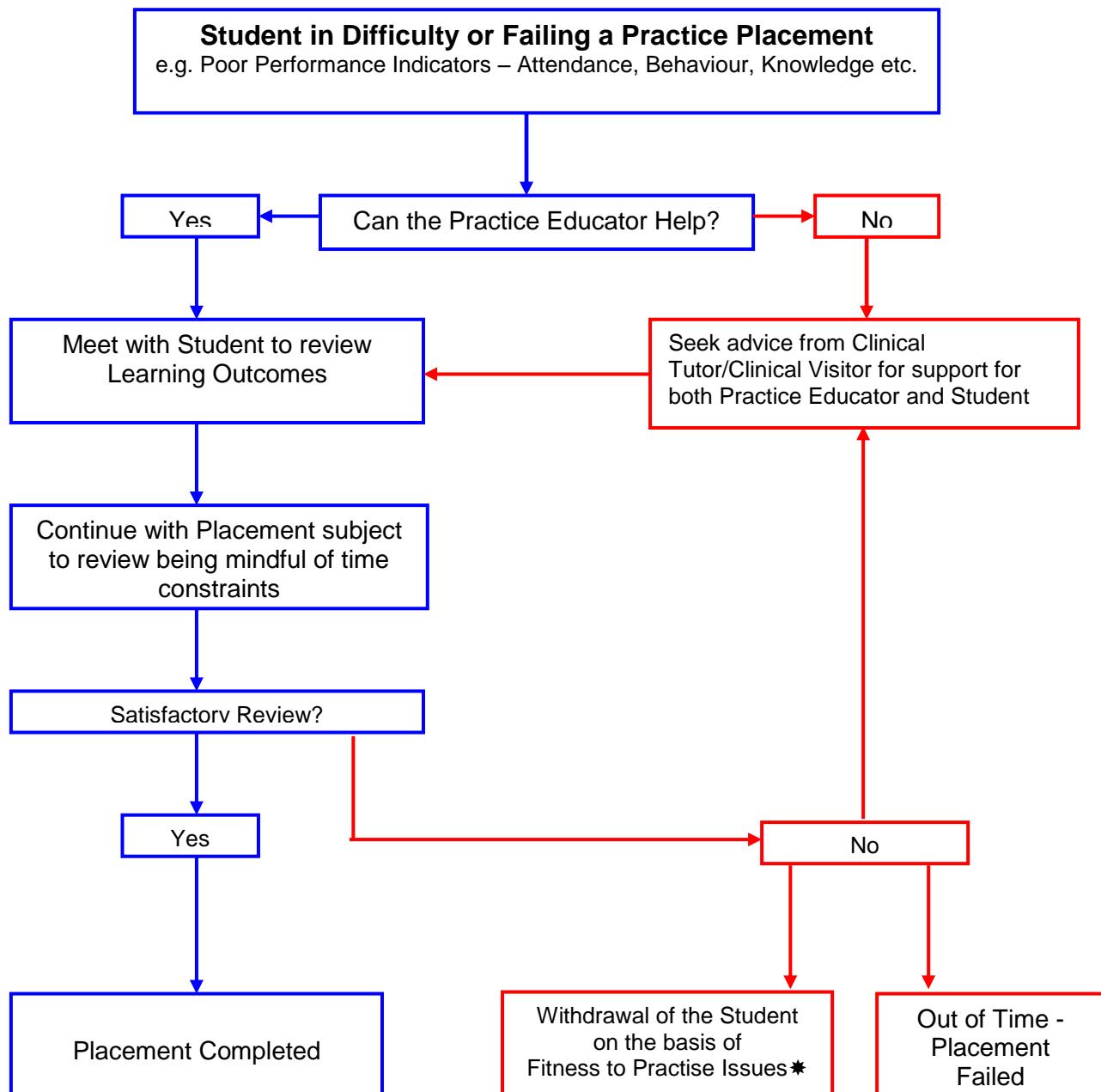
Failed placements must be retaken. Where a student has failed a placement they will normally be allowed one resit of four weeks duration of the placement in another setting. Retake placements will normally be undertaken during the summer vacation. If this retake is failed, they will be required to withdraw from the course. Where the student is successful in retaking a Practice Placement Module, the minimum pass mark of 40% will contribute to the final mark. If the student has submitted, and had accepted, mitigations for failure of a Practice Placement Module, the retake placement will be of six weeks duration and the mark achieved for this repeat will be recorded (i.e. be taken as a first attempt mark, not 'capped' at 40% as for resits).

Only one resit of a practice placement module is normally allowed in any one year of study. Failure in a second practice placement module within an academic year will normally result in the student being required to repeat the year. A student who fails a repeated module will normally be required to withdraw from the programme.

Safety Fail

Physiotherapy Placement Handbook, in Modules – Fitness to Practice or Health & Safety sections.

Process for Student in Difficulty or Failing a Practice Placement



*See University Fitness to Practise Procedures Code of Practice
<http://www.birmingham.ac.uk/Documents/university/legal/misconduct-fitness-practice.pdf>

Resources and Alternative Support Mechanisms

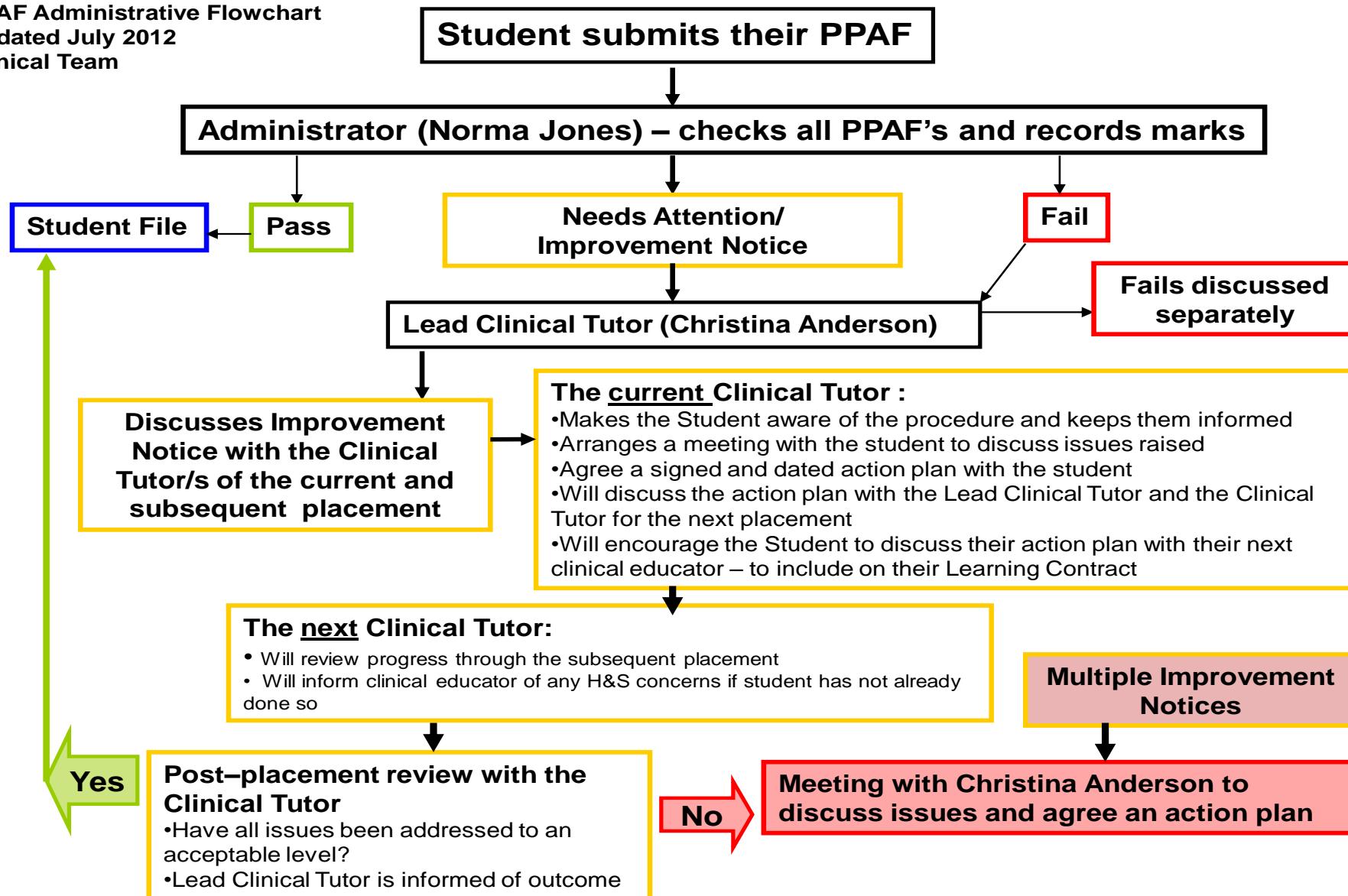
More than one visit to some students on distant placements may not be possible. Some students may experience isolation during the time they are away from home, and separated from family and friends. In response to this situation there are a number of alternative support mechanisms that have been established for students who may not receive more than one visit:

- Telephone calls - Where further visits to students are not possible, they receive a telephone call from a member of the Practice Placement Team, to discuss their progress and receive guidance and feedback. Practice educators and students are encouraged to telephone the Practice Placement Team at any time during placements. Discussions and actions will be documented and kept in the student's personal file and the personal tutor notified of anything significant.
- The University of Birmingham Portal (www.my.bham.ac.uk/cp/home/loginf) allows access to students' University email accounts whilst away from campus and to the library facilities. Staff email addresses are published in the Student Handbooks and on the University website <http://www.birmingham.ac.uk/schools/sport-exercise/index.aspx>
- The Placement Location Details (*Appendix 7*) give details of resources available on placement.
- Canvas - Students on placement can use the 'on line' discussion boards and chat rooms to communicate with each other and members of staff.
- Further information regarding support for students with disabilities can be found on our website:
<http://www.birmingham.ac.uk/schools/sport-exercise/clinicalphysio/support/disability.aspx>
or <https://intranet.birmingham.ac.uk/as/studentservices/disability/index.aspx>
- The University's Counselling and Guidance Service is available for students who can be referred by relevant staff or self-refer. Academic support appointments on Monday and Thursday evenings are available for those students identified with Semantic-Pragmatic Language Disorder (SpLD – dyslexia/dyspraxia) whilst on placement. Details can be found in the Programme Handbook and on <https://intranet.birmingham.ac.uk/as/studentservices/index.aspx>

Student Support after Placement

Placement debrief - Where possible, on returning to the University, all students attend debriefing workshops facilitated by the Practice Placement Team, alternatively use will be made of the on line chat rooms. The aim of these sessions is for students to reflect on and discuss their placements and share positive and negative experiences.

Individual debriefing - Individual sessions with members of the Practice Placement Team are provided for students who have experienced difficulties on placement, received a 'needs attention' in Professionalism; Health, Safety and Security and/or Equality and Diversity dimensions or have failed a placement. (See overleaf).



Assessment of Practice Placement Performance

Practice Placement Assessment Form

<http://www.birmingham.ac.uk/schools/sport-exercise/clinicalphysio/support/assessment.aspx>

Overall student practice placement performance is assessed using the Practice Placement Assessment Form - See *Appendix 16*. This form is based on the NHS Knowledge and Skills Framework¹⁰ and further information regarding marking can be found on Canvas.

The Practice Placement Team provides both students and practice educators with information about the use of the Practice Placement Assessment Form (PPAF). For students this will occur during Preparation for Placement sessions and will be discussed in debriefing post-placement. For practice educators assessment procedures and issues will be discussed on study days, both on site and on campus, and with individual clinical tutors and visitors during placement visits.

The HCPC Standards of Proficiency – Physiotherapists¹¹, the NHS Knowledge and Skills Framework⁹, the Practice Placement Learning Outcomes (see pages 6-11) and Nursing & Physiotherapy Marking Level Criteria (see *Appendix 17*) are used to determine placement marks.

A system of monitoring of placement assessment marks takes place as the assessment forms are submitted to the School. Individual forms and composite mark sheets are scrutinised by the Practice Placement Team and any apparent anomalies identified. Any evidence suggesting problems with assessments will be investigated and appropriate actions taken. At the end of each academic year, student achievement across all assessment items, including Practice Placement Module marks, is presented at Programme Review.

The overall profile of marks identifies trends and areas of concern are noted for action. This may include practice educator training on assessment of student.

Practice Placement 1 Module is graded to provide a module mark but, like all Year 1 assessments, it is not weighted towards honours classification. The purpose of the grading is to provide early feedback in respect of strengths and weaknesses and to allow the instigation of early and appropriate guidance when and where necessary.

Practice Placement 2- 4 Modules are each weighted towards honours classification, the Practice Placement Assessment forming the only (100%) assessment tool for these modules. This weighting derives directly from the credit rating of the modules since 120 credits in Year 2 contribute 25% to the final degree profile.

¹⁰ Department of Health (2004) *The NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process*. London: DH

¹¹ Health and Care Professions Council (2013) *Standards of Proficiency – Physiotherapists*. London: HCPC

Practice Placement 5- 6 Modules are each weighted towards honours classification, reflecting the more complex nature of third year studies.

In Practice Placement 5 the Practice Placement Assessment forms 100% of the module mark.

In Practice Placement 6, the Practice Placement Assessment forms 50% of the module mark with the Portfolio assignment contributing 50%.

Written Work

The student should participate in all placement related written work e.g. assessments, reports, notes, statistical and database-related work. The educators should not, however, ask students to complete additional essay type work, though student presentations may be appropriate.

Practice Placements Quality Assurance

Practice education is audited, reviewed and evaluated throughout the year to ensure a high standard of practice. This is achieved at a number of different levels.

Audit

All new placements are audited initially using the Physiotherapy Practice Placement Initial Audit document. This document requests a number of details from placement providers regarding policies, procedures and guidance E.g. Health and Safety, Fire, Equal Opportunities, Bullying and Harassment.

Ongoing reviews will use the Education Commissioning for Quality (ECQ) process¹².

The Clinical Tutor responsible for the placement area co-ordinates the audit. These details are collated by the Practice Placements Manager and used to monitor the quality of practice placements. See *Appendix 3 – Initial Approval and Ongoing Monitoring of Practice Placements Flowchart* - for details.

Practice Placement Evaluation Questionnaires

Evaluation of and comments on the practice-based elements of the Programme are important in order to manage and maintain the quality of the Programme. The questionnaires are anonymous with no personal information recorded with the comments. The system can indicate which students have not completed the questionnaires as a reminder box remains on the screen until the questionnaire has been completed.

Students can access the Practice Placement Questionnaires online via <http://mymds.bham.ac.uk/portal/clinical/StudentAccessArea> once their placement has finished and are encouraged to provide professional feedback - See *Appendix 18*.

Feedback of student evaluations to practice placements can be obtained by agreement of the Practice Placement Support Unit, through a designated password protected Web page <https://healthscinet.bham.ac.uk/Clinical/FacilitatorsAccessArea/index.asp>

Practice Educator Evaluation Questionnaire

Practice Educators are invited to evaluate their experience as educators to maintain the quality of the Programme and of the Practice Placement experience. Practice Educators' access and submit the online Evaluation Form via the Practice Placement Administration System (PPAS) through their password protected placement account. This evaluation is monitored by the Clinical Tutor responsible for the placement area on a regular basis

¹² Department of Health (2010). *Education Commissioning for Quality*.

External Examiner Visits

One External Examiner is invited to visit a sample of practice placements each year, meeting with therapy managers, practice educators and students as appropriate. Feedback from the External Examiner Reports on practice placements is used to make relevant changes.

Complaints Procedure

Any complaints which are related to the Practice Placement Modules are initially discussed in confidence with a member of the Practice Placement Team and/or Personal Tutor.

The complaints procedure can be found here
<http://www.as.bham.ac.uk/legislation/complaints.shtml>

Student Health and Safety on Placement

Student Placement Induction Checklist

All students should receive an induction into the organisation and be made aware of the relevant health and safety issues. They should begin completing an induction checklist (see *Appendix 9 – Student Practice Placement Induction Checklist*) during the first week of placement.

Student Health

As part of the admission process students are required to complete a health declaration and to provide an immunisation record undertaking vaccinations where necessary prior to the commencement of the course. Information provided is confidential and is only available to Occupational Health.

<http://www.birmingham.ac.uk/Documents/college-mds/haps/departments/nursing/ClinicalPhysio/Support/OccupationalHealthRequirementsFlowchart.pdf>

Students are strongly advised to inform the Practice Education Lead and their practice educators of any health problems that may affect the placement in order to get the support they may need. Students have access to pastoral support, personal tutors and professional counsellors.

Learning Development

<http://www.birmingham.ac.uk/schools/sport-exercise/clinicalphysio/support/disability.aspx>

There are a number of students who require additional support from staff in relation to specific learning difficulties e.g. dyslexia, hearing and visual impairment. The following specific guidelines and procedures are adhered to in the allocation of placements. Before student placements are allocated, the Welfare Tutor, Personal Tutor and Lecturer with Responsibility for Practice Education meet to discuss those students who have special learning needs.

Where a student's needs are likely to impact on their learning on placement, an appropriate plan is produced in accordance with the Special Educational Needs and Disability Act 2001 (SENDA)¹³. With the student's consent, the

¹³ *Special Educational Needs and Disability Act 2001*. London: HMSO

practice educator will then be contacted and made aware of any specific learning needs and any additional support that the student may need whilst they are on placement. Pre-placement visits by the student and personal tutor (in the case of students with disabilities such as visual impairment) and/or Clinical Tutor may be required.

Sickness Absence

Educators must ensure that they have given the student instructions on how to report sickness absence. If a student is absent from placement for more than five days a self-certificate must be completed (available online <http://healthscinet.bham.ac.uk/IntranetDocs/WebCTStudentForms/Student%20Declaration%20of%20Absence.pdf>). After seven days a doctor's certificate is required. This should be seen by the educator and posted to the SHS Practice Placement Officer. Educators must keep a record of the dates of student absences, as this needs to be noted on the Practice Placement Assessment Form.

If the student has a prolonged period of sickness that compromises their ability to achieve a successful placement outcome, the educator must inform the Lecturer with Responsibility for Practice Education. A decision can then be reached about the continuation of the placement.

Students are responsible for notifying their placements directly and the University Clinical Physiotherapy team via email physio-absence@contacts.bham.ac.uk (Programme administrators log student absences). This should be done as soon as the placement is open in the morning and followed for each day of absence. Students should also inform the University via the same email address when they have returned to placement otherwise they continue to be recorded as 'absent'. This may require a letter from the GP stating that they are fit to return to placement.

Incidents on Placement

If an incident or near miss occurs on practice placement premises or at any other premises, the practice educator will be required to provide the Incident Form for the student to complete and this will be retained by the educator. Any incident must be reported to the Clinical Tutor as soon as is reasonably practicable. The Practice Educator must note any incidents on the student's Practice Placement Assessment Form (see Appendix 16).

Disclosure & Barring Service (DBS)

All students joining the programme from September 2002 have been subject to the enhanced DBS check. Students have their own copy of the processed disclosure form.

<http://www.birmingham.ac.uk/Documents/college-mds/haps/departments/nursing/ClinicalPhysio/Support/FlowchartCRBEvidencingGoodCharacterConditionofOfferupdate2010.pdf>

Health and Safety Legislation

The health and safety of students whilst on placement is an important factor in the healthcare programme provision and is seen to be the responsibility of both students and placement staff. Students should familiarise themselves with the policies of the placement provider.

Moving and Handling

In line with the Health and Safety at Work Act (1974) and the Manual Handling Operations Regulations (1992), manual handling has a high profile on the health and safety agenda.

All students must attend a course at the University in their first year before going on placement. Updates are attended each year and registers are maintained. The courses are organised and run by appropriately trained clinical staff and aim to ensure that principles of safe handling are practised in line with the Manual Handling Operations Regulations 1992.

Students who are unable to attend these sessions are informed that they must not engage in manual handling activities until the appropriate initial training has been completed on campus or in respective NHS Trusts.

All Practice Educators should be aware that it is their responsibility to offer further training with their student, so that skills introduced in the classroom are developed in the workplace setting. The practice educator must ensure that students are familiar with local policies, procedures and preferred equipment specified by the Trust.

Fire Lectures

Fire lectures and incident reporting procedures should form part of the student's induction process by the placement providers.

Home Visits and Community Working

In some circumstance students may be required to carry out unaccompanied home visits. The student should work within local policies and procedures. The student should be informed of the workplace safety procedures for home visits. The CSP (2006)¹⁴ guidance and the following guidelines may also be useful:

- Educators should use judgement and involve the student in the selection of home visits for the student to carry out alone. Educator and student should take into account the ability and experience of the student, the nature of the visit and the level of responsibility required.
- Before making unaccompanied visits, the student should have the opportunity to experience home visits with the educator and other staff as appropriate.
- Before the visit, student and educator should discuss the visit, exploring anticipated issues so that the student is aware of the level of responsibility he/she is required to take.
- After the visit, the educator should discuss and reflect on the experience with the student.
- If the student chooses to use their own car for working with service users/patients whilst on placement, the student should ensure that they have additional motor insurance to cover this purpose. Educators should give the student details of how a car is to be used in their first communication with the allocated student.

¹⁴ CSP (2006) *Guidance on developing student placements in community and other non-traditional settings*. London: CSP

References

- Chartered Society of Physiotherapy (2002) *Curriculum Framework for Qualifying Programmes in Physiotherapy*. London: CSP.
- Chartered Society of Physiotherapy (2002) *Validation Procedures*. London: CSP.
- Chartered Society of Physiotherapy (2002) *Guidelines for Implementing Collaborative (Multiple) Models in Physiotherapy Practice Placements*. London: CSP
- Chartered Society of Physiotherapy (2003). *Clinical Education Placement Guidelines*. London: CSP
- Chartered Society of Physiotherapy (2005) *Standards of Physiotherapy Practice*. London: CSP
- Chartered Society of Physiotherapy (2011) *Rules of Professional Conduct*. London: CSP
- Chartered Society of Physiotherapy (2013) Quality Assurance Standards for physiotherapy service delivery. London: CSP
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- Department of Health (2010) *Education Commissioning for Quality (ECQ)*. London DH.
- Health and Care Professions Council (2012) *Standards of Conduct, Performance & Ethics*. London: HCPC
- Health and Care Professions Council (2013) *Standards of Proficiency – Physiotherapists*. London: HCPC
- Lekkas P, Larsen T, Kumar S, Karen K, Nyland L, Chipchase L, Jull G, Buttrum P, Carr L, Finch J (2007) No model of clinical education for physiotherapy students is superior to another: a systematic review. *Australian Journal of Physiotherapy* 52: 19–28

Appendices

Appendix 1 - Overall plan of BSc Physiotherapy Programme 2014/15- Levels C, I and H Academic Content

Appendix 2 - Student Personal Details Form

PROGRAMME: BSc Physio MSc Physio BNurs DipHE

Date of Entry:

Names should be given as entered on Birth Certificate

Surname:		Title:
Forenames:		DOB:
Home Address:		Local Address:
Home Telephone:		Local Telephone:
Mobile:		EMAIL:

Person to Contact in case of Illness:

Name:	Relationship:
Address:	
Telephone:	

Medical information

Name of Local Doctor:	
Address:	
Telephone:	

Clinical Placements Information

Do you have the use of a car for travel to clinical placements?

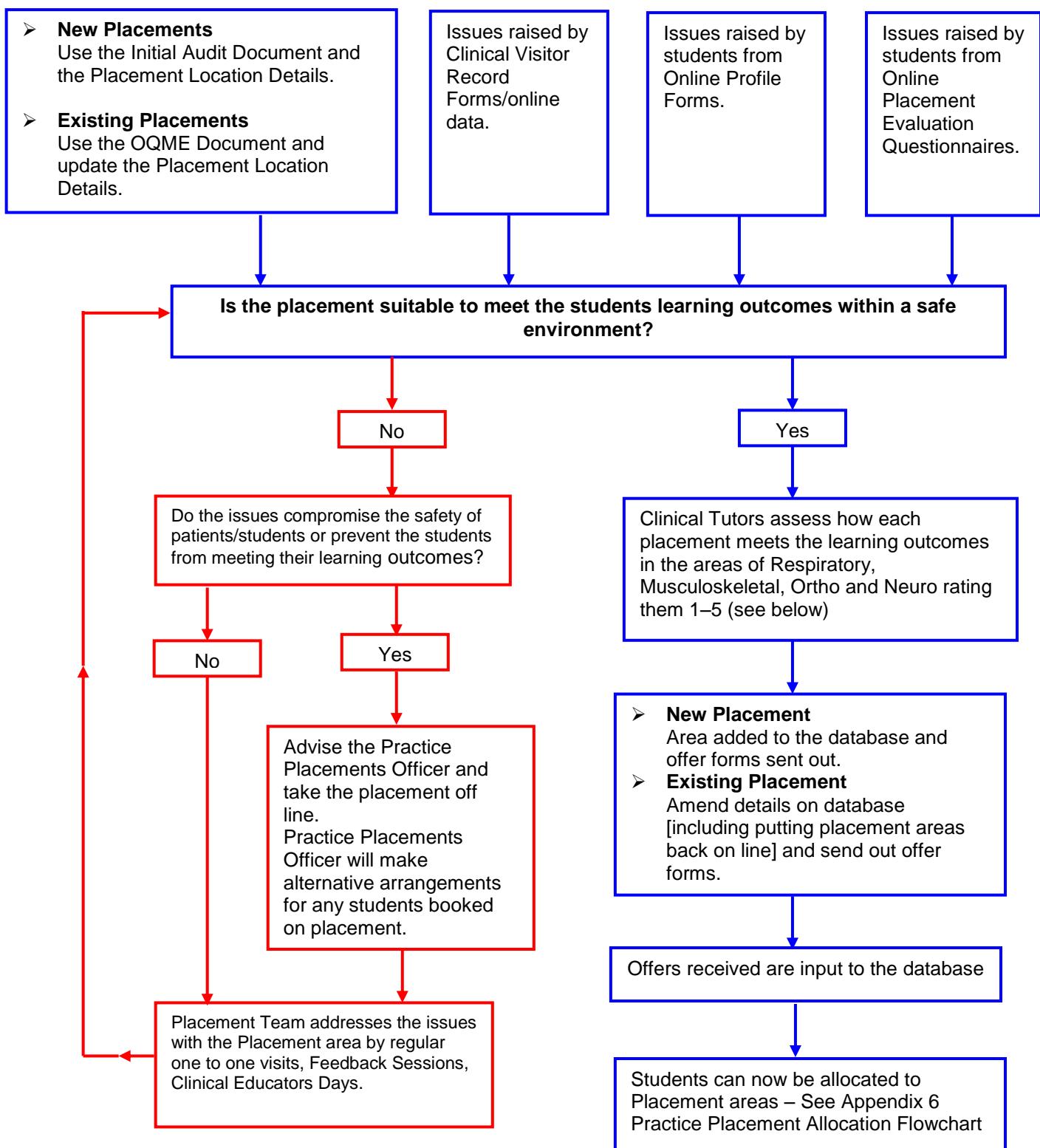
YES/NO

Students who wish to use a car whilst on clinical placements should submit a request form together with relevant documents before each placement. Please refer to your Student Handbook for full details.

Do you have responsibility for dependents? (E.g. young children, elderly relatives) that might have implications regarding the location of placements? Please provide ages of young children where applicable.

If you have any other issues that might affect where you are placed for clinical experience, please discuss this with your personal/clinical tutor ASAP

Appendix 3 – Initial Approval and Ongoing Monitoring of Practice Placements Flowchart



Core skills area ratings for each placement location

Skill Ratings for Placements - (click skill title to sort)							[HOME]
CPSUCode	Hospital	Work Area	Neurology	Orthopaedic	Respiratory	Peripheral	Spinal
6000	Acorns Childrens Hospice	Children's Hospice	3		2		
6005	Alexandra Hospital	Medical - Respiratory Cardiac Rehabilitation			5		
6004	Alexandra Hospital	Neurology	5				
6003	Alexandra Hospital	Orthopaedic - Inpatients		5		4	
6002	Alexandra Hospital	Outpatients		2		5	5
6006	Alexandra Hospital	Surgery/Intensive Care and Paediatric Respiratory			5		
6001	Alexandra Hospital	Women's Health					
6271	Army Training Regiment	New Placement Enquiry					
6007	Ash Therapy Lea Castle Centre	Community - Paediatrics	2	1			
6341	Ashton House Hospital	Physiotherapy					
6008	Balsall Heath Health Centre	Community - Outpatients				5	5
6009	Balsall Heath Health Centre	Musculoskeletal - Outpatients				5	5
6339	BEN PCT Intermediate Care Unit	Intermediate Care					
6023	Birmingham Children's Hospital	General Respiratory	1		5		
6021	Birmingham Children's Hospital	Intensive Care	1		5		
6017	Birmingham Children's Hospital	Liver Unit	4		1		
6022	Birmingham Children's Hospital	Neurology - Acute	5				
6018	Birmingham Children's Hospital	Orthopaedic - Outpatients - Inpatients		5		5	2
6019	Birmingham Children's Hospital	Orthopaedic Outpatients - Rheumatology		5		5	2
6280	Birmingham City Football Club	New Placement Enquiry					
6322	Birmingham Royal Ballet	New Placement Enquiry					
6202	Birmingham Women's Hospital	Women's Health					
6201	Birmingham Women's Hospital	Women's Health -Obstetrics and Gynaecology			1		
6093	Bishops Castle Community	Musculoskeletal - Outpatients (80%)		2		3	3

Site created by Mike Parry

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Appendix 4 – Student Practice Placement Online Profile Form

This also shows skill area ratings as indicated by student

Clinical Placement Evaluation Questionnaire - Windows Internet Explorer
https://healthscinet.bham.ac.uk/Clinical/Student%20Info/studentdetails/placementdetails/profileform.asp?placementID=478&CPSUCode=6023

Physiotherapy Clinical Placement Profile Form

Profile Form for Birmingham Children's Hospital - General Respiratory

Clinical Module Title 213424 - Clinical Practice 2

Experience gained I gained a wide range of experience in the respiratory domain. This included performing respiratory subjective and objective assessments on both acute and chronic patients. I saw a wide range of paediatric conditions, in particular, asthma, bronchiectasis, cystic fibrosis, spinal injury patients, chest infections and patients with tracheostomies. I also had the opportunity to practise a large variety of treatments including, manual techniques, suction, incentive spirometer, PEP and bubble PEP, oscillatory devices, IPPB, CPAP and cough assist.

Reflection I would like to gain more experience with paediatric and adult musculoskeletal conditions in an outpatient environment.

Neurology	0	Orthopaedics	0	Respiratory	5
Peripheral	0	Spinal	1		

[close x](#)

Clinical Placement Evaluation Questionnaire - Windows Internet Explorer
https://healthscinet.bham.ac.uk/Clinical/Student%20Info/studentdetails/placementdetails/profileform.asp?placementID=550938&CPSUCode=6041

Physiotherapy Clinical Placement Profile Form

Profile Form for Dudley Guest - Outpatients

Clinical Module Title 213424 - Clinical Practice 2

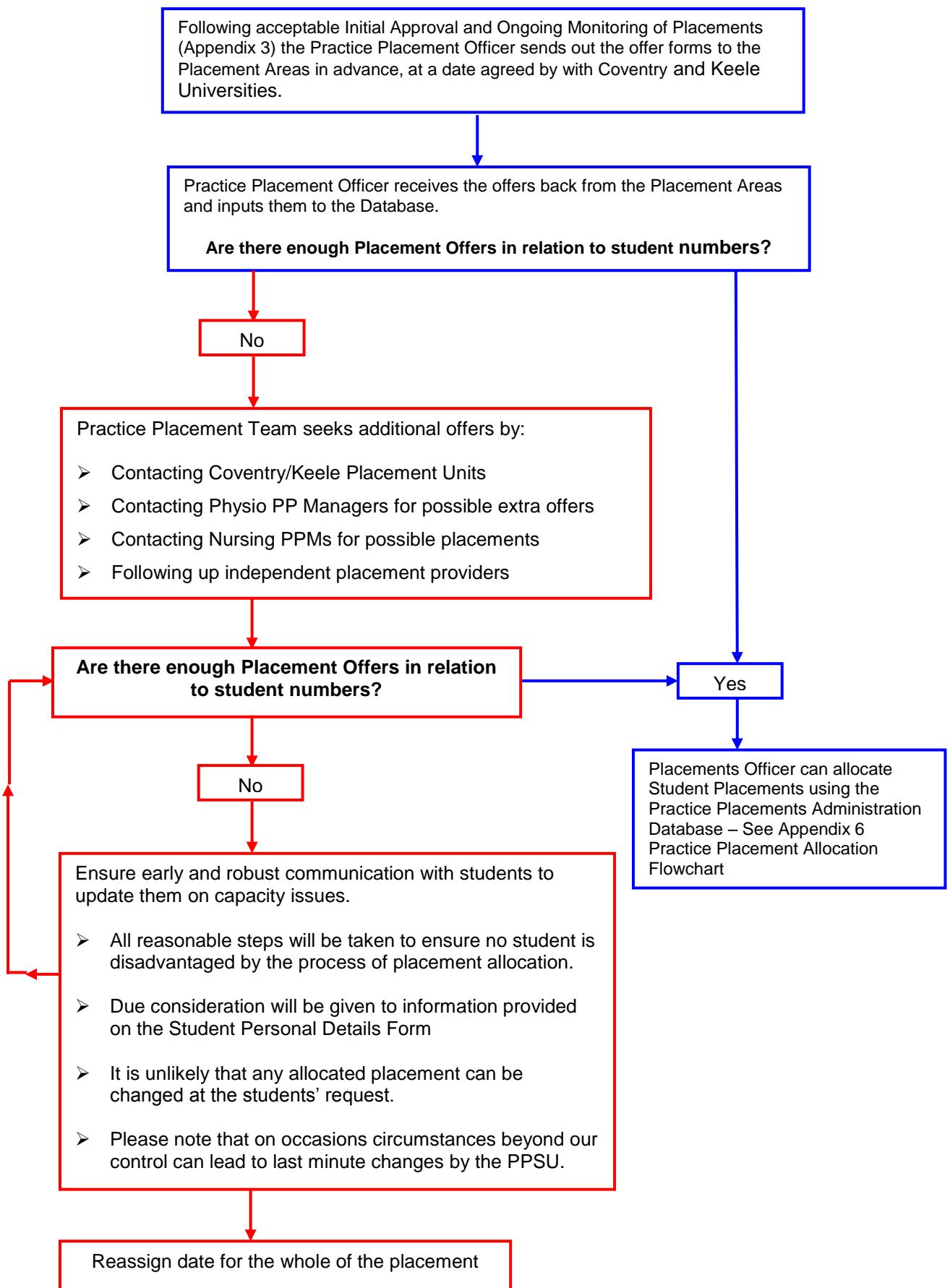
Experience gained Many of patients i saw had peripheral joint problems, for the first 2 weeks i only saw peripheral joints. After this i did see some spinal patients however, i don't feel that i gained as much experience in these areas due to the fact that there was less of them to see. I also gained more experience in communicating with patients and SOAP note writing. My assessment thorough the placement improved greatly due to the exposure. I also went out to the GP's and a pain clinic during the placement which was very interesting.

Reflection In the future either through another placement or during junior rotations i would like to get to grips with the spine more. I would like to experience some paed aswell as a respiratory placement in order to see the completely opposite side of physio from outpatients.

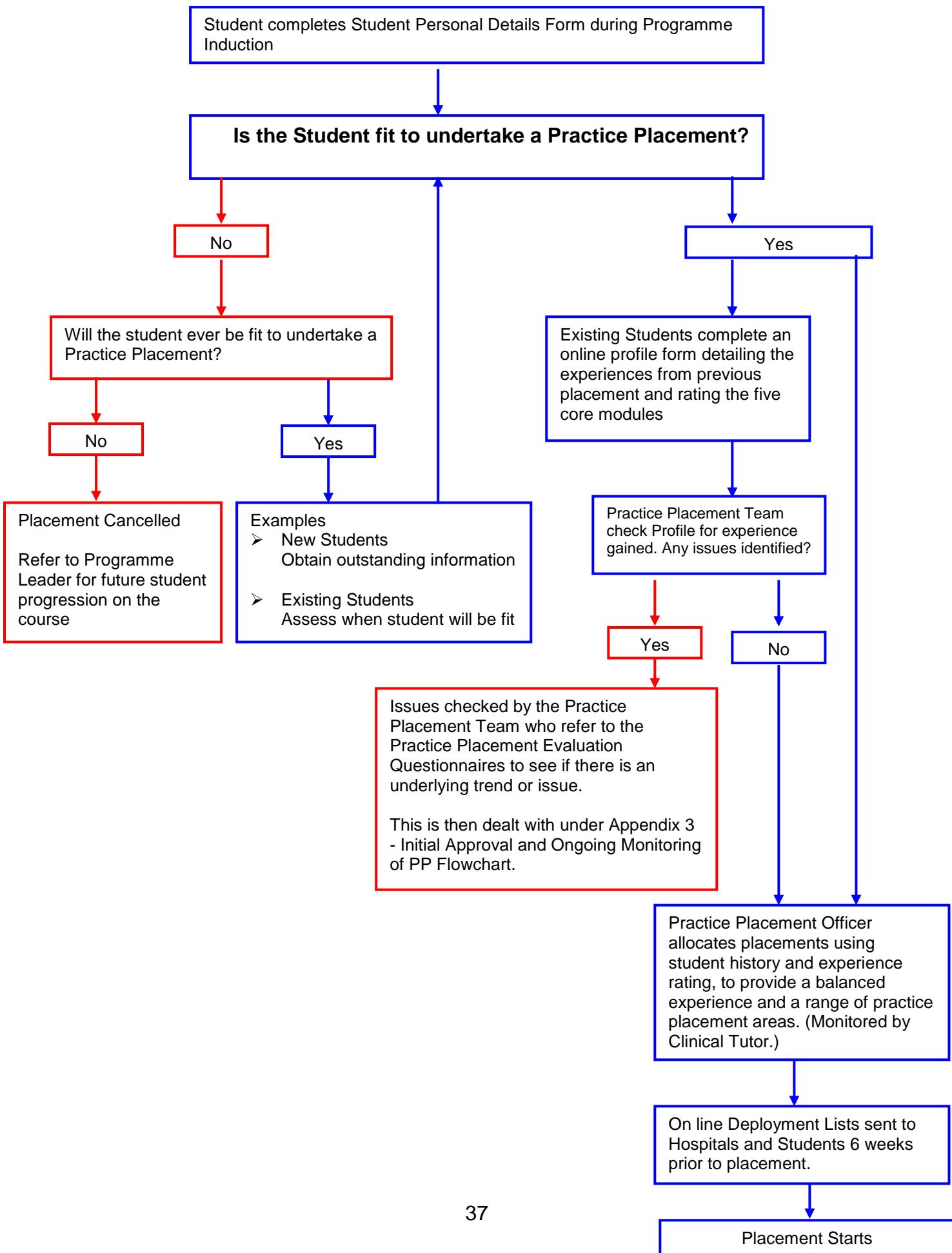
Neurology	0	Orthopaedics	2	Respiratory	0
Peripheral	5	Spinal	3		

[close x](#)

Appendix 5 – Management of Practice Placement Offers Flowchart



Appendix 6 – Practice Placement Allocation Flowchart



Placement allocation screen showing skill area ratings, student placement history & student's cumulative skill area ratings (from profile forms)

Appendix 7 – Placement Location Details – Student View

UNIVERSITY OF BIRMINGHAM	Warren Farm Health Clinic - Musculoskeletal - Outpatients - Community	
	Address	Warren Farm Health Clinic Kingstanding Birmingham B44 0PU
	Trust	BEN - Birmingham East and North Primary Care Trust
	Telephone Number	0121 465 5610
	Email Address	
Directions	Train	www.nationalrail.co.uk
	Bus	www.travelwm.co.uk or www.centro.org.uk 33 from town centre
	Car	Up Bristol Road (A38 North) and under all tunnels, exit before flyover onto Walsall Road (A34 North). Follow signs for Sutton or Aldridge Road then College Road. Turn left at McDonalds onto Warren Farm Road. [view map]

	LIBRARY	LIMITED
Computers	Limited	
Preparation work / reading		Musculoskeletal system, Philip Evans article - The Healing Process at Cellular Level. <i>Physiotherapy</i> (Aug 1980) Vol 66 No 8
Text recommended for placement		Relevant coursework. Orthopaedic Medicine: A Practice Approach, Kesson, M & Atkins, E
Description of placement		Community based musculoskeletal outpatients (GP and Hospital referrals). Mainly spinal problems, peripheral; problems. Opportunities for experiences in Biomechanics/ gait analysis clinics.
Any other requirements		None
Clinical Tutor		Christina Anderson
Clinical Visitor		Christina Anderson

[x close](#)

Appendix 8 - Supporting Students with Disabilities

<http://www.birmingham.ac.uk/schools/sport-exercise/clinicalphysio/support/disability.aspx> or
<https://intranet.birmingham.ac.uk/as/studentservices/disability/index.aspx>

Our aim for all students is to help them achieve their full potential whilst they are studying at the University of Birmingham. This encompasses their time spent in the University and on clinical/work placements. A student may disclose a disability, specific learning needs and support needed before they start at the University or once they have commenced their programme of study.

Disclosure can be made at any time and to any member of staff (e.g. clinical or academic) but we encourage students to disclose to their Personal Tutor and at their first tutorial meeting. If students decide not to disclose it is important that the implications of this are understood: support cannot be offered and adjustments, which might assist the student to demonstrate their fitness to practice, cannot be put in place if the student does not make their situation known.

The School works very closely with the University's 'Disability, Learning Support, Counselling and Guidance Services', to put adjustments in place and support the student. Learning Co-ordinators and the Disability Co-ordinator (based in the above central University service) will liaise with Personal Tutors and other academic staff as necessary, to provide extra support for students with disabilities, if needed.

Chart 1 shows the usual system to provide support for students within the University academic environment.

It can be seen from this that when students have disclosed a disability and adjustments or specific support are needed on placement, the Personal Tutor and/or Welfare Tutor will liaise with the Lead Clinical Tutor regarding information for clinical staff and preparing the student for clinical practice.

This may necessitate a pre-placement visit, involving the student, Clinical Tutor and/or Personal Tutor and Practice Educator, to ascertain the needs of the placement and the student, and consider strategies for helping with these adjustments.

If a pre-placement visit has not been necessary, for example because minor or no adjustments need to be made, the student is encouraged to disclose information about their disability to their Practice Educator on their induction into the placement. Where relevant, this could be when discussing their Learning Contract with the Practice Educator.

Chart 2 shows the system for supporting students whilst on placement. The central route (1) shows the system for the process outlined above, that is, when the student has already disclosed a disability and identified needs prior to going on placement. Practice Educators may be placed in the position of the student disclosing something to them which they have felt unable to disclose whilst in University (route 2) or it becomes clear whilst a student is on placement that there are issues which have not

been picked up or identified previously (route 3). This flow chart identifies who the Practice Educator should contact and what action they should take.

Frequently Asked Questions -

What should I do if I suspect a student has a specific learning need, such as dyslexia?

Your first port of call should be to discuss it with the student and/or visiting Clinical Tutor with the student's permission. It may be that the student has disclosed a disability whilst in University and agreed to full disclosure but just did not think they needed to repeat it again on placement. If the Clinical Tutor is unsure they will come back to the University and discuss it with the student's Personal Tutor and/or Welfare Tutor on your behalf. The attached flow chart shows the process this should take.

What should I do if a student has disclosed a disability to me, adjustments and support has been put in place, but the student is just not coping?

Arrange a meeting with the student and the visiting Clinical Tutor to discuss this. It may be that other suggestions can be made at that stage to alter adjustments and support. The Clinical Tutor can liaise with the student's Personal Tutor and Student Support Services in the University, to arrange for further assessment if needed. If no further adjustments can reasonably be made, the student should be assessed on the appropriate marking criteria, with the adjustments as they stand.

What should I do if a student discloses a disability to me but says s/he doesn't want the University to know?

All Personal Tutors discuss disclosure with their tutees and all students are given the opportunity to disclose. We emphasise that disclosure means that any necessary adjustments and support can be put in place and so facilitate the student's success on the programme. We cannot force a student to disclose a disability but if non-disclosure means that health and safety might be affected (for example because all adjustments required cannot reasonably be put in place), we investigate to see whether it warrants referral into fitness to practise processes. Therefore, if you feel the non-disclosure affects health and safety, you are at liberty to pass this information on to the visiting Clinical Tutor. Discuss this with the student first, it may be they have just not seen it from that perspective.

If a student has a support worker to assist with adjustments, what can I expect the support worker to do?

The support worker is there to facilitate the student's progress through the Practice Placement. They should assist the student to carry out skills and activities. The role of the support worker will vary from student to student, it is therefore important that there activities are clearly identified and documented during and after the pre placement visit.

Whose responsibility is it to disclose a disability or learning need?

It is the student's responsibility to disclose. Staff are only able to pass information regarding a student's disability or learning needs onto someone else, with the student's permission. The only exception to this would be as identified above, where health and safety might be affected.

Chart 1 – Showing the System to Provide Support Within the University Environment for Students With Disabilities

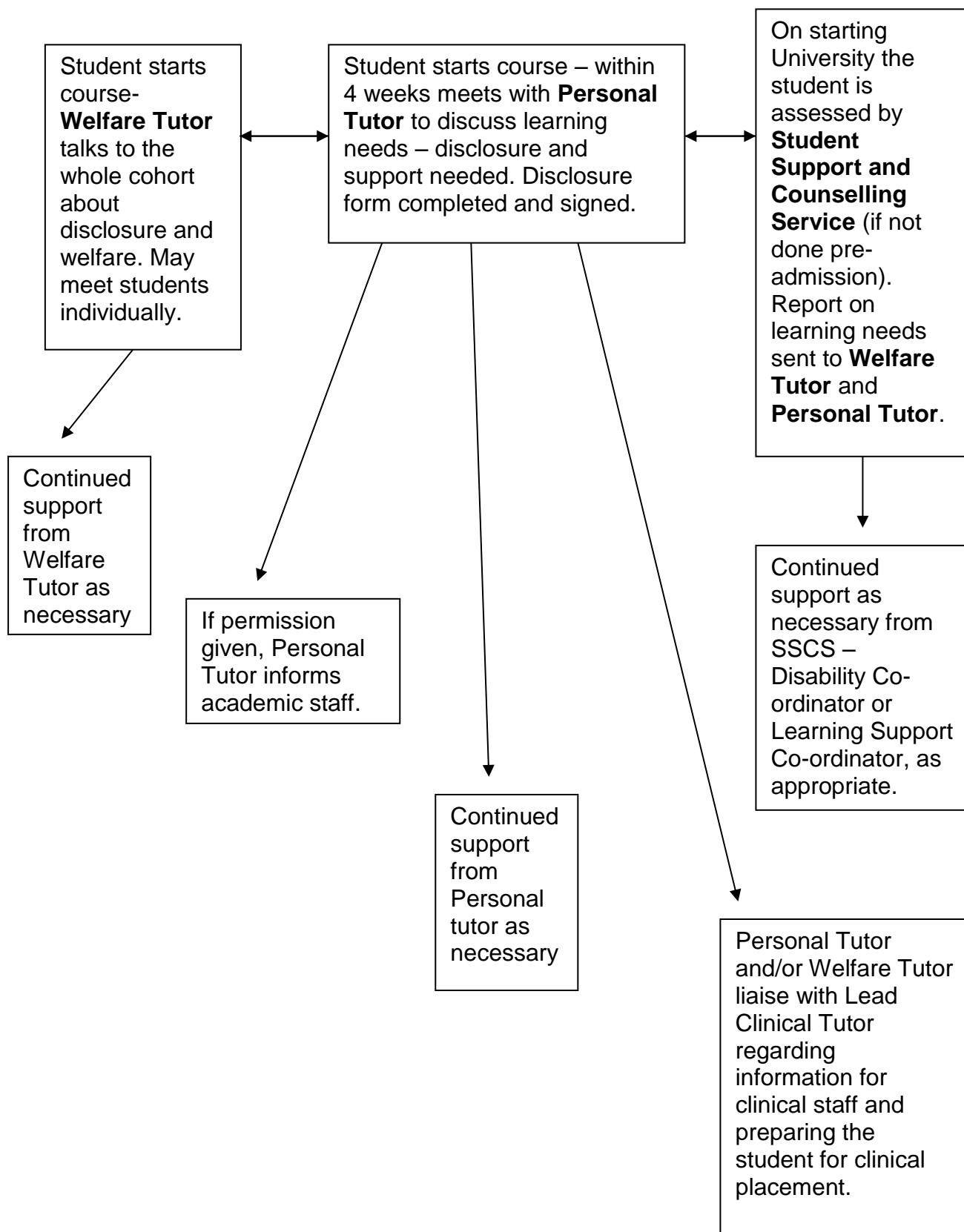
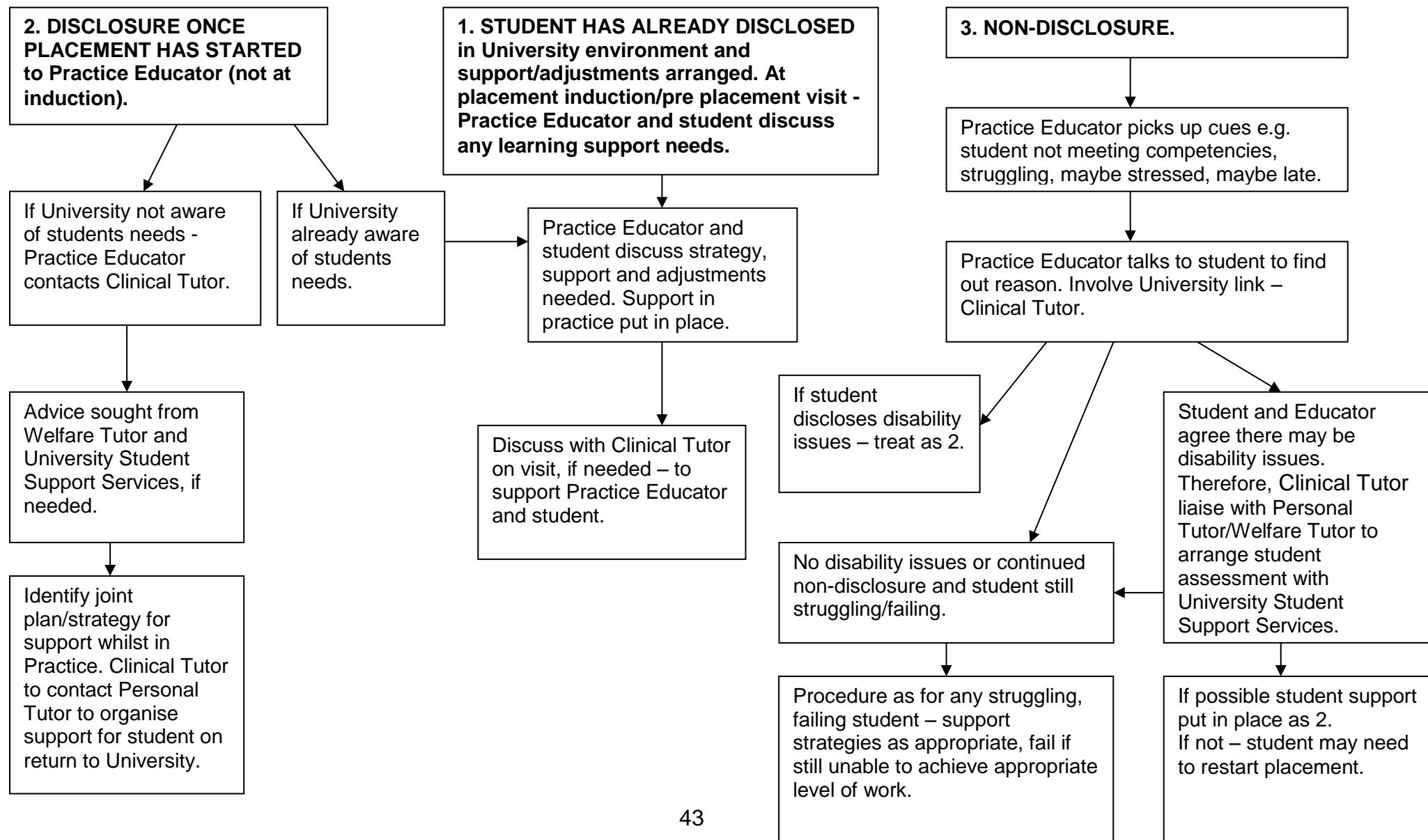


Chart 2 - Showing the System to Provide Support Whilst on Practice Placement for Students With Disabilities



Appendix 9 – Student Placement Induction Checklist

This checklist provides an example of topics to be considered during a student induction that normally takes place within the first week. The list is not exhaustive and other key topics may be added as appropriate.

Name of student Start date

Practice Placement Location

➤ Orientation

- Introduction to key staff members and their roles explained
- Location of toilet facilities
- Location of rest room, canteen (if relevant) etc.
- Lunch, tea and coffee arrangements
- Dress code
- Work space
- How to answer the telephone, transfer calls, and make internal/external calls
- Post arrangements
- Car parking
- Photocopiers and computer facilities

➤ Placement Health and Safety Policies

- Emergency procedures
- First Aid arrangements (including names of first aiders)
- Fire procedures and location of fire extinguishers
- Accident/incident reporting and location of accident forms/book
- COSHH regulations and requirements
- Risk Assessment procedures
- Manual handling procedures
- Protective clothing arrangements
- Infection control
- Lone working (See CSP 2006 Guidance for developing student placement in community and other non-traditional settings)

➤ Home visit policies

➤ Other issues:

Signed (Student)

Signed (Practice Educator) Date

Please retain a copy of this checklist for your records

Appendix 10 – Responsibilities of the Practice Educator, Student, and Clinical Tutor

Responsibilities of the Practice Educator

The responsibilities of the practice educator in relation to practice placements include:

- Being aware of the CSP Guidelines for Clinical Education Placements¹⁵, fulfilling those pertaining to the practice educator;
- Negotiating a learning contract with the student at the commencement of the placement, discussing achievement and agreeing modifications as appropriate (Guideline 3)
- Ensuring that s/he has sufficient experience and expertise to manage an effective practice placement (Guideline 4). This means that s/he
 - Is registered with the HCPC
 - Would have normally practised physiotherapy for at least two years
 - Has undertaken appropriate training prior to educating students and is ideally pursuing CSP accreditation
 - Has undertaken regular updating of knowledge and skills
 - Demonstrates a positive commitment to physiotherapy student education
 - Conforms with the CSP's Standards of Physiotherapy Practice (CSP, 2005)¹⁶, the HCPC's Standards of Proficiency - Physiotherapists (HCPC, 2013)¹⁷, the HCPC's Standards of Conduct, Performance & Ethics (HCPC, 2012)¹⁸, Quality Assurance Standards for physiotherapy service delivery (CSP, 2013)¹⁹ and CSP's Rules of Professional Conduct (CSP, 2011)²⁰.
- Liaising with the School via the Clinical Tutor and/or Visitor (Guideline 4);
- Preparing adequately by familiarising her/himself with the relevant learning outcomes and University requirements (Guideline 6);
- Supervising the student's practice, giving guidance when necessary (Guideline 9);
- Observing the student and giving regular, constructive feedback on performance (Guideline 9);
- Encouraging the student in the development of clinical reasoning skills and evidence-based practice (Guideline 9);
- Assessing the student's overall performance using the Practice Placement Assessment Form (Guideline 9).
- Completing the Practice Educator online Evaluation <https://healthscinet.bham.ac.uk/Clinical/FacilitatorsAccessArea/login.asp?URL=/Clinical/FacilitatorsAccessArea/Location/feedback.asp> (password protected).

¹⁵ Chartered Society of Physiotherapy (2003). *Clinical Education Placement Guidelines*. London: CSP

¹⁶ Chartered Society of Physiotherapy (2005) *Standards of Physiotherapy Practice*. London: CSP

¹⁷ Health and Care Professions Council (2013) *Standards of Proficiency – Physiotherapists*. London: HCPC

¹⁸ Health and Care Professions Council (2012) *Standards of Conduct, Performance & Ethics*. London: HCPC

¹⁹ Chartered Society of Physiotherapy (2013) *Quality Assurance Standards for physiotherapy service delivery*. London: CSP

²⁰ Chartered Society of Physiotherapy (2011) *Rules of Professional Conduct*. London: CSP

Responsibilities of the Student

The responsibilities of the student in relation to practice placements include:

- Being aware of the CSP Guidelines for Clinical Education Placements²¹, fulfilling those pertaining to the student;
 - Familiarising her/himself with the CSP's Standards of Physiotherapy Practice (CSP, 2005)²², the HCPC's Standards of Proficiency - Physiotherapists (HCPC, 2013)²³, the HCPC's Standards of Conduct, Performance & Ethics (HCPC, 2012)²⁴, Quality Assurance Standards for physiotherapy service delivery (CSP, 2013)²⁵ and CSP's Rules of Professional Conduct (CSP, 2011)²⁶.
- Ensuring adequate preparation for the placements by familiarising her/himself with the relevant learning outcomes and revising appropriately;
- Ensuring that s/he is aware of the location, nature and content of the placement;
- Contacting the practice educator at least 6 weeks prior to the placement to confirm placement requirements;
- Collecting relevant paperwork for the placement from the School/Canvas
- Negotiating a learning contract with the practice educator at the commencement of the placement and reviewing the contract at intervals during and on completion of the placement;
- Participating in the work of the placement as directed by the practice educator;
- Developing a portfolio of evidence in support of learning;
- Ensuring professional behaviour throughout the placement, including adherence to any policies of the placement provider, the School and the University;
- Informing the Practice Educator and the Practice Placements Officer on the first day of any absence from the placement
- Ensuring the Practice Placement Assessment Form is handed to the practice educator in the final week of the placement, completed in full and returned to the School by the designated date;
- Completing the online practice placement evaluation and profile forms, with due regard to professional conduct.

²¹ Chartered Society of Physiotherapy (2003). *Clinical Education Placement Guidelines*. London: CSP

²² Chartered Society of Physiotherapy (2005) *Standards of Physiotherapy Practice*. London: CSP

²³ Health and Care Professions Council (2013) *Standards of Proficiency – Physiotherapists*. London: HCPC

²⁴ Health and Care Professions Council (2012) *Standards of Conduct, Performance & Ethics*. London: HCPC

²⁵ Chartered Society of Physiotherapy (2013) *Quality Assurance Standards for physiotherapy service delivery*. London: CSP

²⁶ Chartered Society of Physiotherapy (2011) *Rules of Professional Conduct*. London: CSP

Responsibilities of the Clinical Tutor

The responsibilities of the Clinical Tutor in relation to practice placements include:

- To contribute to the organisation of practice placement modules for identified student groups, including the delivery of pre-placement preparation;
- Ensuring that existing links between placement providers and the School are fostered and enhanced and to develop new placements;
- To take an active role in the planning and delivery of courses for practice educators, both on campus and in the placement area;
- Providing support for the student on his/her placement e.g. discussing any particular difficulties they may have such as travel, accommodation and pastoral issues as well as issues relating to practice education;
- Encouraging the student in developing their learning contract and in linking the learning experience of the placement to the student's Continuing Professional Development (CPD) portfolio;
- Ensure that the assessment procedures are fully understood and are complied with and to monitor the Practice Placement Assessment Forms through the Practice Placement Database and liaise with the Lead Clinical Tutor and/or personal tutor(s) regarding any matters of concern relating to individual students;
- Identifying a student who may require future support and supporting the student who is experiencing difficulty or is failing;
- Supporting the practice educator in improving the quality of student placements and where students are experiencing difficulties or are failing;
- Co-ordinate the initial audit of the practice placement in accordance with the requirements of the HCPC and CSP using the Physiotherapy Practice Placements Initial Audit document;
- To monitor Placement Evaluation Forms for own area through the Practice Placement Database to ensure quality of placements;
- To visit newly appointed practice educators to brief them on assessment, learning contracts and all relevant information relating to the programme.
- To assist in the CSP accreditation scheme (ACE), in line with Chartered Society of Physiotherapy Policy
- Informing/updating the Practice Placements Team of practice developments, opportunities for induction and training, and local support systems for students;
- Informing practice educators of changes to the curriculum and delivery of campus based modules.

Appendix 11 – The Learning Contract

Students can download copies of the Learning Contract from the clinical placement website: <http://www.birmingham.ac.uk/schools/sport-exercise/clinicalphysio/support/assessment.aspx> Copies of 3 learning contracts can also be found on canvas ‘Physiotherapy Placement Handbook; Modules; Learning Contracts’.

Guidance

The learning contract is the document used to record the student’s progress in relation to the learning outcomes of the module. In particular it enables learning to start from the student’s perspective.

Students are expected to negotiate an individual learning contract with their practice educators at the beginning of each practice placement module. The Learning Needs Analysis section should be used to identify personal learning needs and, in discussion with practice educators, determine personal learning outcomes for the placement. These should take account of the module learning outcomes but should be individualised to the student. The practice educator may provide a set of pre-defined placement objectives to begin the dialogue but the learning contract’s learning outcomes should be arrived at by negotiation.

These contracts form an active part of the learning process, and students are encouraged to review their learning outcomes at regular intervals, adding to them as outcomes are achieved. Thus they will help to guide learning on placement. The format is not concrete; there are currently 3 alternative versions (see links above), or students are able to design their own.

On completion of the module students should again review the contract, identifying unplanned learning outcomes and individual needs for subsequent learning experiences. Thus the contracts form a progressive record of students’ development for use as evidence within the professional development portfolio.

Appendix 12 – Use of Private Vehicles

Use of private vehicles for travel to and from practice placements must be approved by the Practice Placement Officer prior to each placement if claiming expenses. The form can be downloaded from Canvas, Physiotherapy Placement Handbook in Modules – Travel section.

The completed form, together with the current certificate of insurance and supporting evidence outlined below should be submitted to the Practice Placement Officer at least two weeks prior to the start of each placement.

Students will need to provide evidence indicating that insurance cover is such that no liability will fall to the University or any NHS body should a claim arise during the placement.

Consideration needs to be given to the class of use provided by the insurance company, ensuring that cover is provided whilst travelling to and from placements. Clarification should also be sought to ensure that cover is still provided where a student is a named driver and not the main user of the vehicle for travelling to and from placements.

The wording on motor insurance differs greatly between insurance companies and students are strongly advised to check with their individual insurance company well in advance of the placement/request for approval as gaining clarification may take some time.

The University will not approve any applications that fail to provide such information and no claim for expenses for using a private vehicle will be paid.

Appendix 13 - Claims for Travelling and Accommodation Costs

Individual students' eligibility for claiming expenses depends upon their individual bursary award. Students are given details about claiming expenses with their pre-placement information from SHS and via Canvas. If students have any further enquiries about expenses they should contact the Practice Placement Officer.

Students should have already received information regarding their bursary directly from the NHS Student Grants Unit in Fleetwood

<http://www.nhsbsa.nhs.uk/students>

See

www.nhsbsa.nhs.uk/816.aspx

www.nhsbsa.nhs.uk/Students/Documents/Students/PPTravel_Guidance_v2_1.pdf

Currently claims can be made for:

- Travel to and from practice placements, by the cheapest mode of transport, provided this is in excess of normal daily travel to the University. Journey times and distances can be found at www.multimap.com
- Accommodation for placements at a distance from Birmingham, where it has been necessary to pay for two accommodation addresses, i.e. Birmingham address and placement address.

Public transport is usually the cheapest form of travel and students will normally be expected to use such transport, purchasing a weekly/monthly travel card as appropriate. Students who choose to use their own vehicle may only claim mileage costs up to that of public transport.

Use of students' own vehicles for travel to and from practice placements must be approved by the Practice Placements Officer. A form requesting approval can be found on Canvas, Physiotherapy Placement Handbook in Modules – Travel section. This must be completed and submitted to the Practice Placements Officer, together with a copy of the student's motor insurance.

Students must provide evidence indicating that their insurance cover is such that no liability will fall to the University or any other NHS body/private hospital should the student be involved in a claim.

For accommodation expenses, the NHS Student Grants Unit may reimburse for extra accommodation up to a maximum of 110% of the cost of normal term time accommodation.

How to claim

- Claim forms can be found on Canvas and at http://www.nhsbsa.nhs.uk/Students/Documents/Students/PPTravel_claim_form_v2_1.pdf and should be completed and placed in the box in Reception marked 'Physiotherapy Travel Claim Forms' as soon as the expenses have been incurred. Please ensure that the form has been completed accurately and all calculations checked. Incomplete forms will be returned, resulting in a delay in processing the claims. Purchasing weekly/monthly travel passes is

recommended as this significantly cuts down the number of receipts and amount of paperwork required and can speed up the claims process. The claim and receipts should be submitted in duplicate and it is suggested that students keep a copy for their own record.

- Once the claim form has been completed, receipts for expenses must be attached. and the whole form/attachments photocopied. Both original form and copy must be submitted when presenting claims.
- In the case of accommodation claims, a copy of the current tenancy agreement for the local term time address showing the amount of rent incurred for the period of the practice placement will also be required.
- Receipts for expenses must be attached to the claim form and, in the case of accommodation, a copy of the 'tenancy agreement for their local address showing the amount of rent incurred for the period of the practice placement.
- Completed forms will be checked by the Practice Placements Officer and will be sent to the NHS Student Grants Unit. Payment will be made directly into the account.

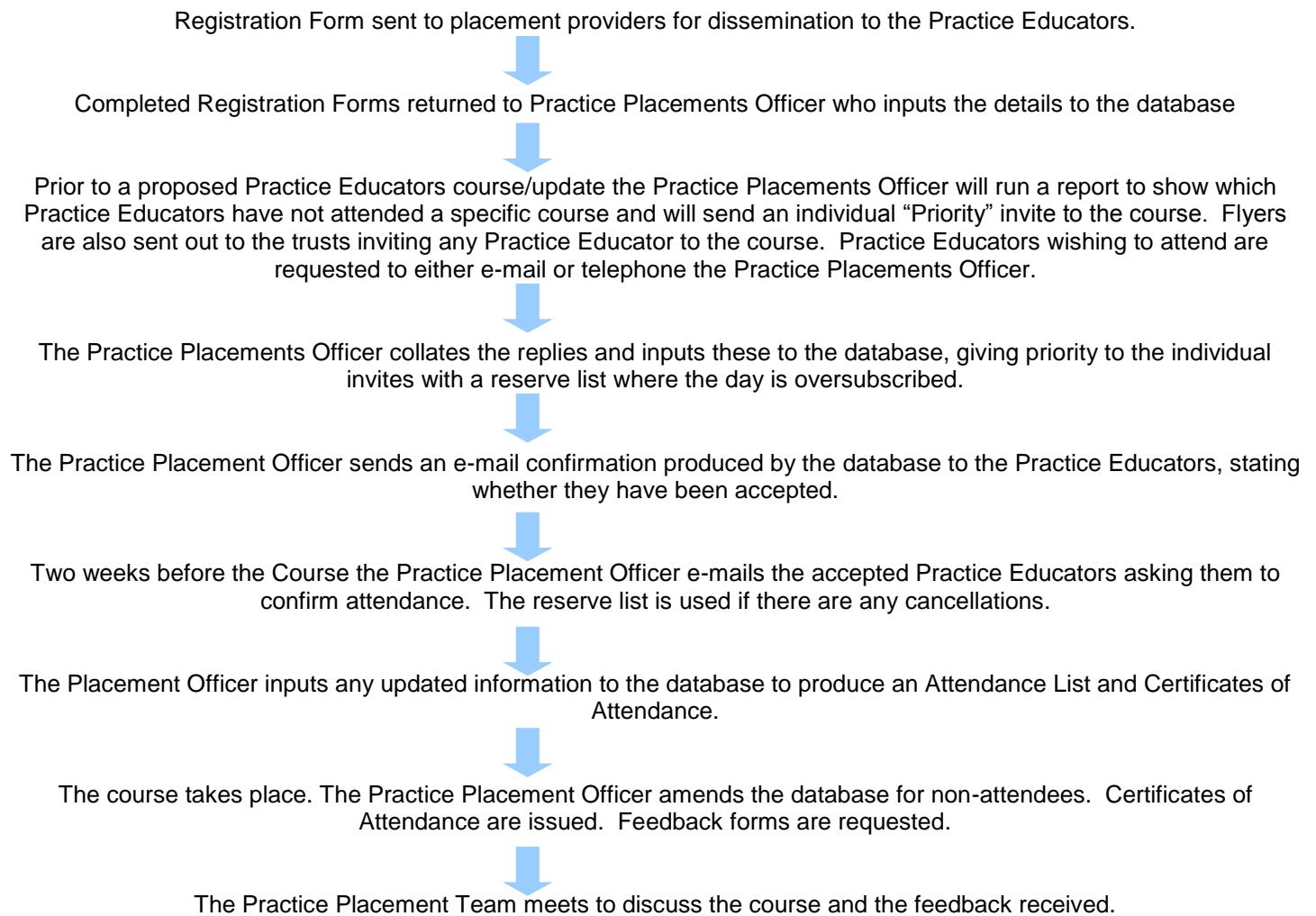
Appendix 14 - Management of Practice Educator Training

University of Birmingham Physiotherapy Clinical Tutors hold the responsibility to provide support to Practice Educators [see Clinical Tutor Responsibilities Appendix 9]. The Practice Placement Team provides courses for both new and experienced Practice Educators at the University and at placement provider sites throughout the year. For those practice educators wishing to gain CSP accredited status through the Accreditation of Clinical Educators experiential route, support is provided by a member of the Practice Placement Team.

At present, a new section of the PPAS [Practice Placement Administration System] database is being developed to ensure a robust mechanism for checking that each placement area has an adequate number of appropriately qualified and experienced staff. The database will also be able to match Practice Educators' training needs to the relevant courses provided by the Practice Placement Team.

The database can highlight practice educators who have not yet taken on students in order to maintain and develop the number of practice placements.

The Process



Appendix 15 - Guidance for Practice Placement Visits

This information is intended as a guide only to assist visiting staff to structure the discussion and to elicit meaningful feedback from both the student and the educator.

- For Practice Placements (PP) 1, 2 and 5, the Practice Placement Team ensures that every student is visited at least once.
- For PP3, 4 and 6 students and educators can expect a contact during the course of the placement, This may be a group tutorial at the University and/or a follow up phone call.
- It is important that any fundamental difficulties are addressed, as well as to learn new skills and consolidate knowledge.
- The visit should be structured according to student and practice educator needs. The Visitor is likely to meet with the Student and the Practice Educator separately, or may meet with both together.
- A Practice Visit Form should be completed at the end of each visit and kept by the clinical tutor team. An electronic visit form may also be completed on PPAS. Additional documentation may be used if improvement notices are issued or failing student situation occurs.
- Where there are any unresolved difficulties, or where there is a possibility that the student might fail, the Lecturer with Responsibility for Practice Education should be informed.
- Further visits should be arranged where appropriate.

University of Birmingham CLINICAL TUTOR PHYSIOTHERAPY STUDENT VISIT RECORD

Programme: _____ **Clinical Speciality:** _____

Date of Module _____ **From:** _____ **To:** _____

Trust/Placement Location _____ **Module:** _____

Student: _____ **Educator:** _____

Clinical Tutor _____ **Email:** _____

Personal Tutor _____

Date _____

1. Discussed placement in general any changes to database details?

2. Learning contract negotiated?

3. Effective Learning Environment?

4. Receiving regular feedback?

5. Student Welfare

6. Visitor Contact with Clinical Educator?

7. Any further action/intervention required by Clinical Tutor/Educator/Student?

Action Plan

Signatures

Student

Tutor

Time spent on visit (mins)

Appendix 16 - The Practice Placement Assessment Forms

Practice Placement 1 (Year 1/Level C)

BSc Physiotherapy Practice Placement Assessment Form (Year 1)						UNIVERSITY OF BIRMINGHAM																																								
Instructions to Students: <ol style="list-style-type: none"> One copy of this form is to be given to the Practice Educator at the beginning of each Practice Placement Module. The form must be signed by both the practice educator(s) and student in the area indicated, placed in a sealed envelope with the educator's signature over the seal. Student's number, programme and year should be written on the envelope 																																														
NB It is the student's responsibility to submit this assessment form in the correct box in Reception, 52 Pritchatts Road, by 10am on the Friday following completion of the placement . Failure to return the form will be taken as non-attendance. Late submission will incur a penalty (please refer to the assessment regulations laid down in the programme handbook)																																														
Part 1: To be completed by the Student			Practice Placement Time Sheet																																											
Name: _____			<table border="1"> <thead> <tr> <th rowspan="2">WEEK</th> <th colspan="5">HOURS</th> <th rowspan="2">TOTAL</th> </tr> <tr> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				WEEK	HOURS					TOTAL	Mon	Tues	Wed	Thurs	Fri	1							2							3							4						
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Placement Location: _____																																														
Experience Gained: _____																																														
Part 2: To be completed by the Practice Educator On completion of the assessment process																																														
Name: _____																																														
Has the student been involved in a recorded incident whilst on placement? YES / NO (delete as appropriate)																																														
Final Mark: <table border="1" style="display: inline-table;"><tr><td style="width: 30px; height: 30px;"></td></tr></table> %																																														
Practice Educator's Signature: _____																																														
Date: _____																																														
PART 3: To be completed by Student following completion of Part 2 by the Practice Educator																																														
I have read this assessment and have had the opportunity to discuss the contents with my educators																																														
I have completed/will complete the on-line Practice Placements Evaluation and Profile Forms																																														
Student's Signature: _____		Date: _____																																												
BH= Bank Holiday SL=Sick Leave CL=Compassionate Leave OL=Other Please record completed hours and note any public holidays or leave. (Students are expected to complete 32 hours per week)																																														

PART 4: To be completed by the Practice Educators

The criteria below are based on the STUDENT KSF GUIDELINES which incorporates the NHS KSF GUIDELINES, HPC STANDARDS OF PROFICIENCY, CSP CORE STANDARDS, PRACTICE PLACEMENT MODULE LEARNING OUTCOMES. Please grade each section by referring to the PPAF marking guidelines.

SECTION 1: Individual Section Grades - Please write the student's grades (A-F) followed by the marks (0-100%) in the boxes provided. You may utilise the comments area to provide positive and negative feedback regarding any/all of the assessment sections as you see fit.

	Grade	Mark %	Comments
Communication		%	
		%	
Personal & People Development			
Professionalism	PASS	IMPROVE	FAIL
Health, Safety & Security	PASS	IMPROVE	FAIL
Equality & Diversity	PASS	IMPROVE	FAIL
Assessment & Treatment Planning		%	
		%	
Interventions & Treatments			
Practice Educator's Signature	Date		

NB: Every student should be evaluated against the placement specific learning outcomes using the full range of possible marks (i.e. 0-100%). Marks should not be limited according to the year of study.

Practice Placements 2 - 6 (Year 2/Level I; Year 3/Level H)

BSc Physiotherapy Practice Placement Assessment Form (Year 2/3)						UNIVERSITY OF BIRMINGHAM																																																						
Instructions to Students: <p>1 One copy of this form is to be given to the Practice Educator at the beginning of each Practice Placement Module</p> <p>2 The form must be signed by both the practice educator(s) and student in the area indicated, placed in a sealed envelope with the educator's signature over the seal. Student's number, programme and year should be written on envelope</p> <p>NB It is the student's responsibility to submit this assessment form in the correct box in Reception, 52 Pritchatts Road, by 10am on the Friday following completion of the placement. Failure to return the form will be taken as non-attendance. Late submission will incur a penalty (please refer to the assessment regulations laid down in the programme handbook)</p>																																																												
Part 1: To be completed by the Student <p>Name: _____</p> <p>Placement Location: _____</p> <p>Experience Gained: _____</p>			Practice Placement Time Sheet <table border="1"> <thead> <tr> <th rowspan="2">WEEK</th> <th colspan="5">HOURS</th> <th rowspan="2">TOTAL</th> </tr> <tr> <th>Mon</th> <th>Tues</th> <th>Wed</th> <th>Thurs</th> <th>Fri</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				WEEK	HOURS					TOTAL	Mon	Tues	Wed	Thurs	Fri	1							2							3							4							5							6						
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Part 2: To be completed by the Practice Educator On completion of the assessment process <p>Name: _____</p> <p>Has the student been involved in a recorded incident whilst on placement? YES / NO (delete as appropriate)</p> <p>Final Mark: <input type="text" value="96"/></p> <p>Practice Educator's Signature: _____</p> <p>Date: _____</p>			<p>Total Placement Hours = _____</p> <p>BH-Bank Holiday SL-Sick Leave CL-Compassionate Leave OL-Other</p> <p>Please record completed hours and note any public holidays or leave (Students expected to complete 32 hours per week)</p>																																																									
PART 3: To be completed by Student following completion of Part 2 by the Practice Educator <p>I have had the opportunity to discuss the contents of this assessment with my educator.</p> <p>I have completed/will complete the on-line Practice Placements Evaluation/Profile forms.</p> <p>Student's Signature: _____ Date: _____</p>																																																												

PART 4: To be completed by the Practice Educators

The criteria below are based on the STUDENT KSF GUIDELINES which incorporates the NHS KSF GUIDELINES, HPC STANDARDS OF PROFICIENCY, CSP CORE STANDARDS, PRACTICE PLACEMENT MODULE LEARNING OUTCOMES. Please grade each section by referring to the PPAF marking guidelines

SECTION 1: Individual Section Grades - Please write the student's grades (A-F) followed by the marks (0-100%) in the boxes provided. You may use the comments area to provide positive and negative feedback regarding any/all of the assessment sections as you see fit.

	Grade	Mark
Communication		%
		%
Personal & People Development		
Professionalism	PASS	IMPROVE
Health, Safety & Security	PASS	IMPROVE
Equality & Diversity	PASS	IMPROVE

	Grade	Mark
Quality		%
		%
Assessment & Treatment Planning		
Interventions & Treatments		

<u>Comments</u>

Practice Educator's Signature

Date

NB: Every student should be evaluated against the placement specific learning outcomes using the full range of possible marks (i.e. 0-100%). Marks should not be limited according to the year of study.

Appendix 17 – Marking Level Criteria

General criteria for marking assignments: Level C (1)

Criteria

- Sound knowledge of basic concepts of subject
- Attempts to discriminate content
- Attempts to evaluate evidence and arguments
- Use of research findings to support ideas
- Attempts at problem solving
- Some integration of ideas to develop safe conclusions
- Degree of research with some evidence of reading beyond core texts
- Accuracy of communication with attempts to integrate theory and practice
- Use of referencing
- Accuracy and precision of handling skills was demonstrated as appropriate

A+ BAND (80-100%)

An outstanding ability was demonstrated in the criteria detailed. The work constitutes an excellent treatment of the set assignment.

A BAND (70 – 79%)

An excellent level of evidence was demonstrated in the criteria detailed.

B BAND (60 – 69%)

A very good level of evidence was demonstrated in the criteria detailed.

C BAND (50 – 59%)

A good level of evidence was demonstrated in the criteria detailed.

D/E BAND (40 – 49%)

An acceptable level of evidence was demonstrated in the criteria detailed.

F BAND (35 - 39%)

A limited level of evidence was demonstrated in the criteria detailed. Patient safety was an issue as appropriate.

F- BAND (<35%)

Poor ability was demonstrated in the criteria detailed. The work constitutes a poor treatment of the set assignment. Patient safety was an issue as appropriate.

These criteria are applied in the context of the requirements of Certificate level study, which are indicated by the statement from the Quality Assurance Agency for Higher Education below:

Certificate level

The holder of a certificate in higher education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. He or she will be able to communicate accurately, and will have the qualities needed for employment requiring the exercise of some personal responsibility. (QAA, 2001).

Reference

Quality Assurance Agency for Higher Education (2001). The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, QAA.

General criteria for marking assignments: Level I (2)

Criteria

- Sound knowledge base in field of study
- Discrimination of content appropriate to task
- Evaluation of evidence, arguments and assumptions
- Use of research in an evaluative way
- Problem solving ability
- Integration of ideas to develop coherent and safe conclusions
- Degree of research with some evidence of wider reading
- Communication of ideas with some integration of theory and practice
- Use of referencing
- Accuracy and precision of handling skills was demonstrated as appropriate

A+ BAND (80-100%)

An outstanding ability was demonstrated in the criteria detailed. The work constitutes an excellent treatment of the set assignment.

A BAND (70 – 79%)

An excellent level of evidence was demonstrated in the criteria detailed.

B BAND (60 – 69%)

A very good level of evidence was demonstrated in the criteria detailed.

C BAND (50 – 59%)

A good level of evidence was demonstrated in the criteria detailed.

D/E BAND (40 – 49%)

An acceptable level of evidence was demonstrated in the criteria detailed.

F BAND (35 - 39%)

A limited level of evidence was demonstrated in the criteria detailed. Patient safety was an issue as appropriate.

F- BAND (<35%)

Poor ability was demonstrated in the criteria detailed. The work constitutes a poor treatment of the set assignment. Patient safety was an issue as appropriate.

These criteria are applied in the context of the requirements of Intermediate level study, which are indicated by the statement from the Quality Assurance Agency for Higher Education below:

Intermediate level

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems.

They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making. (QAA, 2001).

Reference

Quality Assurance Agency for Higher Education (2001). The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, QAA.

General criteria for marking assignments: Level H (3)

Criteria

- Comprehensive (in terms of depth and breadth) knowledge base was demonstrated in the appropriate subject areas
- Discrimination of content
- Critical analysis and evaluation of evidence, arguments, and assumptions
- Use of research findings in a critical and evaluative way
- Problem solving
- Synthesis of ideas to develop coherent, justified and safe conclusions
- Degree of research with evidence of wide reading as appropriate
- Communication of ideas, with integration of theory and practice
- Use of referencing
- Accuracy and precision of handling skills was demonstrated as appropriate

A+ BAND (80-100%)

An outstanding ability was demonstrated in the criteria detailed. The work constitutes an excellent treatment of the set assignment.

A BAND (70 – 79%)

An excellent level of evidence was demonstrated in the criteria detailed.

B BAND (60 – 69%)

A very good level of evidence was demonstrated in the criteria detailed.

C BAND (50 – 59%)

A good level of evidence was demonstrated in the criteria detailed.

D/E BAND (40 – 49%)

An acceptable level of evidence was demonstrated in the criteria detailed.

F BAND (35 - 39%)

A limited level of evidence was demonstrated in the criteria detailed. Patient safety was an issue as appropriate.

F- BAND (<35%)

Poor ability was demonstrated in the criteria detailed. The work constitutes a poor treatment of the set assignment. Patient safety was an issue as appropriate.

These criteria are applied in the context of the requirements of BSc Honours level study, which are indicated by the statement from the Quality Assurance Agency for Higher Education below:

BSc Honours level

An Honours graduate will have developed an understanding of a complex body of knowledge, some of it at the boundaries of an academic discipline. Through this, the graduate will have developed analytical techniques and problem solving skills that can be applied in many types of employment. The graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively.

An Honours graduate should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances (QAA, 2001).

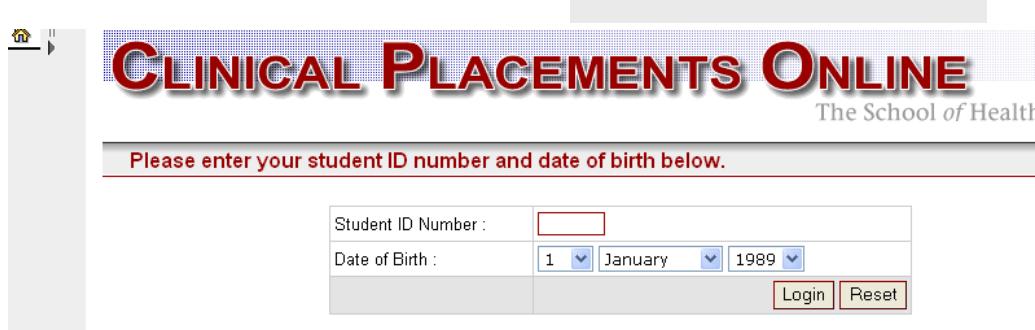
Reference

Quality Assurance Agency for Higher Education (2001). The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, QAA.

Appendix 18 – Practice Placement Evaluation

<http://mymds.bham.ac.uk/portal/clinical/StudentAccessArea>

Enter student ID number and date of birth in to the boxes and click the login button.

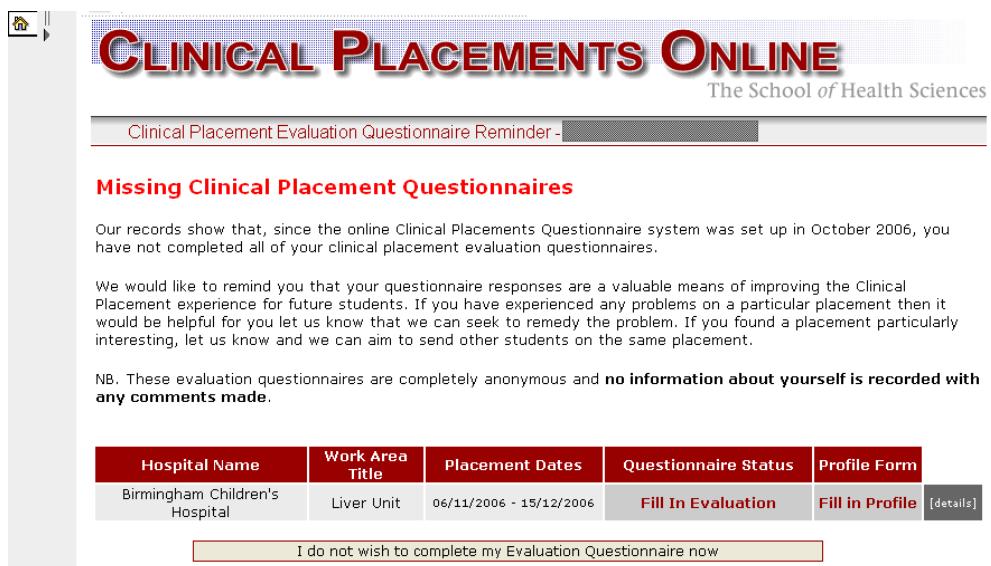


Please enter your student ID number and date of birth below.

Student ID Number :	<input type="text"/>
Date of Birth :	1 <input type="button" value="▼"/> January <input type="button" value="▼"/> 1989 <input type="button" value="▼"/>
<input type="button" value="Login"/> <input type="button" value="Reset"/>	

A reminder screen is presented for any incomplete evaluation questionnaire reminding students that these are outstanding

To fill in any outstanding evaluations click the 'Fill In Evaluation' link next to the placement in question. You do not have to complete any missing questionnaires in order to see a full list of your placements. To proceed to your full list of placements, click the button at the bottom of the screen.



Clinical Placement Evaluation Questionnaire Reminder

Missing Clinical Placement Questionnaires

Our records show that, since the online Clinical Placements Questionnaire system was set up in October 2006, you have not completed all of your clinical placement evaluation questionnaires.

We would like to remind you that your questionnaire responses are a valuable means of improving the Clinical Placement experience for future students. If you have experienced any problems on a particular placement then it would be helpful for you let us know that we can seek to remedy the problem. If you found a placement particularly interesting, let us know and we can aim to send other students on the same placement.

NB. These evaluation questionnaires are completely anonymous and **no information about yourself is recorded with any comments made**.

Hospital Name	Work Area Title	Placement Dates	Questionnaire Status	Profile Form
Birmingham Children's Hospital	Liver Unit	06/11/2006 - 15/12/2006	Fill In Evaluation	Fill in Profile [details]

I do not wish to complete my Evaluation Questionnaire now

The main screen shown below, lists all of your placements as well as any placements that you are currently on or are due to go on within the next 6 weeks in respect of Physiotherapy Courses or 3 weeks in respect of Nursing Courses. The placements are listed in reverse date order so your most current

placement will be at the bottom of the list. To complete an evaluation, click the 'Fill In Evaluation' link next to the appropriate placement details.

CLINICAL PLACEMENTS ONLINE

The School of Health Sciences

Your Clinical Placement Details -

Placement History

Listed below are your details of your Clinical Placement history. Could you please ensure that you fill in the Clinical Placement Evaluation Questionnaire for each placement by clicking the 'Fill in Evaluation' link below. These evaluation questionnaires are completely anonymous and **no information about yourself is recorded with any comments made**. Your responses are a valuable means of improving the Clinical Placement experience for future students.

You will also need to complete a Placement Profile Form for each of your placements by following the 'Fill in Profile' link below.

NB. Only placements that commence with 6 weeks will be shown below.

Hospital Name	Work Area Title	Placement Dates	Questionnaire Status	Profile Form	
Queens Hospital	Elderly - Health Care	09/05/2005 - 03/06/2005	Fill In Evaluation	Fill in Profile	[details]
Quinton Lane	Musculoskeletal - Domiciliary/Adult Rehabilitation/Outpatients	13/02/2006 - 31/03/2006	Fill In Evaluation	Profile Complete	[details]
West Heath	Orthopaedic - Elderly Inpatients	25/04/2006 - 02/06/2006	Fill In Evaluation	Fill in Profile	[details]
Walsall Community Hospital	Adult Musculoskeletal - Community	05/06/2006 - 15/07/2006	Fill In Evaluation	Profile Complete	[details]
Birmingham Children's Hospital	Liver Unit	06/11/2006 - 15/12/2006	Fill In Evaluation	Fill in Profile	[details]
Heartlands Day Hospital	Stroke Rehabilitation Unit	08/01/2007 - 16/02/2007	Placement Incomplete	Fill in Profile	[details]

If you experience any technical difficulties, please contact [Dr. Mike Parry](#)

To complete the questionnaire, simply click in the 'circles' to indicate your preferences. At the end of the survey are 4 'free-text' boxes for you to highlight any particular issues. Once you have entered all of your data, click the 'Submit Evaluation Questionnaire' button to save your responses. If you do not click this button your data will not be saved.

CLINICAL PLACEMENTS ONLINE

The School of Health Sciences

Clinical Placement Evaluation Questionnaire

Evaluation Questionnaire for
Birmingham Children's Hospital - Liver Unit

		Strongly Disagree	Disagree	No opinion	Agree	Strongly Agree
1)	I was provided with sufficient information about the placement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2)	I felt adequately prepared for the placement in terms of theory	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3)	I felt adequately prepared for the placement in terms of clinical skills	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

23) Please indicate any changes that you would like to see made that would improve this placement. In particular, please make reference to any statements above that you have rated negatively?

24) Any further comments relating to the placement

[Return to Placement List](#)

[Submit Evaluation Questionnaire](#)

