

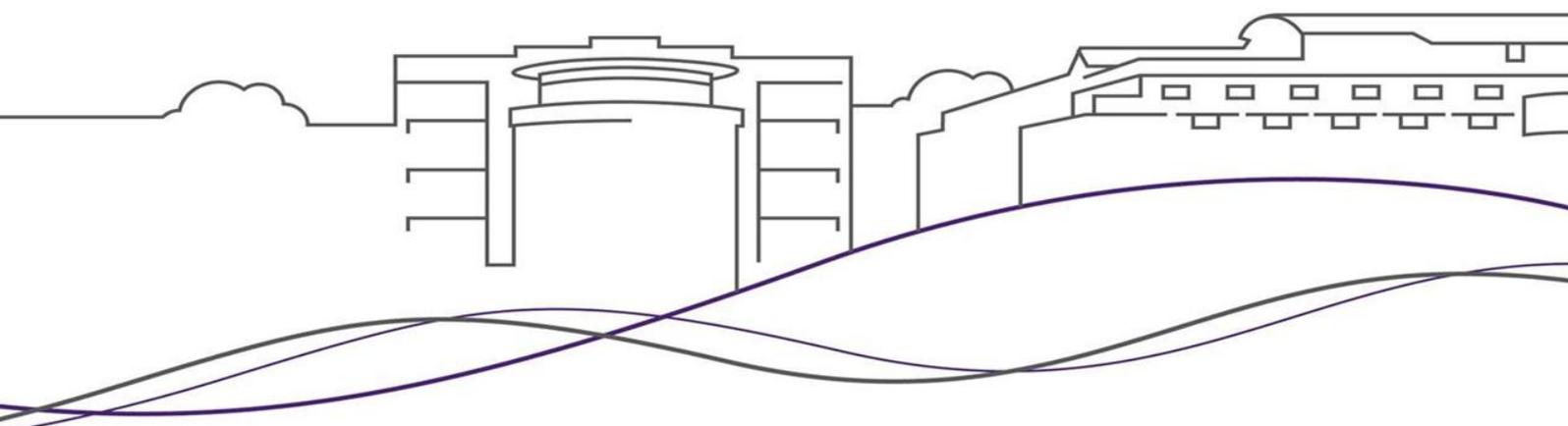
Academic Policies and Procedures



University Centre South Devon Clinical Education

Student, Practice Supervisor and Clinical Education Staff Placement Handbook.

**FdSc Assistant Practitioner
Higher Level Apprenticeship Assistant Practitioner
2020/2021**



Document Approved by:	Date of Approval:
Review by:	Review Date:
Date of Implementation:	CPD to support Implementation:
Version: 1	Author: J Hall

Contents

Contacts	4
1. Introduction.....	6
2. Learning Outcomes	6
3. Block Dates	7
4. Module Dates	7
5. Defining Placements	8
6.1 General Assumptions	8
6.2 Inter-professional practice and experience	8
7. Procedures for Arranging Placements	8
7.1 Clinical Practice on Placement	8
8. Placement Support	9
8.1 Clinical Education Team (CET).....	9
8.3 Practice Assessor Support.....	9
8.4 Partnership Working	10
8.5 Student Responsibilities.....	10
9. Support for Student Learning	11
9.1 Learning Contract.....	11
9.2 Documenting Student Learning	12
9.3 Formative and Summative Assessment of Practice.....	12
9.4 Positive Discipline	12
9.5 Student Evaluations	13
10. Preparation for Practice	13
10.1 Working Hours	13
10.2 Punctuality	14
10.3 Making up time	14
10.4 Exceptional Circumstances	14
10.5 Amendments to Placements.....	14
10.6 Appeal against Placements	14
10.7 Change of Address and Personal Circumstances.....	14
10.8 Pre-placement Expectations	15
11. Placement	16
11.1 Placement Induction	16
11.2 Mid Placement Review	16
11.3 End of Placement Report	17

11.4 Failing Students.....	17
12. Fitness for Practice.....	17
12.1 Health Requirements.....	17
12.2 Illness or injury on placement.....	18
12.3 GP and Hospital Appointments.....	18
12.4 DBS (Enhanced Disclosure).....	18
12.5 Reasonable Adjustments.....	18
13. Professional Conduct.....	19
13.2 Confidentiality.....	19
13.3 Consent.....	19
13.4 Student Relationships.....	20
13.5 Interaction with Patients.....	20
13.6 Whistleblowing.....	20
13.7 Dress Code.....	21
13.8 Student Identification.....	21
13.9 Personal Hygiene.....	21
13.10 Costs.....	21
Appendix 1 – Student Placement Information.....	22
Appendix 2 – Clinical Placement Agreement.....	24
Appendix 3 – Extenuating Circumstances.....	25
Appendix 4 - Preparation for the initial meeting with clinical placement Practice Supervisor.....	26
Appendix 5 – Tutorials.....	26
Appendix 6 - The Professional Practice Portfolio of Evidence.....	27

Contacts

Name	Email Address
Claire Langman Manager, Clinical Education	clairelangman@southdevon.ac.uk
Jon Hall Lead Coordinator (Quality)	jhall@southdevon.ac.uk
Placement Compliance (New and Reactivation of Placement and Clinical Audit)	ClinEdPlacementCompliance@southdevon.ac.uk
Placement Team (Support, Reviews and Apprenticeships)	ClinEdPlacementTeam@southdevon.ac.uk

Summary of University Centre South Devon Policies and Procedures.

These policies and procedures are applicable to students studying on the FdSc Assistant Practitioner, and are available via <https://www.ucsd.ac.uk/student-life/essential-information/>

- UCSD Award Design, Validation and Review Regulations
- UCSD Admissions Regulation
- UCSD Student Registration Regulations
- UCSD Studying Regulations
- UCSD Assessment Regulation
- UCSD External Examiners Regulations
- HE Student Service Complaints Procedure
- HE Study and Wellbeing Review Policy
- HE Fitness to Practise and cause for concern procedure
- HE Student Code of Conduct and Disciplinary Procedure
- HE Work Based Learning Policy
- HE Supporting Pregnant Students and Students with Very Young Children Policy
- Research Ethics Policy and Procedure 2019-20
- UCSD Student Academic Complaints Procedure
- UCSD Examination and Academic Offences Procedures
- UCSD Extenuating Circumstances Policy and Procedures
- UCSD Teaching Learning & Scholarship Policy
- UCSD Strategy for Enhancing Student Employability
- UCSD Student Retention Strategy
- UCSD Assessment Practice Strategy
- UCSD Marking and Moderation Policy and Procedure

1. Introduction

Clinical placements are an essential part of the FdSc Assistant Practitioner Programme and Higher Level Apprenticeship Assistant Practitioner Standard.

Our aim is to ensure that placements provide students with a learning environment that enables them to achieve the outcomes required of the course, and prepare them to work effectively as an Assistant Practitioner.

This Briefing Pack has been designed to give you an overall picture of the placement organisation. Please read it carefully to help to ensure a successful placement experience.

All the information in this Handbook is correct at the time of posting.

2. Learning Outcomes

The learning outcomes for placements are listed below. Students should work towards developing throughout their placement with a view to achieving them by the end of the second year of study.

Knowledge and Understanding

- The ability to integrate principles, theory and practice in the context of health and social care utilising information from a wide variety of sources including current research.
- Knowledge of the physiology, organisation and function of the human body and healthcare needs across the lifespan.
- The skills to critically analyse the importance of using current evidence based practice to improve the quality of service delivery in the health and social care sector.

Cognitive and intellectual skills

- A range of established techniques to initiate and undertake critical analysis of information and be able to propose appropriate solutions to address any concerns.
- The ability to apply problem-solving and critical thinking skills in academic and practice settings taking account of relevant social, cultural, psychological and ethical issues.
- Effective communication skills, in order to deal with a variety of both straightforward and complex subjects, and patients with different cultural and socioeconomic needs.

Key and Transferable Skills

- Communicate complex, sensitive information to a wide variety of professionals through a variety of methods including the use of interpersonal skills, written and verbal effectiveness, accurate record keeping, keeping information confidential and appropriate use of technology and equipment for the role including data entry.
- Apply the qualities and transferable skills necessary for their employment that require a professional value base and personal responsibility and accountability.
- Evaluate the appropriateness of different approaches to solving problems within their area of practice.

Employment Related skills

- Self-awareness through reflection and the performance required within own sphere of practice, in accordance with values and behaviours of an Assistant Practitioner.
- The ability to maintain and further develop own skills and knowledge, and that of others, through recognised Continued Professional Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs.
- Appropriate leadership within the scope of the role to effectively manage own case load and promote inter-professional and multidisciplinary team working.

Practical Skills

- Provision and promotion of holistic patient/person-centred care and support, duty of care and safeguarding of individuals.
- Competence in a range of relevant clinical, technical and administrative procedures relevant to the scope of practice.
- Interdisciplinary skills for both straightforward and complex work, in one- to-one and in group and team situations in order to plan, organise, allocate, review and evaluate their own practice in a variety of settings.

3. Block Dates

Block	January Cohort	March Cohort
Block 1	27 th -29 th January 2020	20 th – 22 nd April 2020
Block 2	5 th – 7 th May 2020	8 th – 10 th September 2020
Block 3	11 th – 12 th June 2020	15 th – 16 th October 2020

4. Module Dates

Module	January Cohort	March Cohort
Preparatory Module UCSD1006	6 th January 2020 – 25 th January 2020	30 th March 2020 – 18 th April 2020
Induction	27 th January 2020	20 th April 2020
UCSD1007	27 th January 2020 – 12 th June 2020	20 th April 2020 – 16 th October 2020
UCSD1008	27 th January 2020 – 12 th June 2020	20 th April 2020 – 16 th October 2020
UCSD1009	27 th January 2020 – 6 th March 2020	20 th April 2020 – 29 th May 2020
UCSD1010	26 th May 2020 – 12 th June 2020	28 th September 2020 – 16 th October
UCSD1011	6 th April 2020 – 1 st May 2020	29 th June 2020 – 24 th July 2020
UCSD1012	4 th May 2020 – 22 nd May 2020	7 th September 2020 – 25 th September 2020
UCSD1013	9 th March 2020 - 3 rd April 2020	1 st June 2020 – 26 th June 2020

5. Defining Placements

The term 'placement' refers to the practice areas in which a student will undertake patient care with support and guidance from practitioners, and academic staff, in order to achieve the competencies set out in the Practice Assessment Document.

6.1 General Assumptions

Assistant Practitioners undertaking placements do so under the following assumptions:

- Practice Assessors primary responsibilities are to their patients
- Student's presence must not hinder their Practice Assessor
- Practice Assessors have responsibilities to their profession by teaching skills to students
- Student's behaviour on placement should not compromise the Practice Assessors credibility or relationships with other colleagues
- It is expected that students will be treated in a manner that respects their developing knowledge level.

6.2 Inter-professional practice and experience

Placements should provide students with opportunities to evaluate the nature of the team working and their contribution to caring for patients in an inter-professional context. It is expected that clinical placements will support students by creating a culture in which inter-professional working is the norm rather than the exception. This will enable students to experience and gain from working within a culture in which teams are set up as coherent, independent units and sustained as such.

7. Procedures for Arranging Placements

Clinical placements are organised and maintained by the Clinical Education Placement team. Following selection and placement interviews, satisfactory DBS enhanced disclosure and occupational checks, students will be allocated a host placement. For those students that are seconded via their employer to the Higher Level Apprenticeship Assistant Practitioner, please refer to Organisational Policy regarding Clinical Placement and its requirements for your area of employment.

7.1 Clinical Practice on Placement

Students will be expected under supervision of their Practice Assessor, Practice Supervisor and/or qualified member of staff, to observe and participate in clinical activities.

8. Placement Support

Students will receive support while on placement from the following;

- Practice Educator
- Lead for Clinical Training
- Clinical Educational Team (CET)
- Practice Assessor
- Practice Supervisor

8.1 Clinical Education Team (CET)

The CET is employed by the University to allocate and ensure the smooth running of placements. They also take responsibility for ensuring that training opportunities are appropriate for student's needs. Queries concerning the administration of placements, placement content and training issues should be directed to the Placement Educator for the Organisation of employment and also raised with the Lead Coordinator for Clinical Education.

8.2 Placement Practice Assessor

The Health Care Professions Council (HCPC) Standards for Education and Training (HCPC, 2014) outline what is required for the preparation of and expectations of the Practice Placement Educator (PPE) in facilitating learning and assessment of learners. Several individual allied health professional organisations have specified more detailed roles and responsibilities for their placement practice educators.

In general, Practice Supervisors, Practice Assessors, Practice educators and clinical tutors are responsible and accountable for:

- Organising and co-ordinating student learning activities in practice
- Supervising students in learning situations and providing them with constructive feedback on their achievements
- Setting and monitoring achievement of realistic learning objectives
- Assessing total performance – including skills, attitudes and behaviours
- Providing evidence as required by programme providers of student achievement or lack of achievement
- Liaising with others to provide feedback, identify any concerns about the student's performance and agreed action when appropriate
- Providing evidence for, or acting as 'sign-off Practice Assessor' with regard to making decisions about achievement of proficiency at the end of the programme of study.

8.3 Practice Assessor Support

During the academic year, students will be assigned a Practice Assessor and link tutor at the College. There may be occasions where students may have concerns about some aspects of their placement. Hopefully these will not be of a serious nature and can be resolved easily by the clinical Practice Supervisor in the first instance, otherwise by the lead co-ordinator or the clinical education manager. In the event that students do not feel comfortable talking about their concerns to these individuals, they should contact their Practice Assessor. Students should feel free to talk to their Practice Assessor in complete confidence who may be able to resolve the issue alone or may need to consult with the Academic Assessor.

8.4 Partnership Working

Practice Assessors and CET work in partnership to ensure that the students achieve their learning outcomes by;

- Facilitating and supporting learning
- Supervising, supporting and guiding students
- Acting as a credible role model for the delivery of care
- Safeguarding the welfare of the students by ensuring that the participation in care is the students' individual level of competence.
- Providing support for the student in achieving broad and specific practice learning outcomes
- Providing guidance to the students in formulating learning contracts
- Planning learning programmes with the student that are specific to the students' needs
- Assisting the student to develop skills, understanding and abilities through reflection and practice
- Formally assessing the students' achievement of learning outcomes and provide constructive feedback
- Providing support and assisting the student in enlisting other support mechanisms
- Communicating effectively regarding matters relating to the curriculum and educational changes
- Keeping updated regarding professional issues

8.5 Student Responsibilities

The role of the student is:

- To identify ongoing learning needs, strategies for meeting these needs, and continually evaluate progress towards achieving their identified needs
- To establish a working relationship with the clinical team
- Self-monitor progress towards achievement of objectives and competencies
- To ensure that the PAD, and other allocated paperwork is completed in accordance with allocated timescales
- To elicit feedback from academics and clinicians
- To maintain communication with the clinical staff regarding the patients' health status
- To provide care consistent with the learning outcomes in the PAD
- To be accountable for the care provided.

9. Support for Student Learning

Students and their Practice Assessors/Practice Supervisors are expected to work collaboratively in helping the student achieve their placement learning outcomes. The student is responsible for their own learning and the Practice Assessor/Practice Supervisor is responsible for facilitating learning.

Students must attend on all their College set dates.

9.1 Learning Contract

In the first week of placement, the student and Practice Assessors are expected to review the learning outcomes together and set a timetable as part of a learning contract. This is a very important activity if the student is to complete all areas in a timely fashion. Regular review sessions are also essential to ensure the student is on track. The Practice Assessor should also ensure that the student is inducted into the department within the first week of placement.

The contract is agreed between the Practice Assessor and the student, and specifies what the student needs to learn, develop or improve, how this might be achieved, the timescales for achieving it, and how the learning will be demonstrated. The main purpose of the contract is to allow the selection of learning activities, which are appropriate to the student and the Practice Assessor. The Practice Assessor can help the student in arranging visits to appropriate areas or to spend time with various members of the health care team.

The Practice Assessor and student should agree set dates and times when they will meet to reflect on practice and review the students' progress. These times should be regarded as protected time for the Practice Assessor.

During this period students work towards completion of the Practise Assessment Document (PAD) and adding to their Professional Practice Portfolio (PPP). They will be using their learning contract to structure their activities. Early on in the placement students will be observing staff carrying out procedures and managing patient sessions. Students will quickly move on to carrying out these tasks themselves, firstly under direct supervision but later perhaps with less direct supervision. The point at which (if ever) an individual student has less supervision is the decision of the clinical placement Practice Supervisor and will depend on the complexity of the task and the ability of the student. It is important that, if in this situation, students recognise when they are out of their depth and seek help from an experienced member of staff. It is not professional practice to plough on regardless and possibly endanger the patient's welfare.

Wherever possible the clinical placement Practice Supervisor should spend some time (in the region of 15-30 minutes) with the student at the end of the session helping them to focus on what they have learned. At periods during the year students will be assessed on various procedures and management strategies as laid out in the PAD. Most of these assessments will be carried out by the clinical placement Practice Supervisors, but some, in section B of the PAD, will be carried out by Clinical Education Team academic assessors. To pass each year of

placement activity, students must successfully complete the core competencies detailed in each of the PAD documents.

Students must record daily details of their experiences in their PPP. Reflective accounts must be written weekly. Time is built into the students' weekly timetable for this activity. Clinical Education team staff at South Devon College will visit each placement centre twice per semester. This provides an opportunity to review the placement with the Practice Assessor and student. In addition, where students are Higher Level Apprentices, some of the pastoral review will be carried out at these times.

9.2 Documenting Student Learning

The following tools are to be used:

- Practice Assessment Document
- Skills Platform
- Portfolio of Evidence
- Proficiencies/Competencies
- Progress Summary
- Ongoing Achievement Record

The learning outcomes are detailed in each section of the PAD and Skills Platform. Practice Assessors are expected to support student learning in all Domains. Achievement of all learning outcomes is necessary to pass the placement modules. A Supervision Record needs to be completed after each supervision session.

This is not an exhaustive list, and should be checked at regular intervals with the CET.

9.3 Formative and Summative Assessment of Practice

All Assessments have two stages:

1. **Formative assessments of practice** - are ongoing throughout the placement. They are intended to provide feedback on progress for the student, their Practice Assessor, Practice Assessor and CET
2. **Summative assessment of practice** – is undertaken in a planned meeting when you and your Practice Assessor identify whether you have successfully achieved the required level of performance for all the domains. You are required to achieve ALL domains as specified within each year. When the summative assessment of practice documentation is completed, signed by you and your Practice Assessor, and submitted to Programme Administration by the required submission date, your personal tutor will review your PAD and it will then be returned to you.

9.4 Positive Discipline

When people work together in an atmosphere of trust they are more willing to take risks and this leads to growth in self-confidence. Using constructive feedback is part of enabling people

to take risks. Being a student gives such an opportunity but it must be done within a framework of safety. Supervision provides such a framework but there can be problems with dealing with students who are failing to improve.

If a Practice Assessor has concerns about a students' ability it is important that it is addressed as soon as possible. Practice Assessors who allow failing students to progress will not be meeting their professional obligations. If either the student or the Practice Assessor becomes aware of this, the steps to follow are:

1. Arrange a discussion between the student and Practice Assessor.
2. A note of the discussion, and any action to be taken, will be made in the Supervision record.
3. An additional learning contract to solve problems and/ or issues will be written – this will establish standards for behaviour and performance.
4. If the problem persists, or it is believed that the student may fail their assessment, the Practice Assessor will contact the Academic Assessor to discuss raising a formal 'Cause for Concern' or 'Fitness to Practise'.
5. The student, Practice Assessor and Placement Educator arrange to discuss the difficulties being experienced. The outcome of this meeting will be documented and kept on file.

The above steps will be repeated until competency is achieved by following the student led action plan initiative addressed in the Fitness to Practise Policy or ultimately withdrawal of the student from the placement is seen as necessary.

9.5 Student Evaluations

All students will participate in evaluation of their own work. They must also complete a final reflective evaluation of their placement as well as being prepared to comment on placement experiences through the use of questionnaires and focus groups. The information gathered is used by the CET to monitor educational standards.

10. Preparation for Practice

All students receive preparation for practice before attending their placement. The preparation will explore the students' responsibility for learning at each stage of the programme and assist them in developing the required skills.

10.1 Working Hours

Students are required to work 30 hours per week in placement. Placement experience will cover the normal working hours of the host department. Some students may find themselves placed in departments working longer days than average and will be expected to comply with this departments working hours. If there is a problem with this then this should be negotiated with the Practice Assessor, Placement Team and Academic Assessor.

You are to complete a Timesheet weekly which will be signed off by your Practice Assessor weekly, and the CET monthly as evidence for your portfolio.

10.2 Punctuality

Students are expected to find out about details of venue, times etc during placements. As with any good professional conduct, students should arrive on time, or early to appointments to prepare appropriately. If the student is delayed they should notify the host department as soon as possible.

10.3 Making up time

If the student does not have sufficient hours to complete the programme (i.e. those lost through sickness or absence) they are required to make up the time during an approved referral period.

10.4 Exceptional Circumstances

Should any student believe they have exceptional circumstances that should be taken into account in meeting the amount of hours required on placement, they should inform the Placement Team immediately so that potential problems can be prevented.

10.5 Amendments to Placements

Students will be informed of any changes to placements by the student's University e-mail address, so it is essential that students check their e-mails regularly, particularly during the summer vacation and inter semester breaks. Students should also draw their attention to the UCSD Policy Guidance for managing requests for placement changes.

10.6 Appeal against Placements

If a student has any concerns about a placement, they should communicate these to the clinical placement team and lead coordinator. The lead co-ordinator will investigate the complaint/request and will inform the student of the outcome within 2 weeks. If the student is unhappy about the outcome then they can appeal to the Clinical Education Manager who will arrange a meeting to discuss the appeal. The student will be notified of the outcome and any necessary amendments to the placement will be made. The Clinical Education Manager's decision will be final.

10.7 Change of Address and Personal Circumstances

Students are expected to inform the University Centre Office of any change of address or personal circumstances.

10.8 Pre-placement Expectations

Students are expected to contact the clinical placement centre Practice Supervisors of their designated placement during the August (September Start) and December (January start) prior to commencing studies. Students should take the opportunity to introduce themselves and ask any questions they may have. It would be sensible to suggest they visit the placement centres to meet their Practice Assessor and/or Supervisor, have a look round the department, meet other staff members and plan what is expected of them on the first day. The Practice Assessor/Supervisor will guide students as to whether and when he or she thinks this is necessary. Students are expected to meet with their clinical placement Practice Assessor/Supervisor during the first week in their placement centre. Students should prepare for this meeting by undertaking the 'Preparation for initial meeting with clinical placement Practice Supervisor'.

It is poor professional practice to expect the clinical placement team and lead co-ordinator to resolve any problems on the student's behalf because the student left it too late to make contact with the host department.

11. Placement

11.1 Placement Induction

Within the first week of the student's arrival at the placement centre, the clinical placement Practice Supervisor should organise some induction activities. These should include the activities contained within the induction section of the Practice Assessment Document (PAD), timetable planning and general pastoral duties such as checking all is well with accommodation. Practice Assessor's and Supervisor's will also want to ensure the student undertakes induction training in line with local policy. As far as timetable planning is concerned, the bulk of the student's time will be spent working towards completion of the PAD. However, time should be set aside for the following activities: working on their Professional Practice Portfolio (PPP), attending tutorials with the clinical placement Practice Supervisor, preparing for these tutorials, along with general study time.

The student's timetable should be arranged so that the student has protected time for half a day per week for these activities. In addition, students and clinical placement Practice Supervisors should discuss and agree a learning contract. Students and Practice Assessors/ Supervisors are expected to spend some time reviewing the learning outcomes together and setting a timetable as part of a learning contract. This is a very important activity if the student is to complete all areas in a timely fashion.

Regular review sessions are also essential to ensure that the student is on track. To be prepared for this meeting, students should undertake the 'Preparation for initial meeting with clinical placement Practice Supervisor'. The contract is agreed between the clinical placement Practice Supervisor and the student and specifies what the student needs to learn, develop or improve, how this might be achieved, the timescales for achieving it, and how that will be demonstrated. The main purpose of the contract is to allow the selection of learning activities, which are appropriate to the student and the clinical placement Practice Assessor/Supervisor. Both the student and the Practice Assessor/Supervisor should keep a copy of the contract. The clinical placement Practice Assessor/Supervisor can help the student in arranging visits to appropriate areas or to spend time with appropriate members of the health care professional team. The Practice Assessor/Supervisor and student should then agree set dates and times when they will meet to reflect on practice and review the student's progress.

11.2 Mid Placement Review

Half way through the academic year, the Practice Supervisor/Practice Assessor in placement will carry out a report of progress. This report enables the clinical placement team, the student and the Practice Supervisor/Practice Assessor to highlight any particular areas of concern or even areas of good practice. The report enables the lead coordinator and Academic Assessor to ascertain the student's progress which will subsequently enable an action plan to be employed in order to support the student in continued progression across the second part of the academic year. If an action plan is required, the students will be

reviewed two weeks later by the placement team to ascertain whether any further intervention is required.

11.3 End of Placement Report

At the end of each period of study, Practice Assessor/Supervisor and students are required to write a report. The report from the Practice Assessor/Supervisor should be sent to the clinical placement team via the lead co-ordinator during the final two weeks of the placement. The reports from the students should also be sent to the lead co-ordinator at the same time.

11.4 Failing Students

This applies to all students across each year of placement. If a clinical placement Practice Supervisor/Practice Assessor has concerns about a student's ability it is important that it is addressed as soon as possible. Practice Supervisors/Practice Assessors who allow failing students to progress will not be meeting their professional obligations. If either the student or clinical placement Practice Supervisor/Practice Assessor becomes aware of this, the steps to follow are:

1. Arrange a discussion between the student and clinical placement Practice Supervisor/Practice Assessor. A note of the discussion, and any action to be taken, will be made in the supervision record. An additional learning contract to solve problems and / or issues will be written – this will establish standards for behaviour and performance.
2. If the problem persists, or if it is believed the student may fail their assessment, the clinical placement Practice Supervisor/Practice Assessor will contact the lead co-ordinator.
3. The clinical placement Practice Supervisor, student and lead co-ordinator will arrange to meet to discuss the difficulties being experienced. The outcome of this meeting will be documented and a copy provided for the student's academic file as well as all participants at the meeting.
4. The above steps will be repeated until competency is achieved or withdrawal of the student from the placement is seen as necessary following Cause for Concern/Fitness to Practise.

12. Fitness for Practice

Students are required to sign the Fitness to Practise Statement in the Practice Assessment Document at the commencement of each academic year. Students should also draw their attention to and read in full the UCSD Fitness to Practise Policy.

12.1 Health Requirements

If any student has a medical condition that requires regular treatment, it is appropriate that they inform the Placement Team and their Practice Assessor. This is important for the students' safety. This information will be treated confidentially.

12.2 Illness or injury on placement

Students who become ill must inform their Practice Assessor immediately, as well as the Placement Team. Students, as professionals, must be responsible for their own health. Students who are unwell on any day of their clinical placement must decide whether or not they should attend.

If unfit for clinical practice, students need to contact the host department and Practice Assessor and inform them of their intended absence. In exceptional circumstances, students who are unable to phone should arrange for someone else to do so. It is recommended that if a student is absent from placement for a period longer than 5 days, then a doctor's certificate is obtained for any subsequent absences.

Students who become unwell while on Placement need to inform their Practice Assessor and Placement Educator and arrange transport home. If students are too unwell to travel home, arrangements may be made for treatment or transportation at costs incurred by the student.

Students who are injured, or involved in an accident while on clinical placement, should report the injury/ incident to their Practice Assessor immediately and the Placement Team, and follow both the host placement Organisational Policies and Procedures for reporting and dealing with accidents/ incidents alongside the College's Policy for Placement Incidents and Concerns. Students should keep copies of any documentation completed in their portfolio as evidence.

12.3 GP and Hospital Appointments

Students will be expected to arrange this type of appointment outside of placement hours. If it is an emergency appointment, time off will be at the discretion of the Practice Assessor. Any time off will need to be made up at the end of the year.

12.4 DBS (Enhanced Disclosure)

Students will be required to have a valid DBS in line with current Admissions Policy and Organisational Policy and Procedures prior to placement at the commencement of the first academic year and completion of the second academic year. The student is responsible for the fee associated the DBS application and are recommended to utilise the digital update service where possible and appropriate. Those students whose DBS highlights previous cautions and convictions prior to admission will be referred to the 'Enhanced Disclosure – Risk Panel' to ascertain whether it is appropriate for the students to continue on programme.

12.5 Reasonable Adjustments

Where possible the placement team, alongside the assigned Practice Assessor will appropriately apply reasonable adjustments within the clinical environment to support the

student to succeed on programme. The student should draw their attention to the UCSD Policy Guidance for supporting Students requiring Reasonable Adjustments in Practice Placements and equally the UCSD Policy Guidance on Students Placements following Occupational Health Review.

13. Professional Conduct

Where the Practice Assessor or member of the placement team feels that a student's behaviour is inappropriate, this will be discussed within the placement setting. Only where this initial discussion fails will the Practice Assessor contact the Academic Assessor. The Academic Assessor will then organise a meeting including all relevant people to discuss the issue. If a patient or member of staff has ground to complain about a students' behaviour then the College Complaints Policy is to be followed.

13.1 Unauthorised absence

This is recognised as an absence from the placement, such as non-attendance, which has not previously been negotiated, and is not sick leave, demonstrated unprofessional behaviour that reflects negatively on the student in terms of their professional accountability, ability to communicate, show respect for others, and meet the competency requirements. The Practice Assessor should report this to the Academic Assessor immediately.

13.2 Confidentiality

Students are required to sign a confidentiality statement at the commencement of each academic year. The confidentiality statement will be signed by the students and scanned to the lead coordinator to be stored on the student's individual digital file.

Students must note that:

- Confidentiality is expected at all times
- Students should never discuss patients outside of the placement area
- Students should also think carefully about what information regarding themselves is disclosed to patients, or their carers
- Students must be aware of their rights, and the rights of others to access information
- No documents or copies of documents with identifying information are to be taken from departments
- Students should be aware that they requirement for confidentiality applies after placements have been completed and student forums, workshops and tutorials can be considered as public places.

13.3 Consent

Placement hosts must ensure that patients are aware that they may be given treatment by a student, or that students may be observing a clinician. Patients must be given the opportunity to refuse treatment by a student, or to be observed by a student. Patients should sign the College's Patient Consent Form for Teaching and Learning.

13.4 Student Relationships

Students should never arrange to meet patients socially, either during or after placement. The relationship between student and patient must remain strictly professional. Whilst students may be friendly, they are not friends of the patient.

13.5 Interaction with Patients

Issues that students need to be particularly aware of when interacting with patients during placements:

- It is important that either the student or Practice Assessor explains their roles to the patient
- Students must maintain an interaction with patients that is not influenced by their own value system
- Hospital policies mean that it is unacceptable for students to accept gifts from patients. Any concerns regarding this should be discussed with the Practice Assessor.
- Students must limit their interaction if the patient becomes tired or distressed.
- Patients must be thanked for their generosity in allowing student learning to occur.

13.6 Whistleblowing

On occasions students have witnessed practices that they feel are below the standard expected of those involved in delivering care, or behaviour between staff that they feel is unprofessional.

This process of reporting substandard practice is often called 'whistleblowing'. All host Organisations have a Whistleblowing Policy which is to be adhered to when on placement. Such Policies are intended to cover serious public interest concerns, such as:

- Conduct which is an offense or breach of the law
- Disclosures related to miscarriages of justice
- Health and Safety risks, including risks to patients/ visitors and others
- Damage to the environment
- Sexual or physical abuse of patients, or other unethical conduct
- Drug and alcohol abuse
- Poor clinical practice
- Malpractice
- Professional misconduct
- Nepotism

If you witness practices that gives you cause for concern you should report this as soon as possible to the person in charge of the area in which you are working. Alternatively you may wish to report it to your Practice Assessor. In most cases you will be required to make a formal statement outlining your concerns. You need to be aware that your concerns may need to be

passed on to other bodies such as the Police or CQC. This will also need to be documented by following the Policy for Incidents and Concerns.

13.7 Dress Code

- Students must make every effort to appear smart and clean. Hair should be tidy and tied back if long. Shoes need to be practical. It is expected that students will dress in a way that supports perception of personal and professional integrity as this will have a direct effect on the patient/ student relationship.
- The values and religious/ cultural sensitivities of patients in relation to dress must be remembered and given due respect.
- Care must be taken to avoid dressing in such a way that could be seen as politically, culturally, ethnically or sexually provocative or inappropriate. Any student considered inappropriately dressed may be sent away and will be reported as absent until they return properly dressed. Persistent inappropriate dress may lead to disciplinary action.
- All placements have Infection Control and Uniform/Dress Policy, please adhere to these when on placement in agreement with student Practice Assessor and Placement Team.

13.8 Student Identification

Photo/ Identity badges stating name and identification must be worn at all times. Patients have a right to know who is looking after them. Student ID badges are to be worn on students person whilst attending all College campus'.

13.9 Personal Hygiene

- Fingernails should be clean, unvarnished and short.
- Perfume/ aftershave should be discreet and not overpowering
- Hair should be clean, well groomed, and away from the face, and tied up if it is long.
- Male students should be clean shaven, or if a beard or moustache is worn, this must be well groomed and of moderate length.
- Tattoos or body piercings should be discreet and kept covered up with make-up, or appropriate clothing (where appropriate and abiding to be the 'bare below the elbow' policy)

13.10 Costs

Students are responsible for meeting costs associated with placements including transport and accommodation.

Appendix 1 – Student Placement Information

Important aspects of the learning philosophy of this programme are for students to be responsible for learning in an active way, integrating theory and practice and developing as effective clinical practitioners. The placements involve clinical learning and practice with students observing and participating in clinical duties both under direct and indirect supervision. Centres have kindly offered the placements as part of the programme and they should respect their contribution. Be aware that these placements could be withdrawn due to inappropriate behaviour on your part. In the unlikely event that their actions or omissions on placement are considered inappropriate or dangerous, their placement may be suspended or terminated. Furthermore, this could result your dismissal from the Foundation Degree programme and/or the Higher Level Apprenticeship terminated.

If students experience any problems or require advice during the placement, in the first instance contact the hospital-based Clinical Practice Assessor/Supervisor directly. In the event that students are unobtainable, please contact the Lead Co-ordinator, Jon Hall, at the Centre for Health and Care Professions. JHall@southdevon.ac.uk

In addition, students will have an Academic Assessor at the College. The Academic Assessor will usually be their personal tutor and should be approached for guidance should they need advice from someone other than the hospital-based Clinical Practice Assessor/Supervisor or the Lead Coordinator.

Students will be treated as an employee of the organisation where they are placed. Therefore, if students are unable to attend on any day, it is mandatory that they contact the hospital-based Clinical Practice Assessor/Supervisor in accordance with local procedures. Students must additionally contact the Lead Coordinator and also complete a notification of absence form which is supplied by the College. This is essential for any unauthorised absences, however brief. For any short period of sickness, they will be asked to complete a self-certification form; for longer periods they will be asked to obtain a medical certificate in accordance with local policy.

Placement allocations are organised by the Lead Coordinator and Clinical Education Manager and are non-negotiable, however any problems regarding the placement can be discussed and advice will be given. Students should be aware that the placement timetable may change at short notice due to changes in clinical demands, staffing etc. Students should also be aware that their placement centre may be some distance from Torquay and that they may require local accommodation.

Students must comply with all rules and guidelines given by the hospital-based Clinical Practice Assessor/Supervisor, especially those pertaining to Patient Confidentiality and Health and Safety rules. Students will be observing in a hospital environment where patients are being seen and they should therefore be sensitive to this and aware of the legal implications of patient confidentiality. It is important that students follow any centre policies including child protection and health and safety. Smart, appropriate dress and appearance is required at all times whilst on a placement as students are not only representing themselves but also the Hospital or Private Business and South Devon College.

Jeans, trainers, t-shirts and stiletto heels for example, are not usually appropriate. Modesty should be considered by ensuring that underwear is covered, also flesh around the waist and chest. If you are unsure if clothing is appropriate then students must contact the Lead Co-ordinator for guidance. Some placement centres may expect students to wear uniforms during the placement. Identity badges are to be worn at all times. All hospitals require that mobile telephones must be turned off at all times whilst in the hospital as their signals can interfere with delicate medical equipment. Students will not be allowed to smoke on hospital premises. Students may not take any alcohol onto hospital premises; if students report for work smelling of alcohol (even from the night before) they will not be allowed to continue working that day

Appendix 2 – Clinical Placement Agreement



Clinical Placement Agreement

STUDENT'S NAME:.....

I have received and read the student placement information.

I understand all details of the student placement information.

I agree to be responsible for providing all relevant information to the Clinical Education Manager (including up-to-date addresses and contact details) by the specified deadlines, in order to allow an efficient allocation process.

Once I have been assigned to a placement, I understand that these arrangements are fixed and will only be changed in exceptional circumstances.

I am aware that I may need to travel considerable distances to some of my placements and that I may need to find local accommodation.

I agree to be responsible for all of the necessary arrangements to enable me to attend my placement and manage my learning in a professional manner.

I will ensure that I:

- Attend all placement sessions unless there are exceptional and unavoidable circumstances
- Inform the placement centre and the Lead Coordinator of any missed sessions (and wherever possible BEFORE I am due to attend)
- Be punctual and stay for the requested times
- Show respect and appreciation for the support offered by the placement centre
- Act in a polite, professional and helpful manner with patients, staff and fellow students
- Respect patient confidentiality
- Follow any centre policies including child protection and health and safety

SIGNATURE:

DATE:

Appendix 3 – Extenuating Circumstances



Extenuating Circumstances

To be considered for placement re-allocation or variation of placement periods, students must comply with the following:

1. Be able to demonstrate exceptional circumstances and hardship, which may include:

- Sudden illness
- Severe and sudden illness or death of a close relative
- Significant problems in role as carer
- Advanced pregnancy

2. Students must be able to demonstrate that they have exhausted all other avenues that would have avoided a variation to placement allocation or periods.

Please note:

- Exceptional circumstances generally refer to non-foreseeable and unavoidable events such as those mentioned above (e.g. sudden severe illness).
- Due to circumstances beyond the control of the College, it might not be possible, even in cases of acceptable exceptional circumstances, to vary the start time or end time for clinical practice. The University will look for avenues that will minimise the impact on students in such cases.
- Variations of clinical practice time due to vacation purposes, birthdays or marriages of relatives, inability to book return flights from vacations or special flight offers are examples of non-exceptional circumstances.

Appendix 4 - Preparation for the initial meeting with clinical placement Practice Supervisor

This section should be completed within the first week of starting the placement before meeting your clinical placement Practice Supervisor/Assessor to discuss your learning contract.

Before the meeting, write down your interests or the issues you want to explore during this practice placement. You might want to wait a day or so before you meet with your Practice Supervisor so you have a chance to think about the issues and your interests. You can always firm up your ideas at the initial meeting with your Practice Supervisor/Assessor and, indeed, at later meetings.

The following questions may help you get started:

- What do I need to see/do?
- Can I build upon previously identified strengths or work on previously identified weaknesses?
- Where do my priorities lie (bearing in mind what stage you are in your course)?
- What help do I need to pursue my interests/the issues I've identified?
- What part should I play in following up my interests/the issues I've identified?
- Who should take the lead?

Appendix 5 – Tutorials

The clinical placement Practice Supervisor/Practice Assessor should have regular tutorials with students on placement. We would suggest one to two hours per month. You may want to cover several areas during these meetings, including the status of the learning contract and the PPP. In addition, Practice Supervisor/Assessor should structure tutorials so that the student comes to the tutorial with some prepared material on which they can receive some feedback. With the facilitation of the Practice Supervisor/Assessor, the student should use these sessions to work towards preparing a significant piece of work. This could perhaps take the form of an essay or report about a particular subject or could be in the form of an oral presentation to members of staff. We would recommend that the student aims to prepare two such items of work during each placement. It is important that the student receives feedback on the work. The student should then add this to their PPP. Practice Supervisors/Practice Assessors should encourage the student to investigate an area of health in which they are interested. Practice Supervisors/Practice Assessors are likely to have to help them refine the idea and to encourage them to focus on a relatively small aspect of their topic. It is our experience that students underestimate the size of such tasks and often choose topics that are too broad.

Appendix 6 - The Professional Practice Portfolio of Evidence

As a qualified and registered Assistant Practitioner, you will maintain your Professional Practice Portfolio (PPP) throughout your career. It will be scrutinised by various registration bodies and by potential employers. You should get into the habit of maintaining it from day one of your academic studies.

During your career, it is important that you maintain your clinical skills. It is important that you carry out a significant amount of clinical work regularly because you need to continually develop experience and confidence with patients. This will be the case throughout your healthcare career regardless of how senior your position or how long you have practised as an Assistant Practitioner. You should record details of your clinical experience in your PPP. Most importantly you should write accompanying statements recording what you have learned and reflecting on that learning. During your academic course at the University Centre South Devon you will be expected to do this on a very regular basis, at times even daily. Alongside this, you will be expected to keep abreast of significant advance in healthcare research and professional issues. This can be done by attending conferences, courses, networking and self-directed study. Records of these achievements should also be collected in your PPP. Once again, it is important for you to record your reflections on what you have learned.

It is your responsibility to keep your PPP up to date. Your PPP will be assessed formatively by your personal tutor towards the end of each semester during years 1 and 2 of the Foundation Degree Programme. A record of that assessment will be placed in your PPP. It is your responsibility to arrange to meet your tutor in order that this assessment can take place. Personal tutors view the PPP very seriously and take a dim view of students who are not similarly serious. Your clinical placement Practice Supervisor/Assessor will review your PPP from time to time.

You should always take your PPP to your placement as your clinical placement Practice Supervisor/Practice Assessor may wish to see it.

- What should you keep in your PDP?
- Records of practical training at the University
- Record of achievements during practical assessments
- Formative assessments including any feedback
- Summative assessments feedback
- Certificate of attendance of any courses or conferences
- Record of significant independent study
- Students on placements are required to keep diaries of their experiences and to reflect on two learning experiences each week. In addition the structured study carried out for the tutorial sessions should be included.

As well as keeping records of learning experiences, it is very important that you reflect and focus on what you have learned during these experiences, how this has consolidated previous learning and how you would like to advance your learning. You should take time to write a few notes on a regular basis.

REVISION HISTORY

Ver	Date	Author	Description
1.0	Oct 19	J Hall	Conception

APPROVAL

Ver	Committee	Date Approved	Comments