



AECC
University College
*Transforming lives
through Health Sciences*

School of Health and Rehabilitation Sciences

MSc Physiotherapy (pre-registration)

Practice Placement Handbook

Introduction

This handbook outlines guidance to inform students and their mentors or supervisors of their roles and responsibilities in practice placements. It is the student's and mentor's/supervisor's responsibility to read and familiarise themselves with the guidance presented in this practice placement handbook.

In practice placements service users and carers should be informed about the student's role and they have the right to decline to be cared for by a student. Students should always introduce themselves as a student.

This guidance is not exhaustive and will be regularly reviewed and updated in response to National, Statutory and local policy and priority developments. Any recommendations for future inclusion or clarity are welcomed. The latest version of this practice placement guidance will supersede all previous versions and will therefore apply to all students.

The University College is committed to equality of opportunity both as an employer and as an educational institution. Equality of opportunity means working to ensure that no student nor member of staff receives less favourable treatment on the grounds of race, gender, age, ethnic or national origin, disability, marital status, sexual orientation, care responsibility, HIV status, trade union activity, political or religious belief.

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SECTION 1 Rationale for practice education

Practice education is an integral and major component of the total physiotherapy curriculum that enables students to demonstrate and achieve competence. Learning gained in practice settings is vital to the students' educational and professional development and ensures appropriate competence development and assessment to practise as a professionally qualified physiotherapist. Experience gained enables the acquisition of new knowledge and skills as well as the application, consolidation and reflection upon the learning gained in the university college environment.

1.1 Aims of practice experience

The aims of the practice placements as outlined in the two placement units (PHY6001 and PHY6002) are to:

- Develop interpersonal skills with patients/service users and colleagues in multi-disciplinary teams.
- Provide opportunities to apply clinical skills in the assessment and treatment of patients and be able to evaluate intervention effectiveness.
- Demonstrate the application of theoretical knowledge and evidence to inform practice.
- Provide students with the opportunity to demonstrate clinical reasoning by identifying and prioritising problems, planning treatments, and goal setting.
- Critically evaluate a range of possible interventions.
- Recognise the complex clinical features of multiple/ atypical pathology and the demands of varying unpredictable circumstances in clinical practice.
- Demonstrate the ability to apply a reasoned problem-solving approach to patient care, integrating underpinning theory and previous experience to justify decisions made.

The purpose of the practice placement is for students to integrate knowledge, professional reasoning and professional behaviour within practice and to develop skills and attitudes to a new graduate level. All Practice Placements are compulsory for students on this course and must be passed for a student to qualify as a physiotherapist and to be eligible to apply for registration with the Health and Care Professions Council (HCPC) and membership of the Chartered Society of Physiotherapy (CSP).

1.2 Standards for practice education

The standards for practice placements are informed by:

- HCPC Standards of Conduct, Performance and Ethics for Students
- Placement Agreement
- HCPC Standards of Education and Training
- Chartered Society of Physiotherapists pre-registration education standards

The placement provision includes the potential for some geographically diverse practice learning experiences. Students will have the opportunity to gain experience in each of the following core environments:

- Acute and Foundation Trusts
- Community settings
- Private providers

- Others including third sector organisations, specialist settings and role-emerging placement settings as appropriate.

The management of high-quality practice placements is central to ensuring successful learning outcomes for the students on the MSc Physiotherapy (pre-registration).

1.3 Management of practice placements

The partnership between the Placement Providers (PPs) and the higher education provider is central to the students' practice learning experience and their professionalisation.

The majority of practice placements take place in Bournemouth, Christchurch and Poole, and the surrounding areas. The University College has entered into a number of agreements with the stakeholders to enable a robust and reliable arrangement to be established:

- A Partnership Agreement with the placement in which the PP acknowledges its responsibility to provide quality education and training to healthcare students in accordance with current Department of Health guidance for education.
- The Placement Agreement makes explicit the roles and responsibilities of both the University College and the PP.
- Students, the PP and the University College will sign a tri-partite agreement to confirm acceptance and understanding of the specific roles and responsibilities.

SECTION 2 Practice roles, responsibilities and health and safety

2.1 Students in practice learning

Whilst undertaking a practice placement, students are required to familiarise themselves with, and adhere to, local policies and procedures. A student's primary focus while on placement should be to maximise their, and others, learning whilst complying with pre-registration course requirements and meeting assessment competencies.

2.2 Allocation of practice placements

During the course, students are required to gain a range of experience. Students will get the opportunity to experience greater diversity in the range of equipment, investigations/treatment modalities and working practices than could be gained if they were only placed with one provider.

The allocation of practice placements is the responsibility of the University College's Placement Co-ordinator. The allocation is undertaken giving consideration to the range of experience available at each practice placement and factors that might impact upon the students to travel to the relevant site (e.g. caring responsibilities, available modes of travel).

Consideration will be given by the Placement Co-ordinator before placing a student in a practice placement where they are currently or have previously been a service user or in-patient or if the student has a pre-existing relationship with a patient/service user or staff member in a practice placement. If the student discovers that they have been placed in such a practice placement, they should immediately inform the Placement Co-ordinator, who will then discuss this with the PP as appropriate to consider organising an alternative practice placement.

Only in exceptional circumstances will a practice placement change be considered e.g. the speciality of the practice placement may potentially cause the student distress due to personal and/or family circumstances such as oncology services. It is the student's responsibility to discuss this with the Placement Co-ordinator, who will then discuss this with the PP as appropriate. The decision of the Placement Co-ordinator is final.

Practice placement allocations will be emailed directly to students normally four weeks prior, and at least one week prior, to the commencement of the practice placement. It is the student's responsibility to ensure that they check their University College email account regularly. Practice placements are sometimes altered due to circumstances within the PP, and therefore changes may occur at any time up to the commencement of the practice placement. Students will be notified of such changes via email by the Placement Co-ordinator.

2.3 Practice learning expectations for students

In the first year, the assumption should be made that none of the students will have previous experience in the area of practice prior to the practice placement. Students will have been taught some core skills (e.g., communication, observation, assessment and practical skills) and will also need time to draw on and develop these within the practice placement.

At the beginning of the first practice placement, first year students may feel that they would prefer to spend more time observing staff and generally orientating themselves, however they are encouraged to participate as much as possible. By the end of the first practice placement the student should be feeling confident enough to spend most of their time undertaking clinical practice related to their portfolio competencies.

As students progress through their course they will have developed core practical skills and should be drawing upon these and developing them further during their practice placements. Students are expected to participate as part of the team and become active participants in patient/service user care. They can undertake delegated duties, but always under supervision, appropriate to their level of competence. Students may also take opportunities to visit related areas in order to broaden their experience This must only be organised in conjunction with their Practice Educator, ensuring that sufficient time is spent within the allocated practice placement to complete the identified clinical competencies.

2.4 Students with previous experience

It is recognised that some students may have substantial experience with a particular service user group prior to commencing the course (e.g. students who have previously qualified in another healthcare-focused profession). The intention is that such experience is valued by the pre-registration course, but it remains the responsibility of the student to demonstrate skills required irrespective of this previous experience. Students should advise their Practice Educator of previous experience because this may enable some specific learning objectives to be negotiated, which will extend their knowledge further.

2.5 Paid employment outside of the pre-registration course

All pre-registration courses are regarded as full-time courses. Students have a professional responsibility to ensure that they are fit to attend their practice placement and/or University College and to ensure the safety of those under their care as well as for their own health and well-being. Students should adhere to the European Working Time Directive that limits the working week to 48 hours. The student's practice placement

allocation, or the hours of attending a practice placement will not be allocated around outside employment.

SECTION 3: Supporting and Facilitating Learning in Practice

3.1 Support during practice placements

During practice placements students will be able to access support from both AECC University College (for example their Personal Tutor, Placement Co-ordinator, Course Leader) and from individuals within the PP organisation (for example the Practice Educators).

Students who have specific learning or health needs, as agreed by the AECC University College's occupational health provider or AECC University College Student Services team, are recommended to discuss these with their Link Tutors prior to the commencement of the practice placement so that the student and Link Tutor can discuss what reasonable adjustments are required and possible. Discussion with the Lead Practice Educator may also be required. The student should discuss their specific needs and identify any strategies that will assist them. If necessary, the practice placement may carry out a work-based risk assessment so that reasonable adjustments may be made to ensure the student gets appropriate support.

3.2 Link Tutor

This is a member of academic staff who is responsible for liaising with identified practice placements. The Link Tutor will liaise with the Practice Educator on a regular basis and ensure the Practice Educator is kept informed of course developments that may impact on their role as Practice Educators. Link Tutors are also responsible for preparing staff, where necessary, for assessing and mentoring students.

The Link Tutor aims to visit or contact students at least once during their practice placement as a minimum requirement. Link Tutor visits are generally to support the student.

Students will normally be informed of the date and time of the Link Tutor's visit and should inform the Practice Educator. The student should prepare for the visit by reviewing their current progress against their identified learning objectives and appropriate competencies and proficiencies. The student should make sure they are available on that day to meet the Link Tutor. Should a student be unable to attend the visit for any reason, it is the student's responsibility to inform the Link Tutor as soon as possible so that the Link Tutor does not make an unnecessary journey and an alternative visit can be arranged.

Should the student have any difficulties or concerns in a practice placement, they should notify the Link Tutor. During a visit from the Link Tutor, it is the student's responsibility to raise any issues, difficulties or concerns. The Link Tutor will follow up any issues as appropriate.

Equally, should the Practice Educator feel there is a difficulty, a concern, or wishes to make an enquiry, they should contact the Link Tutor in the first instance, and if necessary, the University College's Placement Co-ordinator.

3.3 Academic Tutor

This is a University College academic member of staff, part of whose role is to track their student's academic and practice progress and provide general pastoral support and

guidance where necessary. The Personal Tutor is responsible for meeting individually with the student to discuss progress on completing the assessment portfolios for the relevant unit of study.

3.4 Placement Co-ordinator

This is a University College academic member of staff, part of whose role is to be responsible for the management and organisation of practice education for students on the course.

3.5 Placement Administrator/Registry

Role includes recording all sickness/absence reported to them by a student or practice placement staff.

3.7 Lead Practice Educator

This is a member of staff based at the placement provider organisations, who works collaboratively with academic staff and other Practice Educators. They co-ordinate and manage a students' practice learning within their specific discipline and service. If a student has a concern or difficulty during their practice placement, they can contact the Lead Practice Educator for advice.

3.8 Practice Educator

The Practice Educator is a registered practitioner working in the practice area with students, who accepts responsibility for the monitoring and assessing the student's progress. They work in partnership with other staff in the PP and the University College. A Practice Educator is required to be HCPC registered.

3.9 Role and responsibilities of the Practice Educator

During practice placement, the Practice Educator provides day-to-day support for the student and acts as a role model for him/her. It is the responsibility of the Practice Educator or person in charge of the shift or department to assign appropriately qualified members of staff to work with and supervise the student as well as ensuring continuity of practice learning and assessment.

The Practice Educator's contribution to student learning and the level of supervision offered takes account of the experience available, the student's stage in the pre-registration course and their level of competence and the student's previous learning and assessment of outcomes.

Practice Educators are responsible for the formative and summative assessment of student learning in practice.

The role of the Practice Educator in regard to student support and learning is:

- To ensure that the student continues to be fit for practice
- To facilitate student learning and act as a role model
- To supervise, support and guide students
- To safeguard the welfare of the student
- To provide support for the student in achieving broad and specific practice learning outcomes
- To plan learning with the student, specific to individual needs

- To assist the student to develop skills, understanding and abilities through reflections on their practice
- To formally assess the student's achievement of learning outcomes and provide constructive feedback
- To provide support and assist the student in enlisting other support mechanisms
- To ensure they remain up-to-date in regard to the learning outcomes of the course through engagement in regular training.

The Practice Educator will normally meet with the student within 48 hours of the student commencing their practice placement to discuss the student's learning needs both in relation to their course learning outcomes and personal learning needs and plan their learning programme for that practice placement. They should also ensure that the student is aware of all safety aspects of the practice placement.

The Practice Educator and student should agree and set dates and times when they will meet to reflect on practice and review the student's progress. These times should be timetabled to ensure the Practice Educator has appropriate time to undertake these reviews. These should be at the mid-point and prior to the end of the practice placement, or more frequently if necessary.

3.10 Assessment of practice

Students are required to complete two practice placement portfolios, one for each of the two Practice Placement units (PHY6001 and PHY6002).

At the beginning of the practice experience, the student and Practice Educator negotiate specific learning objectives and how these will be met in the practice setting. These learning objectives will build upon the specific aims and learning outcomes of the relevant placement unit. Practice Educators are responsible for enabling the student to address the aims and content of the clinical modules and for helping them to develop the knowledge, skills and values reflected in the general educational aims of the course.

The Placement Portfolios will include all of the student's practice learning needs, placement objectives to be achieved, and practice tasks; and will also encompass practice competence verification and a range of tasks and objectives. Aspects of the portfolio are required to be signed off by the Practice Educators and a member of the course team at the University College.

Practice competence verification and assessment is documented in the portfolio. This takes the form of defined tasks and activities written up in the portfolio, which are then discussed with the Practice Educator and Link Tutor, along with verification of practice activities which are signed off by the Practice Educators and a member of the course team at the University College.

The portfolio is assessed with an overall classification mark given as pass/fail as this unit is assessed at Level 6. The student must successfully complete and document all of the specified activities in order to progress or qualify. Competence assessment in this case is an exercise where the student either is, or is not, competent in any particular area. Therefore, if competence is established then the student is deemed to have completed that area of practice successfully. Specific details regarding the marking and assessment of placements can be found in the Placement Portfolios for PHY6001 and PHY6002 and by utilising guidance documents on the CPAF ([student guidance document CPAF](#)). The

common placement assessment form (CPAF) is used to assess the practice component of these units and is accessed via the eportfolio. Students will be asked to self assess their competence across the learning domains. Practice educators will be asked to give an indication to students of grade boundaries they are obtaining at both half way and upon completion of the placement. This grade boundary will be an indication only and the placement will only be recorded as pass/fail.

Students are required to complete a minimum of 500 hours of practice for the relevant placement portfolio to be assessed and to be eligible to pass the unit. In total across the two years of study 1000 hours of practice are required.

3.11 Managing difficulties in practice

The student's presence in the practice placement is as a result of an agreement between AECC University College and the PP. It is recognised that difficulties may emerge in the practice setting that have not been envisaged or planned for. These difficulties may be identified by the student, the PP or the University College. There are standards and codes of conduct which govern practice, practice education and make explicit the expectations for the student, PP and the University College. The following are examples of potential difficulties that can occur in practice:

1. Practice Educator

- The student's attitude or behaviour is considered to adversely affect patient/service user care, the provision of the service, relationships within the service team
- The student's conduct contravenes any of the PP's policies, e.g. health and safety, anti-discrimination
- Serious breach of the professional conduct of conduct for physiotherapists by the student
- Due to unforeseen circumstances, the student cannot be provided with the quality of experience, support or supervision reasonably expected and as a consequence the student's learning may be adversely affected
- Demands made by the student on staff resources for supervision are excessive to the extent that patient/service user care is adversely affected
- The student's health is impacting on their engaging with practice

2. Student

- The student is persistently being expected to undertake duties beyond those which might be reasonably expected of a student at their stage of the course or which may put them at unnecessary risk
- Anti-discrimination policies are not being observed, to the detriment of the student
- The student is left unsupported/unsupervised
- The student's health is impacting on their ability to engage in practice learning
- Insufficient learning resources and opportunities to meet practice learning requirements

3. University College

- Anti-discrimination practices are not observed which is to the detriment of the student
- Practices used in the practice placement are putting the student unnecessarily at risk
- The student is not receiving the supervision required to further their knowledge and experience
- The student's poor behaviour or conduct in practice is reported to the University College and requires investigation through the Fitness to Practice process.

- The student's performance on the course is to be the subject of review at the next scheduled Assessment Board and it is not considered in the interests of the student to remain in the practice setting.

It is anticipated that the approach to resolving a difficulty in practice must involve the student, the PP and the University College. All discussions and processes will be transparent to all parties involved. All discussions and actions must be documented and signed by all parties (Appendix A).

3.12 Assignments

Students might have University College assessments to complete as an on-going process whilst undertaking a practice placement. Practice staff should never be expected to assist students with assessments, though some staff may offer support or interest. The Practice Educator should be aware of what assessment the student is completing, especially since most assignments aim to integrate theory and practice and may relate directly to the practice placement.

3.13 Student self-directed learning and reflection

Students are expected to use their initiative and organise themselves and their time to maximise their learning.

Students should seek to ensure they continue to be aware of important policy, procedural and legislative information, with the support or help of the Practice Educator, including:

- Policies and procedures for the practice area e.g. infection control
- Investigations, procedures and relevant treatments
- Information related to their patient/service users's diagnosis
- The role of other members of the multi-disciplinary team
- Health and Safety policies
- Emergency procedures
- Fire policy.

Learning should be reflective in nature. Students are encouraged to reflect not only on their own behaviour, thoughts and feelings but also on others' behaviours, thoughts and feelings. They should also attempt to see the above in a socio-economic context and take into consideration aspects of good anti-discriminatory practice.

3.14 Quality monitoring of the practice placement

Specific guidance on the quality assurance and monitoring processes and procedures for placements undertaken by AECC University College students can be found in the Institution's Placement Learning Policy available on the VLE '[Policies for students](#)' and on the '[Latest Policies](#)' page of the University College website.

3.15 Interprofessional learning (IPL) in practice

Practice placements provide many opportunities for students to evaluate the nature of inter professional team working and collaboration as well as their own contribution to the delivery of occupation focused and patient centred practice. All students are required to

complete a proforma evidencing achievement of IPL learning outcomes, which is a required part of the CPD submission for both PHY6001 and PHY6002. An action plan detailing future goals for the development of skills is also required as part of the CPD component.

SECTION 4: Student practice hours and status

4.1 Shifts and hours of practice experience

Students must complete all required hours/days for the specified length of the practice placement. This is calculated based on 37.5 hours per week. It is a requirement of the European Working Time Directive that students do not work more than 48 hours in a seven-day period. Consequently, working hours in excess of this limit will not be accepted. There is no provision on any pre-registration course for a student to opt-out of the European Working Time Directive.

Students are expected to undertake all shifts that reflect the normal work pattern of the practice placement. The Practice Educator for each practice placement will determine what shifts a student is expected to undertake. When a student has commenced in a practice placement it is expected that students will have their planned shifts at least 2 weeks in advance to enable them to make personal arrangements.

A meal break is not included in the practice hours. Short tea/coffee breaks are inclusive of practice hours. The provision of breaks will be determined by the Practice Educator for each practice placement.

All hours completed and any sickness or absence from the practice placement must be recorded in the appropriate section of the student's placement portfolio. All hours must be signed for at the end of a shift or as soon as possible afterwards by the Practice Educator. It is the student's responsibility to maintain a personal record of all the shifts/practice learning they have undertaken. At the point of practice educator sign off, hours can not be adjusted.

4.2 Night duty

Students are only expected to undertake night duty if it reflects the normal work pattern of the practice placement, and the Practice Educator or a suitably qualified member of staff is available to supervise and support the student's experience and learning. It is not mandatory for students to undertake night duty as part of course or professional registration requirements. Students should follow local PP policy about sleeping during their breaks while on Night duty.

4.3 Weekends and bank holidays

In practice placements where seven days a week service is given to service users, students may also experience weekend service. Students are not required or expected to undertake practice learning on a Bank Holiday.

4.4 Shift requests and shift swapping

Requests will be considered by the PP in relation to the Practice Educator's availability and other management factors. There is no guarantee that a request can be honoured. Shift swapping should only occur in exceptional circumstances and at the discretion and

authorisation of the PP. Excessive requests and unreasonable requests may be referred to the University College (Course Leader).

4.5 Practice experience in alternative locations to the allocated practice placement

Students are encouraged to explore practice learning experiences related to their practice placement. The student is responsible for negotiating these activities, but it must not interfere with the normal assessment process. However, students are not permitted to undertake a practice learning experience in an alternative location to their allocated practice placement unless it has been authorised by the Placement Co-ordinator.

Students may also want to explore general placements relevant to their education e.g. attend a hearing at the HCPC. The student should arrange such activities for when they are not required to attend either their practice placement or scheduled University College activities.

4.6 Religious holiday

If a student needs to have time away from their practice placement for a religious holiday, the student must negotiate the time off with the Practice Educator and the Placement Co-ordinator as far in advance as possible to see if and how this can be accommodated. Any agreed practice time off is required to be made up.

4.7 Supernumerary status

Whilst undertaking any practice placement, all students have supernumerary status. This means that they will not be counted on the rota as part of the team. Students must be considered as additional to the team. However, students may see their name on the duty rota. This reminds practice staff which students are gaining experience with them and what days/shifts they will be on duty, as well as ensuring that a record is maintained of staff on duty for Health and Safety and management reasons.

Being supernumerary does not mean that students take the role of an observer only. The nature of the learning practice proficiency is that students are not only expected to observe practice, but also to actively participate in patient/service user care with direct or indirect supervision.

SECTION 5: Attendance

5.1 Annual requirements: Placement induction, mandatory training updates, declaration of good health and character

When the PP provides an induction programme, it is mandatory for the student to attend. Failure to attend may delay or prevent commencement of the student's practice placement. Similarly, students are required to attend all AECC University College mandatory updates in such skills as First Aid and Manual Handling training. Students must attend all required updates during each year of their course and have the relevant documentary record signed by the session facilitator before commencing their practice placement. Failure to attend and/or complete the supporting documentation may delay or prevent commencement of the student's practice placement.

All students are required to complete and sign a 'Declaration of good health and character' form on commencing their pre-registration education and at the beginning of each year of their course. It may also be required following a period of interruption from their course if

instructed to do so by their Course Leader. If a student has not signed a 'Declaration' as required they should contact their course administrator to be advised how to complete the relevant form.

In the event that while in attendance at the practice placement the PP is unable to accommodate the student, for whatever reason, the student must contact the Placement Co-ordinator immediately.

5.2 Sickness/absence reporting

It is imperative for the student's ultimate qualification as an HCPC registered professional that an official record of their practice hours is maintained by the Placement Administrator. Details of absence, hours/days missed, and when they are consequently made up should be communicated to the Placement Administrator who will record these details on the student's practice hours record. Local policy regarding sickness/absence reporting may differ between practice placements. It is the student's responsibility to confirm and comply with these arrangements.

As soon as the student knows that they will be unable to attend their shift due to sickness/absence, the student must contact the PP / Practice Educator and the University College's Placement Administrator via Registry email (registry@aecc.ac.uk).

Although the student may not wish to be specific about the nature of their sickness/absence, the student should adhere to the following procedure:

1. Telephone the Practice Educator or telephone the practice placement and leave a message with the most senior member of staff on duty.
2. Clearly state their name, the University College name, and year of the course
3. Clearly state that they will be taking sick leave or will be absent.
4. Give some estimate of how long they feel they may be off sick or absent.
5. Keep a record of who took their message.
6. Ask the person to make a note of their message in the work diary/ message book.
7. Email the Link Tutor and Placement Administrator (registry@aecc.ac.uk)

Throughout the period of sick leave, the student should keep their Practice Educator, and the Placement Administrator updated including an indication on how long they may feel they will continue to be on sick leave for.

When the student is ready to return to the PP, they should adhere to the following procedure:

1. Telephone the Practice Educator or telephone the practice placement to notify when they will be back on duty.
2. Email the Placement Administrator stating when they will be back on duty.
3. Complete a Self-Certification of Absence form for the first 5 calendar days of sick leave and obtain a Doctor's Certificate for the remainder of leave if the sick leave exceeded 6 calendar days.
4. Send the Self-Certification of Absence form (and Doctor's Certificate if required) to courseadmin@aecc.ac.uk

5. In certain instances, e.g. following surgery, injury, an occupational health assessment may be required before returning to practice. The student should check with their Course Leader or AECC University College Human Resources Department if they are unsure if this might be required.

Evidence of the reasons for the absence is required and must be presented with any evidence of exceptional personal circumstances if applicable.

5.3 Unauthorised absence

Absence from the practice placement is deemed to be non-attendance when this has not previously been negotiated or when the student has failed to follow the sickness/absence reporting procedure. This will be reported to the Link Tutor or/and Placement Co-ordinator immediately by the practice placement staff and will be followed up with the student by the Course Leader.

Persistent lateness/poor timekeeping is considered poor professional behaviour and must first be discussed with the Practice Educator, then with the Link Tutor/ Placement Co-ordinator/Course Leader. This will be recorded in the student's file and monitored. Where performance does not improve, the Fitness to Practice or Fitness to Study processes might be evoked.

Unauthorised absence from a practice placement may result in a student having to complete relevant hours and competencies at a later date.

5.4 Making up hours

Cumulative sickness leave of more than five days will normally need to be made up. Any other absence or compassionate leave will normally need to be made up to meet the HCPC regulations for physiotherapy. Students should take advice on whether they need to make up 'lost' practice hours from their Link Tutor or Course Leader.

When the student returns to the practice placement, the student must discuss with their Link Tutor / Practice Educator when they will be able to make up the time they have missed. One of the reasons for this is time should be made up in the same practice placement in which it was lost.

Students who have long periods of sickness, or frequent short-term sickness/absence, may be required to attend Occupational Health or G.P. for a health assessment, which the Course Leader may request.

5.6 Attending personal appointments

Students are expected to arrange personal appointments e.g. G.P. appointment, dental appointment, during the hours they are not on duty in their practice placement. It is at the discretion of the Link Tutor whether to grant the student authorisation to attend a personal appointment when they had been expected to be on duty. If such authorisation is given the student must inform the Placement Administrator, and arrange for the lost time to be made up.

Students, who need to attend an emergency Occupational Health appointment during practice hours e.g. following a needle stick injury, must not be prevented from doing so and will not be required to make up lost time. Students are also allowed to attend scheduled antenatal appointments as required.

5.7 Attending interviews

Students in the final six months of their pre-registration course can attend a maximum of two interviews or selection processes for NHS posts without it impacting upon their placement progress. The time allowed may be dependent on the location, though the student should attempt to arrange their practice placement rota so that they can attend the interview during the hours they are not on duty. The student must produce evidence of the interview dates and time if required by their Link Tutor / Practice Educator. However, time off for informal visits/open days/more than 2 interviews will need to be made up and the absence must be reported to the Placement Administrator.

5.8 Attending tutorials at the University College

University College lecturers sometimes have to schedule tutorial support and assessment practice events at the University College during the students' practice placement allocation. The student should attempt to arrange their practice placement rota so that they can attend the tutorial/event during the hours they are not on duty. The student should provide the Practice Educator with written proof of a scheduled tutorial/event. It is at the discretion of the Practice Educator whether to grant the student authorisation to attend the tutorial/event. If such authorisation is given, the student should have their personal duty record signed by the lecturer who facilitated the tutorial/event to indicate the student did attend and how long the tutorial/event lasted for. The student will be required to work back the full time lost from the practice placement. If such authorisation is not granted by the Practice Educator, the student should inform the lecturer facilitating the tutorial.

5.9 Occupational health considerations and reporting an incident

Occupational health clearance is a pre-registration course entry requirement. As a result, all students will have received occupational health clearance prior to commencing practice placements. Students must inform the Course Leader of any changes to their physical/psychological health status, which may affect their practice learning during their pre-registration course. This includes pregnancy.

If there is a concern about a student's physical/psychological health during the pre-registration course the University College can request the student to attend Occupational Health for assessment. If it is considered that the health problem will potentially affect their performance in the practice placement this may involve an interruption of study. The student will be required to have appropriate occupational health clearance prior to their resumption.

If a student is involved in any **incident, accident or sustains personal injury** while on placement e.g. physical abuse from a patient, they must complete the PP's incident reporting documentation, keeping a copy for their own records, and follow the PP policy with the guidance of the Practice Educator. It is the student's responsibility to inform Placement Co-ordinator of the incident.

Any student who incurs a **sharps/splash injury** whilst on duty must inform the member of staff in charge of the shift or Practice Educator. It may as a result be deemed necessary for the student to be referred to the PP Occupational Health Department or an Accident and Emergency Department. The student must also complete the PP's incident reporting documentation, keeping a copy for their own records.

If a student suspects they have developed an **allergic reaction** to a substance or product e.g. gloves, during their practice placement they should report this immediately to the member of staff in charge of the shift or Practice Educator and inform their Link Tutor.

It is the student's responsibility to be aware of their **Hepatitis B** status as well as their **chicken pox, measles, mumps, rubella and tuberculosis (TB) status** and to make/attend appointments as necessary to ensure continuing immunity with their G.P.

If a student believes they have been in contact with an **infectious disease** e.g. **chickenpox, rubella, TB, measles**, they must seek advice from the Occupational Health Department of the PP or the University College's Occupational Health Provider, before attending their practice placement.

Students who have been suffering from **diarrhoea and vomiting** should not attend their practice placement and should seek advice from their G.P, the Occupational Health Department of the PP, prior to returning to work. This includes students returning from abroad. The student should not return to their practice placement until they have been clear of symptoms for 48 hours.

It is the student's responsibility to inform the University College if they have **any physical/psychological condition(s)** that may affect their practice. Advice given by the University College's Occupational Health provider must be adhered to, in order to ensure student, patient/service user and staff safety.

If a student is taking any prescribed medication, which needs to be taken into their practice placement or kept upon their person, it is the student's responsibility to store the medication safely. The medication should be clearly labelled to be identifiable to the student and the Practice Educator should be informed.

If a student is unable to seek advice from the University College Occupational Health provider as they may be unavailable e.g. at the weekend, the student should discuss their concern with the member of staff in charge of the shift or Practice Educator and follow their advice. In addition, the student could contact their G.P. for advice or attend an NHS Walk-in clinic.

Students returning from sick leave of more than 3 weeks may require a referral to the University College Occupational Health provider. Consequently, the student should contact their Course Leader to discuss the matter.

The contact details for AECC University College's Occupational Health provider are available upon request from the University College Human Resource team.

5.10 Pregnancy, maternity, paternity and adoption leave

It is the responsibility of the student to inform their Course Leader and PP as soon as the pregnancy has been confirmed. This is to ensure that the appropriate risk assessment can be carried out in order that the student and her unborn child are not put at unnecessary risk.

5.11 Disclosure and barring service (DBS) clearance

All students will have received DBS clearance prior to commencing their first practice placement, and if the student has had an interruption from their course for more than six

months. Students are also required to inform the Course Leader of any changes to their DBS status e.g. if they have received a caution or conviction during their pre-registration course.

It is the responsibility of the student to keep their DBS document safe as students may be asked to show evidence of DBS clearance (original copy, not a photocopy) to secure a place at some practice placements. If a student loses their DBS document they must organise obtaining a replacement.

Some practice placements may request a new DBS, but this will be the responsibility of the practice placement to organise.

5.12 Alcohol, drugs and substances

Physiotherapy students have a professional requirement to adhere to '*Standards of conduct, performance, and ethics*' (HCPC 2016) at all times.

Students must not consume alcohol when in attendance at their practice placement, including during rest breaks. Students must also ensure that they do not attend their practice placement under the influence of alcohol, even if consumed prior to their attendance. Any disregard for this requirement may result in the student's immediate suspension from the practice placement and referral into the AECC University College Fitness to Practice process.

Students must not take or consume illegal drugs, substances, medication not prescribed to them or medication prescribed for someone else at any time. Any disregard for this requirement may result in the student's immediate suspension from the practice placement and referral into the AECC University College Fitness to Practice process.

Students should not report for duty if they are under the influence of prescribed and/or self-medication which could have a detrimental effect on their ability to perform their duties. In such an event the student should follow the procedure for reporting and making up sickness/absence.

5.14 Jury service

If a student receives a summons to attend jury service and feels that it would impact on their attendance in practice, the student is advised to contact the Jury Summoning Bureau to explain their situation. The student can request a letter to confirm the predicted impact on their practice placement (or theory) requirement from their Course Leader if the Jury Summoning Bureau requires additional evidence. For further direct information:

Jury Central Summoning Bureau
Pocock Street
London
SE1 0BJ
Email: jurysummoning@hmcts.gsi.gov.uk
Telephone: 0300 456 1024

5.15 Travel expenses

It is recommended that prior to a practice placement, the Link Tutor and the student discuss and clarify the student's entitlement to claim travel expenses and that they have suitable insurance if the student is to potentially use their own car.

SECTION 6: Student Responsibilities and Rights

6.1 Rights of students

All students have the right to be placed in a safe learning environment in accordance with Health and Safety requirements. When the PP provides an induction programme, it is mandatory for the student to attend. The PP may not allow the student to undertake a practice placement if the student has not attended the PP's induction programme. In the event of a student having concerns regarding their safety they should discuss this with the Practice Educator immediately. At the same time, the student must inform the Link Tutor for that specific practice placement.

A student may consider becoming a member of a professional body/union whilst undertaking their pre-registration course as this will provide associated benefits, one of which is personal indemnity insurance. It is the student's responsibility to check the details of the cover and support provided.

All students have the right to be treated in accordance with applicable legislation, such as the Equality Act (2010) and in accordance with HCPC policies. It is the student's responsibility to inform all practice placements of specific needs or requirements that have been recommended by the Occupational Health provider prior to commencing the practice placement.

6.2 Raising of concerns by a student

Where a student is concerned that a member of staff is behaving inappropriately (this may include concerns about a member of staff being under the influence of alcohol, drugs or other substances) or the student has witnessed unsafe, unprofessional or poor practice, the student should raise their concern by informing one or more of the following:

1. Their Practice Educator
2. Link Tutor
3. The Placement Co-ordinator
4. Their Personal Tutor
5. Course Leader
6. The Head of School for Health and Rehabilitation Sciences

Where a student is concerned that there is **an immediate risk of harm to a patient/service user** the HCPC (2012b) requires that it is reported **immediately** to anyone listed above to protect the health, well-being and safety of a patient/service user or others.

While it is preferable for the student to raise concerns with someone in the practice placement, ultimately it is most important that the student raises their concern with a relevant person from the list presented above either with the PP or the University College.

All PPs will have their own specific policies and guidance regarding raising and escalating concerns and safeguarding patients/service users and others. These policies will be

followed when any concern is raised even if it was initially raised through the University College only.

6.3 Confidentiality

Confidentiality should be maintained at all times. Students need to be clear as to what information should be given, and to whom, at all times e.g. what information should be given to other professionals, patients/service users and relatives. In order to ensure clarity, the student should discuss any issues with their Practice Educator, practice placement staff or if necessary, University College staff.

Students should never discuss patients/service users outside the practice placement. Theory assignments directly related to the practice placement should maintain anonymity for staff, patients/service users and practice placements.

Students should also think very carefully about what information about themselves is disclosed to patients/service users and never disclose information that might compromise their safety e.g. personal telephone number.

Students must not disclose passwords or use passwords inappropriately.

Students must not access case notes held by their PP where they do not have a legitimate reason to do so. This includes the student's own case notes or the case notes of anyone that is known to them e.g. family members, friends. Students must follow the policy of their PP regarding accessing and viewing case notes.

Students must adhere to HCPC directives on confidentiality (HCPC 2018), the Data Protection Act (2018) and the practice placements policies on confidentiality and data protection. A breach of confidentiality may result in the student being removed from the practice placement and referred into the Fitness to Practice process.

It is recognised that during the course, students may feel that they need to divulge information to members of the Course Team around issues of a personal or professional nature. Changes or events occur in a student's life around which they may seek the support of University College staff, especially when they feel that these issues may affect their progress on the course. In these circumstances staff will endeavour to give support and develop relationships of trust with students. It is important, however, that students are aware that whilst staff will treat information about them in a discreet and confidential manner, confidentiality is not the same as secrecy. This may also apply to Practice Educators or practice staff in whom students may also confide.

Confidentiality means that the circumstances in which information is shared and with the people with whom it is shared are understood by all parties. Both the University College staff team and the Practice Educator will adhere to the principles of confidentiality and maintain discretion and sensitivity about information they have received and with whom it is shared. This should be done in accordance with GDPR requirements.

Therefore, it is important to note that for both students and Practice Educators, information shared may be disclosed to other members of the course team and between Practice Educator and the University College if it is believed to be in the student's or patient/service user's best interest and be at the discretion of the staff members concerned after

thoughtful and careful consideration. The student will always be informed of any decisions made in this context.

6.4 Internet including social networking usage

Social networking can provide peer support during your practice placements, pre-registration course and in your future career. Social networking should always be used adhering to professional boundaries and confidentiality.

Students should not invite practice learning staff, patients/service users, their carers, their family/relatives/friends to become their 'friends' on social networking sites e.g. Facebook™, Twitter™, MySpace™, Instagram™, and should decline any invitations from the above groups to become 'friends' for the duration of their course unless this is on an approved and monitored site.

While there are opportunities for students to discuss their learning and development on social networking sites students need to maintain confidentiality of those in their care, and those they may work with including PPs. Breaking confidentiality in such situations will be viewed as unprofessional behaviour and deemed a breach of confidentiality, which may result in the student being removed from the practice placement and referred into the Fitness to Practice process.

6.5 Consent

Students must always seek the understanding and co-operation of the patient/service user before undertaking any clinical/care activity. A patient/service user or carer has the right to decline care by a student. If a student has any concerns about the ability of the patient/service user to give consent or is uncertain of their response, they should involve their Practice Educator or a qualified member of staff in establishing effective communication with the patient/service user.

6.6 Documentation

PP policy should be followed in regard to documenting in patient/service user records for example; a student's entry in written and electronic records needs to be countersigned by a qualified member of staff.

Documentation within the practice placement is sometimes used by students for assessments (e.g. care pathways, policies and procedures). Permission must always be gained from the Practice Educator with regard to using or photocopying any documentation and, in the case of patient care plans, permission must always be gained from the patient/service user, carer, or their legal guardian. Any assignment must maintain anonymity for staff, patients/service user, PP and the practice placement.

Documentation (paper copies and electronic) must never be removed from the practice placement.

Handover notes must be destroyed in a confidential manner at the end of each shift (e.g. shredded).

6.7 Student behaviour and conduct

Students must at all times behave in a manner which supports that they are undertaking a professional programme and are ambassadors of their chosen profession, of AECC

University College and of their PP. The HCPC provides guidance on behaviour and conduct throughout '*Guidance on conduct and ethics for students*' (HCPC, 2016).

The student should communicate in English at all times while undertaking a practice placement, unless on a designated break.

Where the Practice Educator/practice placement staff have concerns and/or have experienced behaviour by the student that is inappropriate, initially this will be discussed within the supervisory setting and where necessary raised with the Link Tutor.

Discussions regarding student behaviour in practice will involve both the University College and the PP.

If a student in practice is considered to be a risk or has demonstrated unsafe or unacceptable practice/behaviour, the PP reserves the right to remove the student from the practice placement. This will be done in partnership with the PP and the University College, this is also recorded within the CPAF under professional behaviours and responsibilities. If a student does not pass this section of the CPAF they will fail the placement overall regardless of attainment of all other learning domains. Incidents of unsafe or unacceptable practice/behaviour may result in referral into the Fitness to Practice process.

6.8 Student/service user relationships

Students must always ensure that they identify themselves as a physiotherapy student when they first meet a patient/service user.

Students must not impart their personal values or beliefs to patients/service users, carers and/or their family/friends, nor appear judgemental about the lifestyle choices or information they receive from patients/service users, carers and/or their family/friends.

Students should never arrange to meet patients/service users, their carers, their family or friends socially, either whilst still in practice or on completion of the practice placement. Students must not embark on a relationship beyond professional boundaries with the aforementioned as per '*Guidance on conduct and ethics for students*' (HCPC, 2012b). The relationship between the student and the patient/service user must remain professional.

If the student has a pre-existing relationship with a patient/service user or staff member in a practice placement in which they have been placed, they should notify the Placement Co-ordinator as soon as possible prior to commencing the practice placement. If the student becomes aware of such a pre-existing relationship once they commence the practice placement, they should inform their Practice Educator or Placement Co-ordinator immediately. In exceptional circumstances, the student may be moved to an alternative placement as a result of the declared pre-existing relationship. However, if this happens it is for the benefit of all parties and the student will not be disadvantaged or penalised as a result.

6.9 Patient/service user/visitor behaviour

Sometimes patients, service users and visitors may behave inappropriately e.g. verbal comments/abuse, sexual harassment, physical aggression, under the influence of alcohol or other substances, or for medical reasons such as hypoxia, dementia. If a student is subjected to or witnesses inappropriate behaviour they should not engage/respond in a

way which may aggravate the situation and should report it to their Practice Educator and document it accordingly in line with local practice placement policy. A discussion with their Practice Educator will take place and conclude with a decision regarding further action.

The student should use this as a learning experience. They should reflect on their behaviour, thoughts and feelings and discuss these in supervision. The Practice Educator or other members of staff should act as role models in how to deal with these situations and be available to advise and support the student. The student can also speak to their Link Tutor or Personal Tutor and utilise reflective sessions to get peer feedback and support.

6.10 Responsibility for patients/service users

Students must not be left with patients/service users without immediate and direct access to supervisory support in a practice placement. The student must never be asked to be responsible for a patient/service user and is not accountable should a problem arise.

Students may be asked to undertake safeguarding processes for patients/service users deemed at risk. This is seen as part of the placement and should normally be under the supervision of the Practice Educator.

Students are not allowed to be directly involved in activities related to the prevention and management of violence and aggression (PAMOVA).

6.11 Accompanying or escorting patients/service users

Students must not accompany or escort patients/service users away from the practice placement.

Chaperone Activities – It is the student's responsibility to identify and comply with the PP policies/protocols regarding chaperoning activities.

6.12 Use of own vehicle by students for practice learning activities

Students may use their own vehicle for activities directly related to their practice placement. It is the student's responsibility to ensure that they have suitable vehicle insurance for activities directly related to their practice placement and be able to provide proof of suitable vehicle insurance upon request by the practice placement and/or AECC University College. Students are not permitted to use their own vehicle for transporting a patient/service user or transporting their Practice Educator during a practice placement.

6.13 Acceptance of gifts

Students should never accept personal gifts from patients/service users, carers, relatives/friends or others. If an offer of a gift is made, the student should report this to their Practice Educator.

6.14 Handling patient/service user money

Students should not under any circumstances handle patient's/service user's money as this can put the student in a compromising position.

6.15 Administration of medicines

Students must always comply with the PP policy on the administration of medications (e.g. intravenous medications, oral medications or by any other route of administration).

Students must never advise on, check or administer medicines for a patient/service user, carer, or any member of staff (qualified or unqualified).

If a patient/service user or carer requires assistance with their medication, in a hospital setting, the student should suggest they speak to a qualified doctor or other appropriate qualified member of staff.

6.16 Mobile and recording devices

The student is responsible for ensuring that their personal mobile phone or similar messaging devices are switched off whilst they are in the practice placement. Students should secure these in an appropriate place (e.g. locker). Students should not keep mobile phones or recording devices on their person whilst in their practice placement.

Should a student use, or continue to use, such a device inappropriately, this will be viewed as unprofessional behaviour, which could lead to a referral in the practice placement and referral into the Fitness to Practice process.

Students are not permitted to take audio and/or visual recordings and images by using a camera, video recorder or any other device, at any PP or practice placement.

6.17 Clinical equipment/medical devices

Students must ensure they are trained and adhere to PP policies with regard to the appropriate use of equipment and medical devices e.g. manual handling equipment, automated external defibrillator (AED), and clinical sharps bins used in the safe disposal of needles and syringes.

If required equipment is unavailable; for example, manual handling equipment, or the student observes staff using equipment inappropriately, the student should report the incident, and raise it as a concern.

SECTION 7: Student behaviour and dress in practice

7.1 Dress, appearance and personal hygiene

PP policy on dress, appearance and personal hygiene must be followed and supersedes any guidelines listed in this section. If a student is not wearing the correct uniform or has any other fault with their dress, appearance or personal hygiene, they may be sent off duty from their practice placement. This may result in a referral in the practice placement. Students will be expected to make up any missed practice hours.

The values and religious/cultural sensitivities of patients/service users in relation to dress should be remembered and due respect given to this. The student's own values and religious/cultural sensitivities are also important and need to be remembered and respected. Guidance will be given to students from individual PPs about acceptable dress in line with their stated policy.

If a student is repeatedly at fault with their dress, appearance or personal hygiene this could lead to then not gaining satisfactory signoff for specific competencies in the practice placement.

If clothing is lost or damaged whilst on duty the practice placement's practice policy should usually apply.

7.2 Uniform including shoes

Students must wear the official AECC University College uniform whilst in practice placement, except when working in specific practice areas in which appropriate clothing must be worn as supplied by the PP.

Students will be provided with the appropriate, official AECC University College uniform at the commencement of their pre-registration course. Students who require uniform replacements for whatever reason must see their Course Leader.

The AECC University College student uniform must only be worn when undertaking student practice learning.

Students should wear clean uniforms that are not creased. The uniform must be changed daily to reduce the risk of cross-infection and must be washed at a temperature of 60 degrees centigrade. The uniform must not be worn outside practice placement. A uniform may be worn when travelling to a practice learning experience providing it is completely covered by a full-length coat only if this is acceptable within the PP's policy.

The PP's policy for shoes must be followed. Shoes should be suitably protective and supportive for moving or handling patients/service users. Lace-up shoes give a firm fitting and support. Wearing trainers, open-toed shoes and canvas or suede shoes is not permitted in practice placements.

If a student wears a headscarf, it should be unadorned and tucked into the collar of the uniform. It must be changed daily to reduce the risk of cross-infection. PP policy must be followed.

7.3 Personal hygiene including hair and fingernails

Particular attention should be paid to personal hygiene. The student should ensure that they are clean and free from unpleasant body odour. Perfume and aftershave should be discreet and not over-powering.

Hair should be clean, well-groomed and away from the face. If hair falls below the collar line it should be tied back above the collar line. Students should be aware of and adhere to PP policy on hair colour.

If a student has a beard or moustache this should be well groomed and clean.

Fingernails should be clean, short, neatly manicured and without nail varnish (including clear nail varnish). Artificial nails and nails that have been accessorised are not permitted in any practice placement.

7.4 Body adornment

Students are not permitted to wear any jewellery except for a plain wedding ring and/or earrings limited to one small pair of studs. The PP policy must be followed in relation to jewellery, visible tattoos and visible body piercing. Students may wear make-up, but it should be discreet.

7.5 Watches

Wristwatches must not be worn whilst undertaking practice in clinical areas. Where fob watches are permitted and worn, they must be pinned to fall inside a pocket and must be cleaned regularly.

7.6 Name badges

The AECC University College official photo identity badge stating name and course title must be worn at all times when on duty for PP security purposes, unless the PP has directed the student otherwise. Students must only use their own ID badge and only be in possession of the ID issued to them. Information on the ID badge should not be obscured by sticky labels. Students should follow PP guidance on whether the badge should be clipped-on or on a lanyard.

If PP ID badges are issued, students must wear these in addition to their AECC University College official photo identity badge.

If a student is required to and unable to display an appropriate ID badge they can expect to be sent off duty and will be required to make up any missed practice hours

APPENDIX A: School of Health and Rehabilitation Sciences: Cause for Concern Form

Student name		Link Tutor	
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Placement		Date	
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Form initiated by		Role	
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Nature of Concern

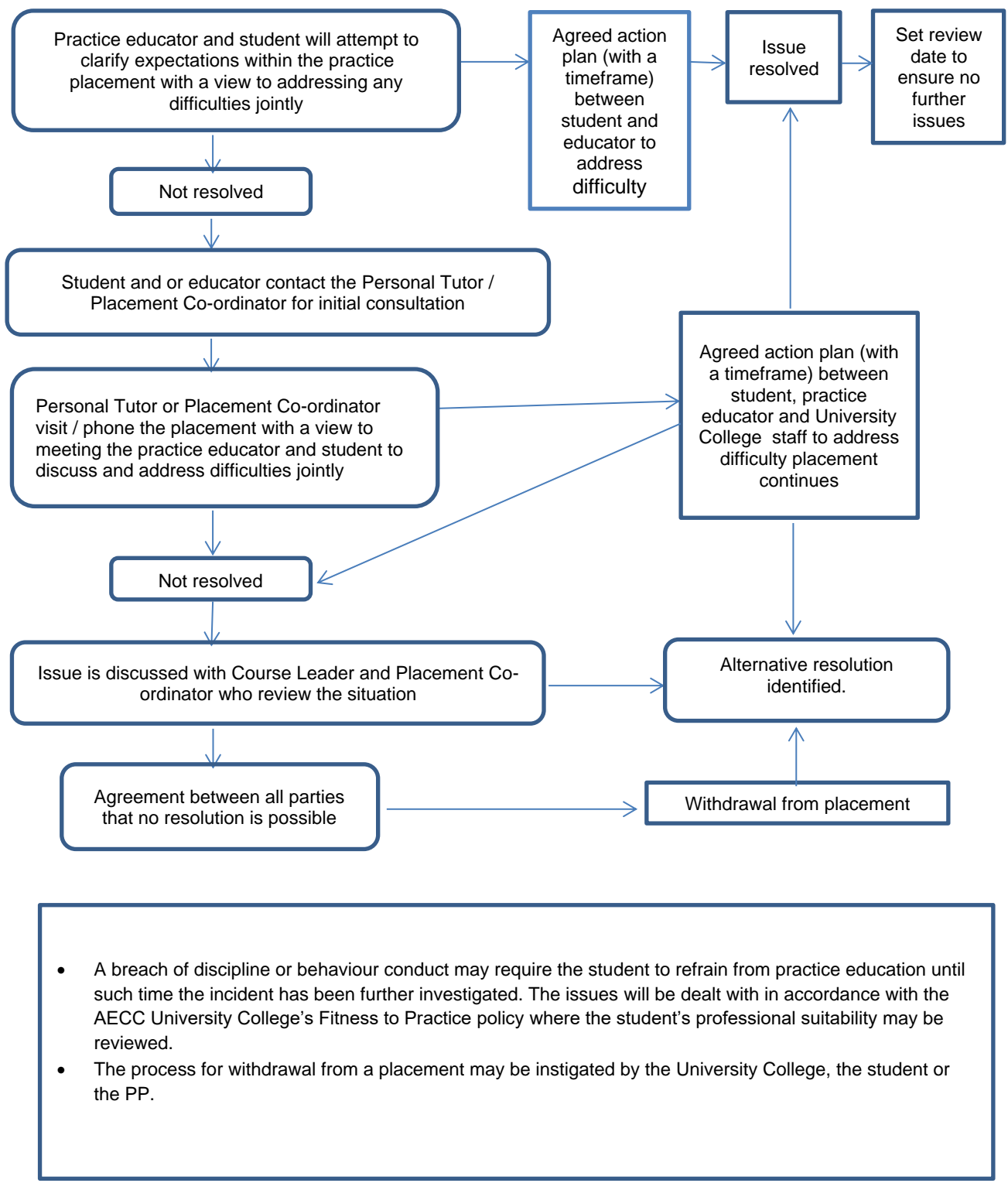
Evidence of Concern (include relevant agreed learning outcomes if appropriate)
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Agreed Action / Targets

Practitioner's signature		Date	
Link Tutor's signature		Date	
Student signature		Date	

Monitoring of progress on agreed action	Dates
Conclusion of process	

Figure 1 Managing difficulties in Practice Placement – Procedure



- A breach of discipline or behaviour conduct may require the student to refrain from practice education until such time the incident has been further investigated. The issues will be dealt with in accordance with the AECC University College's Fitness to Practice policy where the student's professional suitability may be reviewed.
- The process for withdrawal from a placement may be instigated by the University College, the student or the PP.

References

Health and Care Professions Council (2016) *Standards of conduct, performance and ethics*, London: HCPC.

Health and Care Professions Council (2018) *Confidentiality - guidance for registrants*, London: HCPC.

Health and Care Professions Council (2016) *Guidance on conduct and ethics for students*, London: HCPC.

Health and Care Professions Council (2018) *User policy for HCPC social media pages* London: HCPC.

5

TOP TIPS FOR PLACEMENT

SUCCESS



PART OF THE TEAM

Take every opportunity to contribute to day to day team activities - lead an in-service training or volunteer to cover a routine task. Share your opinion on professional matters and offer to make a cuppa every now and then.



FEEDBACK

Sharing constructive criticism is a professional skill which takes time to master..so practice! Share with your educator what & how you are learning. What is working and what is not, so they can develop their approach to supporting you and others. Educators are just as nervous about your opinion of them, as you are of their opinion of you.



FLEXIBLE

Exactly the type of patients you will encounter during placement cannot be predicted exactly. Sometimes stroke wards have medical patients on them and outpatient departments don't receive back pain referral for weeks... so try not to get frustrated if you don't experience exactly what you were expecting. Have clear placement goals, be prepared to be flexible on how you achieve them and make the most out of every patient and opportunity you have.



FIND YOUR SELF A ROLE MODEL

Imitation is the sincerest form of flattery. Find yourself a role model, anyone that demonstrates the professional behaviours, knowledge or skills you aspire to. Follow their lead, copy some of their behaviours and talk to them about how and why they make decisions. Then be critical of how it felt for you and how it fits does or does not fit with your professional values and beliefs.



CRYSTAL CLEAR EXPECTATIONS

Most difficulties encountered on a placement can be overcome if you keep the lines of communication open and are honest with yourself and your educator. Use your SWOT and learning contract to set expectations and then keep talking about them! Remember educators are neither mind readers nor perfect.