

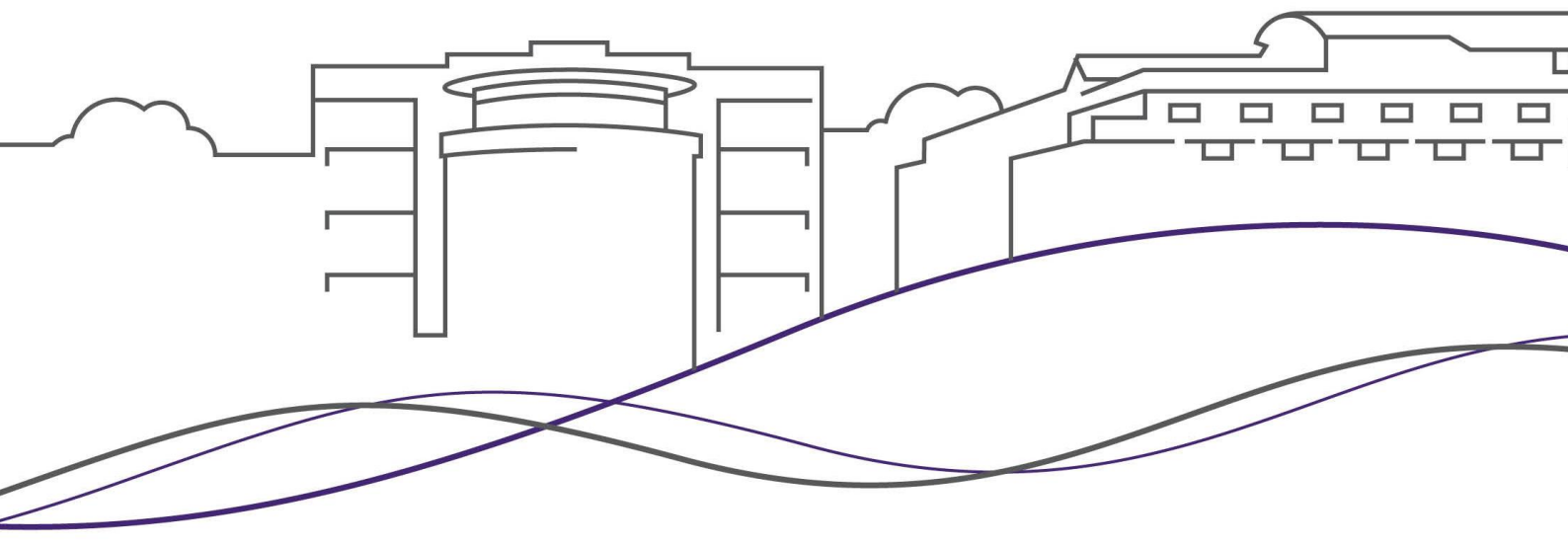


## Higher Education

### Student, Supervisor and Health Professions and Nursing Staff Placement Handbook

FdSc Hearing Aid Audiology

Higher Level Apprenticeship Hearing Aid Dispenser



## Document Control

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## Contents

Contacts .....	5
1. Introduction.....	5
2. Learning Outcomes .....	6
3. Semester Dates .....	7
4. Block Dates .....	7
5. Module Dates .....	8
6. Defining Placements .....	8
6.1 General Assumptions .....	8
6.2 Inter-professional practice and experience .....	8
7. Procedures for Arranging Placements .....	9
7.1 Clinical Practice on Placement .....	9
8. Placement Support .....	9
8.1 Health Professions and Nursing Education Team (CET) .....	9
8.3 Mentor Support .....	10
8.4 Partnership Working .....	10
8.5 Student Responsibilities.....	11
9. Support for Student Learning .....	11
9.1 Learning Contract.....	11
9.2 Documenting Student Learning .....	12
9.3 Formative and Summative Assessments .....	12
9.4 Positive Discipline .....	13
9.5 Student Evaluations .....	13
10. Preparation for Practice .....	14
10.1 Working Hours .....	14
10.2 Punctuality .....	14
10.3 Making up time .....	14
10.4 Extenuating Circumstances.....	14
10.5 Amendments to Placements.....	14
10.6 Appeal against Placements .....	15
10.7 Change of Address and Personal Circumstances.....	15
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 .....	19
13. Professional Conduct .....	19
13.2 Confidentiality.....	19
13.3 Consent .....	20
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.....	22
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 supervisor.....	26
Appendix 5 – Tutorials .....	26
Appendix 6 - The Professional Practice Portfolio of Evidence.....	27

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## University Centre South Devon Policies and Procedures

Policies and procedures applicable to students studying on the FdSc Hearing Aid Audiology, are available via <https://www.ucsd.ac.uk/student-life/essential-information/>

## 1. Introduction

Clinical placements are an essential part of the FdSc Hearing Aid Audiology Programme and Higher Level Apprenticeship Hearing Aid Dispenser 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 a Hearing Aid Dispenser.

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 audiological science utilising information from a wide variety of sources including current research.
- The skills to critically analyse the importance of using current evidence-based practice to improve the quality of service delivery as a Hearing Aid Dispenser.

### ***Cognitive and intellectual skills***

- Utilise 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.
- The ability to 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 a Hearing Aid Dispenser.
- 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. Semester Dates**

Cohort	Semester 1	Semester 2

## **4. Block Dates**

Block	January Cohort	September Cohort
Block 1		
Block 2		
Block 3		
Block 4		

## 5. Module Dates

Module	January Cohort	September Cohort
<b>Semester 1</b>		
Pre-requisite Preparatory Module UCSD1006		
Induction		
UCSD1027		
UCSD1028		
UCSD1029		
UCSD1031		
<b>Semester 2</b>		
UCSD1029		
UCSD1030		
UCSD1032		
UCSD1033		

## 6. 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

Hearing Aid Dispensers undertaking placements do so under the following assumptions:

- Mentors primary responsibilities are to their patients
- Student's presence must not hinder their Mentor
- Mentors have responsibilities to their profession by teaching skills to students
- Student's behaviour on placement should not compromise the Mentors 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 Health Professions and Nursing 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 Hearing Aid Dispenser, 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 Mentor, 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)
- Mentor
- 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 Head of Health Professions and Nursing.

### **8.2 Placement Mentor**

The Health Care Professions Council (HCPC) Standards for Education and Training (HPC, 2009) 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, mentors, 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 mentors' with regard to making decisions about achievement of proficiency at the end of the programme of study.

You will find HCPC information on the following web site: [www.hcpc-uk.org](http://www.hcpc-uk.org)

In addition, please go to your own professional web sites for standards and best practice guidelines including Guidance on Student Ethics and Conduct.

### **8.3 Mentor Support**

During the academic year, students will be assigned a mentor 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 placement supervisor in the first instance, otherwise by the lead co-ordinator or the programme coordinator. In the event that students do not feel comfortable talking about their concerns to these individuals, they should contact their mentor. Students should feel free to talk to their mentor in complete confidence who may be able to resolve the issue alone or may need to consult with the programme co-ordinator.

### **8.4 Partnership Working**

Mentors 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 mentors/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 mentor/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 Mentors 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 Mentor should also ensure that the student is inducted into the department within the first week of placement.

The contract is agreed between the Mentor 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 Mentor. The Mentor can help the student in arranging visits to appropriate areas or to spend time with various members of the health care team.

The Mentor 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 Mentor.

During this period students work towards completion of the Practise Assessment Document (PAD) and adding to their Professional Practice Portfolio of Evidence (PPPE). 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 supervisor and will depend on the complexity of the task and the ability of the student. It is important that, 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 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 supervisors, but some, in section B of the PAD, will be carried out by Health Professions and Nursing Team 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 PPPE. Reflective accounts must be written weekly. Time is built into the students' weekly timetable for this activity. Health Professions and Nursing team staff at South Devon College will visit each placement centre twice per semester. This provides an opportunity to review the placement with the supervisor 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:

- PAD
- Skills Platform
- Portfolio of Evidence
- Specialist Skills Competencies
- Progress Summary
- Domain Competency Summary

The learning outcomes are detailed in each section of the PAD and Skills Platform. Mentors 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 Mentor, Mentor and CET
2. **Summative assessment of practice** – is undertaken in a planned meeting when you and your mentor 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 mentor, 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 Mentor has concerns about a students' ability it is important that it is addressed as soon as possible. Mentors who allow failing students to progress will not be meeting their professional obligations. If either the student or the Mentor becomes aware of this, the steps to follow are:

1. Arrange a discussion between the student and Mentor.
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 Mentor will contact the Programme Coordinator to discuss raising a formal 'Cause for Concern' or 'Fitness to Practise'.
5. The student, Mentor 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 Mentor, Placement Team and Programme Coordinator

You are to complete a Timesheet weekly which will be signed off by your Mentor 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 programme co-ordinator 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 programme co-ordinator'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 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 supervisor, have a look round the department, meet other staff members and plan what is expected of them on the first day. The 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 supervisors during the first week in their placement centre. Students should prepare for this meeting by undertaking the 'Preparation for initial meeting with clinical placement 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 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. 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 of Evidence (PPPE), attending tutorials with the clinical placement 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 supervisors should discuss and agree a learning contract. Students and 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 supervisor'. The contract is agreed between the clinical placement 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 supervisor. Both the student and the supervisor should keep a copy of the contract. The clinical placement 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 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 clinical education team will visit the student and placement supervisor/mentor in placement to carry out a report of progress. This report enables the clinical placement team, the student and the supervisor/mentor to highlight any particular areas of concern or even areas of good practice. The report enables the lead coordinator and programme coordinator 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, supervisors and students are required to write a report. The report from the 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 supervisor/mentor has concerns about a student's ability it is important that it is addressed as soon as possible. Supervisors/Mentors who allow failing students to progress will not be meeting their professional obligations. If either the student or clinical placement supervisor/mentor becomes aware of this, the steps to follow are:

1. Arrange a discussion between the student and clinical placement supervisor/mentor. 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 supervisor/mentor will contact the lead co-ordinator.
3. The clinical placement 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 and Cause for Concern 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 Mentor. 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 Mentor 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 Mentor 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 Mentor 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 Mentor 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 Mentor. 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. Those students whose DBS highlights cautions and convictions at the point of the Academic Award Board at the end of the second academic year will be referred to HCPC prior to a decision to support application for registration.

## **12.5 Reasonable Adjustments**

Where possible the placement team, alongside the assigned mentor 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 Mentor 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 Mentor contact the Programme Coordinator. The Programme Coordinator 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 Mentor should report this to the Programme Coordinator 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 their tutor to be stored on the students 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 Mentor 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 Mentor.
- 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 Mentor. 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 Mentor 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 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 Supervisor directly. In the event that students are unobtainable, please contact the Practice Placement Coordinator.

In addition, students will have a mentor/link tutor at the College. The mentor will usually be their personal tutor and should be approached for guidance should they need advice from someone other than the hospital-based Clinical 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 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 Programme Co-ordinator 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 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



UNIVERSITY  
CENTRE  
SOUTH DEVON

### 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 Programme Co-ordinator (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



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.

For extenuating circumstances relating to non-placement issues, please refer to the Extenuating Circumstances policy; <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

## **Appendix 4 - Preparation for the initial meeting with clinical placement supervisor**

This section should be completed within the first week of starting the placement before meeting your clinical placement supervisor 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 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 supervisor 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 supervisor/mentor 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 PPPE. In addition, supervisors 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 supervisor, 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 PPPE. Supervisors/Mentors should encourage the student to investigate an area of audiology in which they are interested. Supervisors/Mentors 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. The list below suggests some topics but is by no means inclusive and supervisors/mentors and their students are likely to have their own ideas.

1. Bilateral hearing aids give better outcomes with presbycusis than a single hearing aid. Discuss whether the evidence supports this statement or not.
2. Several types of transducer are available for carrying out air conduction audiometry. Discuss the advantages and disadvantages of the different transducers making reference to relevant evidence.

## Appendix 6 - The Professional Practice Portfolio of Evidence

As a qualified and registered Hearing Aid Dispenser, you will maintain your Professional Practice Portfolio of Evidence (PPPE) 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 audiological career regardless of how senior your position or how long you have practised as an Hearing Aid Dispenser/Audiologist. You should record details of your clinical experience in your PPPE. Most importantly you should write accompanying statements recording what you have learned and reflecting on that learning. During your academic course at the University of Southampton 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 audiological 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 PPPE. Once again, it is important for you to record your reflections on what you have learned.

It is your responsibility to keep your PPPE up to date. Your PPPE 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 PPPE. It is your responsibility to arrange to meet your tutor in order that this assessment can take place. Personal tutors view the PPPE very seriously and take a dim view of students who are not similarly serious. Your clinical placement supervisor will review your PPPE from time to time.

You should always take your PPPE to your placement as your clinical placement supervisor/mentor 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.