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SECTION ONE
GENERIC
INFORMATION
1.0 INTRODUCTION - SCHOOL DIRECTOR OF PRACTICE EDUCATION

Welcome to the practice education handbook for the School of Health Sciences (HSC), University of East Anglia pre-registration programmes. We hope that this handbook will provide you with what you need to know about practice education and that it covers the information you will need for your programme. Our aim is to provide a supportive learning environment to enable each of you to fulfil your potential. Practice education will provide you with the opportunity to link theory and practice, develop professional knowledge, skills and attitudes as well as support the formation of your professional identity.

Practice education is a compulsory element of an undergraduate course for health care practitioners and for most programmes, it constitutes between one third to half of the duration of your course. Whilst the amount of time that is spent on placement varies across programmes it is expected that you treat your placement time professionally. Spending time in placement will provide you with the opportunity to experience a range of health and care provision in diverse environments. Getting involved with patient/client/service user care will help to develop your abilities and confidence as a healthcare professional. Furthermore, it will support you in developing the skills required to interact effectively with services users, carers and professional colleagues within multi-agency and professional teams as well as across organisations and services. As healthcare in the UK is provided around the clock you will have the opportunity to experience real working patterns which for some programmes will include undertaking varied shifts and overnight working.

The School works very closely and in collaboration with a range of service providers across a wide geographical area in order to ensure the quality of practice education meets the needs of all stakeholders. The use of these practice placements facilitates the university in being able to make you aware of the diverse and complex needs of a variety of groups and individuals. Accordingly, while some placements will be local to Norwich others will take you further afield where you will be expected to travel and may require staying away from your normal place of residence.

This handbook is separated into two sections. Section One contains general information relevant to all programmes whilst Section Two contains course specific information. Please take time to explore this handbook and read the relevant sections applicable to you.

On behalf of everyone in Health Sciences we wish you an enjoyable and successful programme of study. Good luck and we hope you thoroughly enjoy your experience of studying in the School of Health Sciences at the University of East Anglia.

Dr Neil James
Director of Practice Education
1.1 Overview

The School of Health Sciences (HSC) is committed to working with our partner organisations to provide the highest quality of practice learning that maximises placement opportunities, enhances learning and ensures that our students meet the professional standards for pre-registration education.

Students undertake a range of practice education experiences relevant to their programme of study to enable work within different health, social care and educational settings. Our practice education providers (PEPs) are primarily located within East Anglia but may extend out of the region in response to availability. Practice placements are arranged and allocated by the School of Health Sciences and students are expected to undertake practice placements away from the Norwich area. Practice placements may be subject to change at short notice due to circumstances outside the control of the University.

1.2 The Importance of Practice Learning

Practice learning experiences are a compulsory part of all health and social care programmes. During practice experiences students will be supported by a range of practice staff and practice educators/mentors who have had extra preparation to support learners in practice. Students will also be supported by staff from the School of HSC.

This Practice Education Handbook provides details of the organisation, learning outcomes, delivery and assessment of practice education and is available to students, practice education co-ordinators, practice educators/mentors and visiting tutors/link lecturers.

Section one contains information relevant to all Health Sciences students going on placement while Section two contains programme specific information, in accordance with the Placement Learning and Work Based Learning: A Code of Practice (UEA 2017).

1.3 Key HSC Placement Contacts

<table>
<thead>
<tr>
<th>ROLE</th>
<th>NAMED PERSON</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Practice Education</td>
<td>Neil James</td>
<td><a href="mailto:n.james@uea.ac.uk">n.james@uea.ac.uk</a></td>
</tr>
<tr>
<td>Deputy Director of Practice Education</td>
<td>Emma Ferris</td>
<td><a href="mailto:e.cresswell@uea.ac.uk">e.cresswell@uea.ac.uk</a></td>
</tr>
<tr>
<td>Profession specific placement co-ordinators</td>
<td>Rosalyn McCartney (Mental Health)</td>
<td><a href="mailto:rosalyn.mccartney@uea.ac.uk">rosalyn.mccartney@uea.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Michael Pfeil (Child)</td>
<td><a href="mailto:m.pfeil@uea.ac.uk">m.pfeil@uea.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Stuart Higgins (Learning Disabilities)</td>
<td><a href="mailto:stuart.higgins@uea.ac.uk">stuart.higgins@uea.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Helen Bell (Adult Nursing)</td>
<td><a href="mailto:h.bell@uea.ac.uk">h.bell@uea.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>David Huggins (Operating Department Practice)</td>
<td><a href="mailto:d.huggins@uea.ac.uk">d.huggins@uea.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Jane Hibberd (Occupational Therapy)</td>
<td><a href="mailto:j.hibberd@uea.ac.uk">j.hibberd@uea.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Jon Larner &amp; Suzanne Fletcher-Shirtcliff (Physiotherapy)</td>
<td><a href="mailto:j.larner@uea.ac.uk">j.larner@uea.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:Suzanne.fletcher@uea.ac.uk">Suzanne.fletcher@uea.ac.uk</a></td>
</tr>
</tbody>
</table>
1.3.1 School Director of Practice Education

The School Director of Practice Education has a strategic responsibility for issues which relate to the pre-registration courses within the School and the quality assurance processes for practice placements undertaken by pre-registration students.

1.3.2 Placement Co-ordinator

The profession specific co-ordinator ensures that the process for practice placement allocation is completed and that students are prepared for the practice placement through dedicated teaching sessions. The co-ordinators use feedback from students, practice educators/mentors and visiting tutors/link lecturers to monitor the quality of the learning environment, identify good practice and areas for development.

1.3.3 Multi-professional Education Co-ordinator

Their role is to work within the practice learning environment and includes providing additional support to HSC students during their practice experience and to practice staff in their provision of practice education.

1.3.4 Placement Administration Team

This team provides administrative support for the practice placement education within HSC. This dedicated team is the first point of contact for practice placement enquiries and information for students, practice educators and members of faculty.

1.3.5 Visiting Tutor/Link Lecturer

The visiting tutor/link lecturer is a member of the academic staff from HSC. For further information please refer to the Standards on the UEA mentor and practice educator website http://www.uea.ac.uk/foh/mpe/home.
2.0 THE A-Z OF PRACTICE EDUCATION

2.1 Attendance and Absence Procedures

Students must carefully follow the instructions that are given for recording practice learning hours otherwise progression through the course may be delayed. Periods of sickness must be recorded on the relevant practice attendance document form, and this will be entered on the student’s record in accordance with the requirements of the Clothier Report (1995).

**Further information:**
Students: HSC Student Zone/Placements/Attendance Policies and documentation for all information relating to practice attendance.
Practice Education Providers: [Mentor and Practice Educator Website](#)

2.2 Accidents and Incidents on Practice Placements

When in practice it is important students comply with the health and safety policies of the organisation to ensure the safety of service users, other staff and the student themselves. If any incident occurs in practice, ensure that this is reported and recorded in the practice area and also that the School is notified.

If an incident in practice related to health occurs, such as a needle stick injury follow [http://www.umsoccupationalhealth.co.uk/page1.aspx?p=16&t=7](http://www.umsoccupationalhealth.co.uk/page1.aspx?p=16&t=7)

2.2.1 Reporting of an incident within practice

Should you experience an incident whilst on placement you will need to complete an ‘Incident form’ for the Trust you are on placement with.

You will also need to complete a UEA Incident form which you can request from your Placements Administration Team or via HSC Studentzone/Placements.

Visit [https://www.suzylamplugh.org/](https://www.suzylamplugh.org/) for information and guidance on health and safety whilst on placement.

2.3 Accommodation

Students are required to make their own accommodation arrangements. Students are advised to stay in accommodation local to their practice placement if the travelling distance is over 50 miles. If a student experiences a problem with their allocated accommodation whilst on practice placement they should contact the onsite Accommodation Officer or landlord in the first instance to try and resolve the problem themselves. If the student is unable to resolve their accommodation problem they should contact their Personal Advisers for assistance.

2.4 Car Usage

There may be occasions when students use their own car to access a practice placement area, including visiting a patient/client at their own home. Such use is regarded by some insurance companies as ‘incidental business use’ and their policies may or may not cover it. Students must check with their insurance company that these journeys will be covered. The UEA does not provide insurance cover for students using their own vehicle.
based students who are allocated to placements outside Norwich can apply for a permit for
the duration of each practice. This will permit the student to park in the lower village car park
for the duration of the placement. If returning late from a placement and are based on
campus rather than the village, security will walk students back down to residences if
requested. Email the relevant Placement Administration Team to arrange this.

**Further information:** HSC Student Zone.

2.5 Code of Ethics

All students are required to adhere to the following regulations as relevant to their own
profession:
- HCPC (2016) Guidance on conduct and ethics for students

2.6 Confidentiality

Whilst on practice placement students must conform to the Trust and the professional body’s
policies regarding confidentiality. This may be different from the School’s Confidentiality
Policy.

**Further information:**
Students: HSC Student Zone – Placements section for guidelines on confidentiality and
anonymity when completing practice related academic assignments.

2.7 Disclosure and Barring Service (DBS)

When offered a place on an HSC programme students are required to provide evidence,
through the Disclosure and Barring Service (DBS), of any criminal record.

At the beginning of the course students will be asked to sign a Programme Conditions form.
In signing these Conditions students need to be aware that they are also certifying that they
have not received any convictions or cautions since being offered their place.

A student must immediately inform the relevant course director if they are convicted of a
criminal offence, receive a conditional discharge for an offence, or if they accept a police
carution after they have been accepted on to their course of study. Any student who does
not inform the School will be managed under the School’s Fitness to Practice procedures.

2.8 Equality and Disability Legislation

The Equality Act 2010 requires Higher Education Institutions to ensure that students are not
discriminated against for reasons relating to their disability whilst on a practice placement
arranged by the University. The University may offer sources of information about practice
placements in relation to disability issues and provide an opportunity for students to discuss
their support needs and reasonable adjustments ([UEA Policy on Placements](#)). Students
are encouraged to contact their Personal Adviser for further information/advice or the [Student
Support Service](#).

The University and practice education providers have a duty of care to ensure all practice
placements are in environments that are free from discrimination or harassment on the basis
of age, disability, gender - including pregnancy and maternity or gender reassignment, race,
religion and belief, sexual orientation including civil partnership or marriage. If students have any concerns whilst on practice placements they should seek advice from their Personal Adviser.

**Further information on equality and diversity at UEA.**

2.9 Identity Cards

Students are expected to follow the practice education provider’s requirements on identity badges. Students are provided with a UEA name badge in Year One which they may be required to wear. **Students are advised that their name should be clearly visible at all times whilst on practice placements.**

2.10 IT Usage

Students must not access NHS (or other organisational) intranet or record systems using their educator’s password, or be logged in by their educator. This is a breach of data protection and information governance law. Students must complete Data Security Training annually prior to going on placement.

Students are governed by the UEA Conditions of Computer Use (details available on HSC Student Zone) and must abide by the Trust’s IT Policy when accessing their IT facilities. Any misuse of IT facilities by students on practice placement will be managed under the School’s Fitness to Practice procedures.

The Placement administration team assist with arranging various IT access for Trusts including Smartcards and NNUH IT access.

**Further information:** HSC Student Zone – Placements section

2.11 Mandatory Training

All mandatory training provided by HSC must be completed prior to starting the practice placement. This includes: Moving and Handling, Basic Life Support, Promoting Safer and Therapeutic Services (Therapies only), Infection Control, Information Governance and Safeguarding. In addition students may be required to attend additional training in order to undertake a practice placement in a particular practice placement area for which students may be released from theory time to attend this training and would still then be counted as theory hours.

2.12 Mobile Phones

Mobile phones are only to be used for professional purposes within the working day and used according to the practice education provider’s operational policy.

2.13 NHS Constitution 2013

The [NHS Constitution](https://www.nhs.org.uk) sets out six ‘Values’ that should underpin everything done in practice.
The six values are:
- working together for patients
- respect and dignity
- commitment to quality care
- compassion
- improving lives
- everyone counts.

2.14 Occupational Health Screening

The University Occupational Health Service follows the Department of Health guidance for the health clearance of new healthcare workers including students.

**Students must not attend practice placement until they are issued with clearance for patient contact by the UEA Occupational Health Department and declared fit to study.**

Students must notify the appropriate Course Director if their health status changes at any stage during the course as this may affect their ability to undertake practice placements. As a result of their changed health status they may be required to attend the UEA Occupational Health Department to ensure fitness for practice placement.

2.15 Organisational Policies

Students are expected to comply with all policies and procedures within the organisations they visit whilst on practice placement and they must recognise the importance of safe practice within their practice placement work.

2.16 Out of Hours Contact

The [Student Support Service](#) offers wide ranging advice and guidance to any student who is experiencing difficulties. The [UEA Nightline](#) is a confidential listening service funded by the Students' Union and run by UEA students. Calls can be made between 8pm and 8am during term time. Students can access this service if they are lonely, worried or just need someone to talk to on 01603 597158.

**Further information:** HSC Student Zone, Student Support section.

2.17 Personal Appearance

Students are required to adhere to the dress code of the practice education provider. They must seek advice on the wearing of jewellery, hair and make-up, personal care and the need for safe footwear.

2.18 Practice Placement Expenses

You may be eligible to claim for practice placement expenses. In addition financial assistance can be sought from the [UEA Hardship Fund](#).

**Further information:**
Students: HSC Student Zone – Placements section.
2.19 Placement Passport - Therapies only

It is the student’s responsibility to ensure that they have complied with the University’s requirements with regard to their DBS disclosure date, clearance for patient contact, immunisation status and mandatory training in respect of all their practice placement experiences. Year One therapies students will be provided with a Placement Passport where they must keep a record of their DBS clearance, mandatory training, clearance for patient contact and immunisation status. The passport will be checked by the School as required.

Students must be prepared to show their Placement Passport to their practice education provider if requested at the start of the practice placement. Failure to do so may result in a delayed start.

2.20 Previous Work in a Practice Placement Area

Students must notify the Placement Administration Team at the earliest opportunity if they are allocated to a practice placement which requires them to be supervised by an educator/mentor who has previously been a work colleague.

2.21 Professionalism

The School of Health Sciences expects high professional standards from its students. This is largely guided by the HCPC guidance on conduct and ethics for students (2016) and the NMC Code (2015) that make explicit the professional responsibilities that are expected of students.

2.22 Professional Indemnity and Professional Bodies

Students may wish to join their professional body as a student member if this is available. One of the benefits of student membership may be professional indemnity cover.

2.23 Reasonable Adjustments

The HSC Reasonable Adjustments Pack is intended to support a student who has been identified as having an assessed disability/specific need. Following an initial assessment by Occupational Health and/or the Student Support Service - Disability service, the student will need to meet with their Personal Adviser to plan adjustments that are reasonable (within the context of meeting the course requirements) to support their learning both within University based teaching and during practice placements. The plan will be reviewed annually to accommodate any changes in circumstances that may have occurred during an academic year.

2.24 Uniform

Uniforms, where applicable are provided by the School at the beginning of the students' course. Students are requested to inform the Placement Administration Team at the start of their course if they wish to wear a hijab on placement; one in an appropriate colour will be supplied as part of their uniform. Students are required to attend the timetabled uniform fitting sessions to ensure that uniform orders can be submitted by the deadline. The deadline is in place to ensure that student uniforms arrive in advance of the first placement.

Further information: HSC Studentzone, Placements section
2.25 Working with a Family Member/Significant Other as an Educator or Patient

Students must notify the Placement Administration Team at the earliest opportunity and in advance of starting the placement if they are undertaking a practice placement which requires them to work with a family member/significant other as a patient or where a family member/significant other could be actively involved in the assessment of their practice placement performance.
3.0 ORGANISATION OF PRACTICE EDUCATION

3.1 Policy

Practice placements are allocated at the discretion of the practice education co-ordinators and may be subject to short notice changes due to circumstances outside of the University’s control. Practice placements must be undertaken during the pre-arranged times stated by the School and with the exception of elective placements, where they occur, all practice placements are organised by the School. Practice placements negotiated independently by students with practice placement areas are not normally recognised by the University.

Students are allocated to practice placements as informed by their individual practice placement profile and practice placement availability within the East of England. By enrolment on the programme the student agrees to attend practice placements arranged by the School of Health Sciences therefore refusal by any student to undertake the practice placement allocated to them will normally result in the practice placement being awarded a fail grade.

Practice learning is organised several months in advance and must take into account:
- Module learning outcomes
- Care pathways/patient journey
- Student’s previous experience
- Practice provider capacity which may change unexpectedly due to re-organisations, staff sickness et cetera
- Availability of practice educators/mentors and sign-off mentors matched to the nature of the service and practice requirements

3.2 Process of Allocation

The process of allocation to a practice environment is individually and carefully considered in relation to the specific needs of the module and to the overall experience of the course.

When planning allocations we consider very carefully previous experiences in health and social care environments and the portfolio of practice learning. This needs to be executed in a way that is equitable for all students.

IMPORTANT

You will not be able to attend practice if you do not complete:
- Disclosure and Barring clearance (in the first year)*
- Occupational Health clearance (in the first year)*
- Ongoing Occupational Health clearance for Exposure Prone Procedures (EPP) for midwifery, paramedic and ODP
- UEA student registration (first year and subsequent yearly re-registration)
- Online Data Security Awareness training (annually)
- All mandatory training

* Changes which affect these clearances during the course may affect your overall clearance to attend placement.
3.3 Special circumstances affecting placement

Careful consideration is given to planning and allocating practice placements. All students are expected to have arrangements in place to facilitate access to the range of practice experiences. The School operates a Health Sciences Placement Panel whereby students meeting the eligibility criteria for special circumstances in relation to the practice placement element of their programme will have their case reviewed by the panel.

Panel meetings are held twice a year - May (September cohorts) and September (January/February cohorts) and comprise the following membership:
- Director or Deputy Director of Practice Education
- Disability Liaison Officer
- Associate Director of Pre-Registration Studies
- Senior Advisor
- LTS Representative
- Student Union HSC Sabbatical Officer

Application forms are available to students via HSC Student Zone – Placements section and a general reminder with deadlines are sent by the Placement Administration Team. For students submitting an application, it is important to be aware that whilst such an application will be considered, it may not be possible to accommodate the request. Acceptance is subject to all of the following:
1. Meeting the criteria
2. Providing sufficient and appropriate supporting evidence
3. Health Sciences Placement Panel approval
4. Placement availability

Students who fail to submit a formal application on the designated Special Circumstances Application Form by the given deadline and subsequently, upon allocation, make LTS aware of circumstances which should have been previously submitted for consideration, will mean failure to be able to accommodate their request. In some circumstances reasonable adjustments may be more appropriate than allocation to specific placements. Please note, students must discuss any pre-existing health conditions on entry to the course with their Personal Adviser, plus any changes to health which occur during the course in a timely manner so that they can be signposted to the Special Circumstances process if necessary. Any changes to address, transport access, or areas where it would not be appropriate to be placed (For example, due to family members working there) should be notified when they occur to the Placement Administration Team.
4.0 RESPONSIBILITIES IN PRACTICE

4.1 Students

On placement students are required to present themselves and behave in a professional manner at all times. Students are expected to:

- Engage with all pre-placement information relating to the practice area including suggested preparatory reading;
- Wear the UEA name badge and carry the UEA identity card;
- Abide by the dress policy of the practice education provider;
- Inform service users of their student status;
- Comply with all HSC practice education policies (available on the HSC Student Zone-Placements section) and with the policies and procedures within their placement provider organisation;
- Complete UEA surveys and feedback
- Report to the practice educator/mentor and/or the School any concerns in relation to the placement area whether:
  - It is related to the care given to patients and service users or
  - It is related to the learning environment.
- Ensure that start times, accommodation and travel arrangements are confirmed
- Take responsibility for their personal learning needs appropriate to their stage of training, and to use every opportunity to develop these through practice education
- Work within their scope of practice appropriate to the stage of training
- Reflect on the practice education experience, actively contributing to and recording supervision and engaging with the assessment process in a positive manner
- Maintain a CPD portfolio using evidence from practice placement experiences
- Observe guidance and professional body standards in all aspects of the practice placement experience and demonstrate the professional responsibilities as outlined in the School Professionalism Charter at all times
- Identify future personal and professional learning needs with the practice educator/mentor in preparation for the next stage of their development
- Inform the practice educator/mentor and the School in the case of any problems or unforeseen circumstances which may affect their ability to complete the practice placement within the agreed time
- Comply with the School and practice placement procedures regarding sickness and attendance
- Complete and submit all relevant paperwork to the university by the required date. Assessment schedules are available in your course section on HSC Student Zone.
- Access and read pre-placement information relating to the practice area where available prior to attendance
- Take the initiative to contact the practice educator/mentor two to four weeks prior to starting, accessing the contact details from HSC Student Zone. A pre-practice visit to the clinical area is encouraged
- Be proactive in planning a programme of practice experience with the practice educator/mentor which reflects the opportunities of the placement and is commensurate with enabling the student to meet their learning outcomes. This is likely to be facilitated through a hub and spokes arrangement
- Use the opportunity of supervision and assessment in a positive way and to actively engage with the process.
4.2 Health and Safety

When in practice it is important that students comply with the health and safety policies of the organisation to ensure the safety of service users, other staff and themselves. This means that students:

- Must be familiar with the relevant policies for the particular Trust/Organisation they are based in
- Must complete annual mandatory training required prior to undertaking a placement
- Complete additional training as required for clinical areas
- Should make sure the practice educator/mentor is informed if they are unfamiliar with the use of any equipment so that they can ensure full instructions as to the proper use are given
- If any incident occurs in practice, ensure that this is reported and recorded in the practice area and also that the School is notified
- In the occurrence of an incident in practice related to your health, such as a needle stick injury, follow the University’s Occupational Health policies. Please go to http://www.umsuea.co.uk/ and find ‘Occupational Health’ and find details under ‘Sharp Body Fluid Exposure’
- Inform the Personal Adviser and Placements Administration Team if any special adjustments are required in practice following any occupational health or Student Support Services assessment
- Inform the Personal Adviser if pregnant and follow guidance for students during and after pregnancy.

4.3 Practice Educator/Mentor

The School expects the educator/mentor to:

- Develop their abilities in facilitating the learning and assessment of students through attendance at practice educator/mentor courses/updates as appropriate
- Prepare for the student by providing initial information in advance facilitating a preparatory visit if possible and welcoming them on arrival
- Develop a programme of learning with the student which reflects their learning needs and the opportunities of the practice placement area
- Arrange an induction to the practice area to ensure the student is oriented to their practice placement setting
- Act as a role model and provide guidance with regard to the attitudes and behaviours required of a healthcare professional
- Guide, support and facilitate the student’s learning as appropriate
- Ensure the student always has a named appropriate person to refer to in the educator/mentor’s absence
- Assess the student’s performance at the formative and summative stages through a process of discussion and negotiation
- Assist the student to identify future personal and professional learning needs in preparation for the next stage of their development
- Inform the School as soon as possible of any concerns regarding the student’s performance, and to document issues as they arise
- Complete the assessment documentation and the UEA’s practice educator/mentor feedback survey
- Identify and negotiate suitable learning opportunities with students
- Arrange with first, formative and summative interviews with students (NMC only)
- Discuss any individual needs with the student, this includes any reasonable adaptations necessary to support any disability
- Undertake any practice-based risk assessments in relation to health and safety regulations
- Demonstrate evidence-based practice
- Provide the student with clinical supervision

4.4 Visiting Tutor/Link Lecturer

The role of a visiting tutor/link lecturer is to maintain and develop education/practice links in order to facilitate an effective placement learning environment in collaboration with the practice placement provider.

Full link lecturer standards can be viewed at:
Students: HSC Student Zone – Placements section.
Practice Education Providers: Mentor and Practice Educator Website
5.0 PRACTICE EDUCATION PROCESSES, POLICIES AND PROCEDURES

5.1 Fitness to Practise (FtP) Policy

The School of Health Sciences Fitness to Practise (FtP) Policy complies with the requirements of the HCPC and NMC that educational institutions monitor and determine fitness to practise in students on courses where they will be eligible for registration with the HCPC/NMC.

**Further information:**
Students: [UEA Learning and Teaching Webpages](https://www.uea.ac.uk/learning-and-teaching).  
Practice Education Providers: [Mentor and Practice Educator Website](https://www.mentorandpracticeeducator.com)

5.2 Raising and Escalating Concerns in Practice

Health and social care students have both a legal and moral duty of care for the patients/clients with whom they work. Any awareness of safeguarding issues must be reported using the organisational procedure of the practice education provider. Any issues of this nature should be discussed with the appropriate, nominated person in the organisation.

Concerns may fall within two categories:
- Concerns about patient/client care
- Concerns about the learning environment.

**Further information:**
Students: HSC Student Zone – Placements section.  
Practice Education Providers: [Mentor and Practice Educator Website](https://www.mentorandpracticeeducator.com)
6.0 STUDENT SUPPORT IN PRACTICE

There is a strong and robust system in place to support you during your practice learning. Whilst in practice you will be allocated to a named practice educator/mentor who is a registered health professional, has undergone appropriate training and is eligible to supervise and assess you in practice. In some instances you might be supervised by other professionals who are suitably prepared and trained to support students in practice. Practice areas also have nominated Visiting Tutors/Link Lecturers who are HSC lecturers responsible for supporting students and practice educators/mentors in practice.

“Supernumerary means that the student will not, as part of their programme of preparation, be contracted by any person or body to provide nursing care.” (NMC 2010: 65)

Whilst in practice your status is ‘supernumerary’: “Students undertaking pre-registration midwifery education programmes cannot be employed to provide midwifery care during their training – all clinical experience should be education-led with students having supernumerary status for the duration.” (NMC 2009:20)

6.1 Guidance for Supporting the Non-Achieving Student

Where a student’s performance is deemed to fall below the expected standard, a Risk of Fail Action Plan should be completed by the practice educator/mentor, student and visiting tutor/link lecturer. In addition the following guidelines should be followed:
- The practice educator/mentor should discuss any areas causing concern with the student, as soon as they become apparent, giving clear examples with evidence
- The visiting tutor/link lecturer should be informed as soon as any concerns regarding the student’s performance are identified
- All discussions relating to performance should be documented on the risk of fail action plan, assessment forms and where applicable supervision notes.
- There can be no adjustment to the practice placement learning outcomes as all students must be assessed against the same performance indicators
- The visiting tutor/link lecturer should maintain regular contact with the student and practice educator to monitor progress and provide support to both parties
- If the student is likely to fail the summative Final Assessment the visiting tutor/link lecturer should arrange to attend as a second marker and provide support as needed
- The practice educator/mentor should return all supporting documentation and evidence relating to the failure to the school
- In the event of a fail at the Final Assessment a post-practice placement debriefing session will be offered to the student and practice educator/mentor to discuss the issues and any future action needed.

6.2 Information about practice

Information about your practice learning environment will be available on the HSC Student Zone – Placements section. Practice Profiles including contact details and any available welcome packs produced by the practice areas are available here.
7.0 QUALITY MONITORING

Practice education monitoring is a continuous process which is undertaken between the School and its stakeholders.

The wide range and volume of practice placement experience required is monitored through standards of practice, feedback mechanisms, training and support.

7.1 Practice education monitoring process

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7.2 Practice Education Quality Audit Cycle

Practice education audit is a continuous process which is informed by evidence from stakeholders. The feedback which arises from the practice placement experience is analysed by the Practice Education Co-ordinators and any variances are fed back to Faculty and the practice education provider. Action is taken as required and feedback to the relevant stakeholders.
8.0 STUDENT FAQS

8.1 All HSC students

I have an identified additional learning need – should I tell my practice educator/mentor(s)?
We encourage you to do so as early as possible - your practice educator/mentor may ask you at your preliminary interview if you have any specific learning needs and this is a good opportunity to disclose. Your Personal Adviser can support you in deciding how to disclose. If your practice educator/mentors are aware of your learning needs they can discuss with you what strategies you already use to aid your learning and provide appropriate support and guidance regarding adaptive strategies that may be useful on a practice placement. Practice educator/Mentors can only support you in your learning if they know of your learning needs.

The above guidance applies to a student with any disability - the University and the School of Health Sciences can offer sources of information and support about placements in relation to disability issues through your Personal Adviser.

When should I determine the dates of my interviews?
It is important you and your practice educator/mentor establish the dates of your formative and summative assessments early so that they can be accommodated in everyone’s plans. If you are having difficulty organising a date for the interviews please contact the Visiting tutor/Link Lecturer.

My practice educator/mentor(s) are off sick/on holiday and my final interview is due - what should I do?
Speak to your clinical lead/team leader in practice, if they are not available contact your Visiting tutor/Link Lecturer.

My practice educator/mentor(s) has not said when my summative interview is due to take place and we are in the final two weeks of the placement block - what should I do?
Ask your practice educator/mentor for a date, if they are not available or unable to set a date speak to your clinical/team lead or Visiting tutor/Link Lecturer.

What happens if I disagree with the outcome of my practice assessment?
The practice educator/mentor’s decision is final. If you have concerns about your assessment you can discuss this with your practice educator/mentor, the clinical/team lead or the Visiting tutor/Link Lecturer.

Where can my practice educator/mentor find out about the programme and access the relevant documents?
These are available on the UEA Mentor & Practice Educator Website.

What should I do if I can’t get to the practice area that my practice educator/mentor says to meet them at?
Contact your practice educator/mentor to advise them of the problem. It is good practice for you and your practice educator/mentor to exchange work mobile numbers if you are working in the community environment so that unexpected occurrences can be managed effectively.
8.2 Nursing, ODP, Midwifery and Paramedic students only

Who has to complete the sample signature section of my Assessment of Practice document?
This will be any practice educator/mentors who are responsible for supervising and assessing you in practice and who have completed and signed your Assessment of Practice document. We also recommend that if different practice educator/mentors have signed your skills book they should complete this section of your Assessment of Practice Document as well.

Can I fail the domain assessment and pass the learning outcomes, or pass the domain assessment and fail the learning outcomes?
No, you either pass both or fail both. The domain assessment is an essential part of the evidence required for the summative assessment decision.

Who can sign my student passport/skills development profile (Nursing and ODP)?
This would generally be one of your mentors - the main mentor or your associate mentors. It can be another registered health care professional you have worked with when your mentors have not been available. Regarding the skills book this will be an experienced nurse or ODP.

When should I get my student passport/skills development profile signed (Nursing and ODP)?
At your preliminary interview at the start of your placement you can discuss with your mentor the skills they think you may be able to achieve on a placement block. Generally the signing of your skills book should occur on a regular basis throughout your practice time. It is your responsibility to present your skills book regularly to your mentor. In the second year you will be able to be more proactive in deciding which skills to aim for on which placement in liaison with your mentor.
SECTION TWO
PROGRAMME
SPECIFIC INFORMATION
9.0 PRE-REGISTRATION NURSING

Figure 10.1 below shows the process of practice allocation for nursing, which starts many months in advance but variables in practice staffing and workload can have a significant impact on practice placement planning.

9.1 Configuration of Practice Learning Opportunities

In the curriculum development stage we work with practice education providers (PEP) to determine practice experience necessary against the learning outcomes.

Each year we conduct a placement review, mapping the School's placement needs with PEP capacity.

16 weeks before practice the organisations are made aware of student allocations.

We aim to provide a provisional allocation 12 weeks before practice, identifying the Trust or organisation students will be assigned to.

We aim to inform students of final placement assignments eight weeks before practice. On occasion changes by practice areas require re-allocation after this point.

Students to contact placement 2-4 weeks before start date to introduce themselves and find out details for first week.

This is only provisional and is subject to change depending on the organisation’s mentor capacity.

This is our aim but it is completely dependent on the practice education provider responding in a timely way.
9.2 The Hub and Spoke Model

The ‘Hub and Spoke’ model ensures students have the opportunity to learn about health care delivery from the service user perspective through patient journeys and clinical pathways while equally recognising the scope of other services, agencies and roles involved with health services. The aim is to capture the breadth of learning opportunities that will enhance the student’s experience.

The ‘HUB’ is the main practice area where the named mentor who will summatively assess the student is based. As part of this environment a range of ‘SPOKE’ practice opportunities will be undertaken, overseen by a number of mentors and supervisors who feedback to the named mentor. Where appropriate students are encouraged to be proactive in selecting and organising a range of ‘spoke’ opportunities. However, these will always have to be negotiated and agreed with the mentor.

The school will organise some mandatory and formal spokes on behalf of the student. Thus, the time spent in any spoke will be variable from one day to a number of weeks but the guiding factor will be the learning outcomes of the module.

Generally, students will not spend less than **four weeks** in their hub placement.

9.3 Practice Placement Dates 2018-19

Students – please visit HSC Studentzone/Placements/Allocations and course specific information

9.4 Hours

The requirement of the NMC (2010) is that students must complete 2300 hours of assessed practice experience. Of these 2300 hours you are required to undertake 75 hours of night shift duty. Students will be allocated one practice learning environment (which will be the hub) per module and this is designed to incorporate a range of opportunities to ensure students achieve the maximum learning experiences for the level of practice.

9.5 Assessments

For Assessment of Practice information and paperwork, please visit your relevant cohort Blackboard site.
10.0 BSC MIDWIFERY

All placements during the programme are carefully planned to maximise the opportunities for you to learn the skills needed in midwifery practice and to meet the requirements of the NMC and the EU. You are required to record specific experiences in your Student Passport (Red Book) in order to provide evidence that the requirements for registration have been met.

You will undertake practice placements in more than one of our practice education partners’ local maternity units at the Norfolk & Norwich University Hospital NHS Foundation Trust (NNUH), Queen Elizabeth Hospital NHS Foundation Trust, King’s Lynn (QEH) or the James Paget University Hospital NHS Foundation Trust (JPUH). You will gain experience in placements within community and hospital based services where midwives practice. Your Hub and Spoke placement experience will be managed from these placements with spoke activity being managed by either you and your mentor or your module organiser. You will be advised in more detail of this during your placement preparation sessions which take place before placements commence. These are timetabled sessions which will help you understand the range of services and how they apply to your module and the placement experience as well as the arrangements in place for accessing such experiences.

Practice assessments - you will receive your assessment of practice document the beginning of each module. The assessment of practice document for each year will contain the practice learning outcomes you are required to achieve during the placement and the interview sheets to formally document your progress at all your practice assessment interviews.

The practice component of learning creates a direct relationship between the module content, the practice learning outcomes and associated learning opportunities. You are expected to take responsibility for your learning with the support of your mentor.

In your final community based practice allocation in year three of the long course and module 3 of the shortened course you are required to manage the care of a number of women receiving a midwifery model of care. This model of practice enables your mentor to assess your decision-making ability for the management of normal midwifery led care. The educationally-led caseload will be started only after a successful formative interview.

If it is recognised you are displaying ability which is consistent with a supervised practitioner level and are showing firm progression **towards** competence, the decision to commence the caseload will be made by you, your link lecturer, and your mentor. You will have the necessary guidance to support this stage of the learning process in practice. This has been a feature for considerable time and is firmly embedded in all current pre-registration midwifery provision through well-established processes. If at the formative (intermediate) interview you have not reached the point of being capable of taking on a caseload, an agreed action plan will be made. Caseload practice is only conducted when all are agreed you are capable of working under indirect supervision. During the final module of the programme (module 6 or module 3) you will be signed off by your mentor for the NMC Pre-registration Competencies (NMC 2009:17) all of which are necessary for you to be put on the NMC register.
10.1 Placement areas

Norfolk and Norwich University Hospitals NHS Foundation Trust

The Norfolk and Norwich University Hospitals NHS Foundation Trust maternity services provide care for approximately six thousand births per year. It is the main tertiary referral unit in the area for high risk pregnancies and extremely preterm neonates, taking referrals from the whole of region. The geographical patch is large and made up of urban and rural areas, with pockets of deprivation throughout.

There are a number of teams providing community based midwifery services. Hospital services are provided within consultant led antenatal clinics, a fetal medicine unit and midwifery led maternity day assessment unit in addition for those women and/or babies requiring day attendance and review. In-patient facilities include twenty nine postnatal beds, in addition to five transitional care beds and thirteen antenatal beds. The Delivery Suite has fifteen birthing rooms including a birthing pool, two obstetric theatres, anesthetic and recovery rooms, providing a full range of facilities for high dependency care,. The co-located Midwifery Led Birthing Unit consists of four birthing rooms with water birth facilities, is also available for women meeting the low risk criteria.

Currently there are over two hundred and forty whole time equivalent (WTE) midwives employed by the Trust. Midwives have a commitment to provide one-to-one care to all women in established labour and staffing levels have recently been improved to support this. The Trust is proud to have achieved and maintained level three Baby Friendly Initiative (BFI) accreditation.

Community midwives at the Trust are responsible for providing care at homebirths, for women who chose to labour and give birth at home. The Trust provides instruction to women and their partners in hypnobirthing techniques. Classes are run by midwives. There is an aromatherapy service.

The Queen Elizabeth Hospital King's Lynn NHS Foundation Trust

The Queen Elizabeth (QEH) provides services for women in West Norfolk, Cambridgeshire and South Lincolnshire.

The hospital delivers approximately two thousand four hundred babies a year with a large cohort of women having antenatal and postnatal care by the midwives but not delivering their baby at the unit.

The midwifery establishment consists of about ninety WTE midwives. The service provides inpatient services at the QEH site as well as outpatient services at QEH, North Cambridgeshire Hospital at Wisbech and community midwifery services across the community area offering care from GP surgeries, community hospitals and children centres.

The maternity services are supported by a level two neonatal unit and a range of gynaecology outpatient services are also provided.

The QEH offers choices for birth: homebirth, an alongside midwifery led unit (Waterlily) and the obstetric led delivery suite. The Waterlily Birthing Centre opened in December 2015. This environment enables the provision of holistic midwifery care and enhances the woman's experience of normality. In 2017/18, the trust had a 4% homebirth rate and 18% of deliveries within the Waterlily birth unit.
There have been many developments in services over the last year, these include introduction of Hypnobirthing and a post-dates clinic using complementary therapies, all run by midwives.

We are very keen to support student midwives and ensure that they get a positive and varied experience to enhance their learning but also ensure that they are fully prepared when finally qualifying as a midwife.

**James Paget University Hospitals NHS Foundation Trust (JPUH)**

The JPUH has approximately two thousand two hundred births per year. The midwives operate on a rotational basis, between both the community and hospital setting.

The hospital based antenatal clinic (ANC) offers daily clinic appointments for women who require consultant-led care, as well as specialist clinics including diabetic and vaginal birth after section.

Maternity triage offers a twenty-four hour service that can be accessed directly by the women, community midwives or GP’s, which ensures that women are assessed in the right place, by the right people, in a timely manner. It is situated on the Delivery Suite and it offers three assessment beds. The unit is staffed by a midwife, however the women often require an obstetric team review whereby an individualised plan of care is put in place for them.

The recently refurbished Delivery Suite boasts five en-suite birthing rooms, a pool room (for women with an appropriate risk assessment), an observation bay and a bereavement suite. Adjacent to the delivery suite is a designated obstetrics theatre with adjoining recovery area.

The midwifery-led birthing unit comprises three en-suite birthing rooms, two with pools to facilitate water births. There is access to bean bags, birthing balls and floor mats to encourage active labour and birth, and pull-out beds for the immediate postnatal period. A small kitchen is available for women and their families to use.

There are two community midwifery teams that cover a large geographical area. The midwives hold a caseload and operate on an on-call system to cover a homebirth service. The Eden Team is a team of specialist midwives who support vulnerable women and their families. Their specialism include mental health problems, teenage pregnancy, safeguarding issues, domestic violence and substance misuse.

Additionally, the JPUH offers a level one neonatal unit and gynaecology services (early pregnancy, fertility and inpatients/outpatients).

**10.2 Assessment of Practice**

Practice orientation: information relevant to the practice area e.g. fire alarms/extinguishers, emergency numbers, health and safety, medical device alerts, coffee facilities etc. This must be completed on the first shift. Welcome Pack and learning opportunities provided to the student.

Formative planning discussion between student and mentor in first week of module practice allocation to:

- Identify and discuss the learning outcomes to be achieved in the module and how reflective study time will be accommodated and reviewed.
- Explore the available learning opportunities in relation to learning and assessment requirements and formulate an action plan to meet the learning outcomes.
- Set a date for the formative review discussion and summative interview (student to discuss date options with Link Lecturer).

Formative review discussion (midway through the practice allocation) between student, mentor and Link Lecturer:
- Review learning outcomes and documented evidence to date to inform discussion of grading.
- Discuss students self-evaluation of progress and learning priorities and mentor’s evaluation.
- Establish learning priorities for the remainder of the practice allocation.
- Formally record the outcome of the evaluation of progress against the learning outcomes, and other identified planned activities including the Interpersonal Attributes assessment.
- Record the discussion with a clear revised learning plan for the rest of the practice allocation.

Summative interview between student and mentor (and Link Lecturer if required):
- Determine evidence of learning and achievement (confirm if learning outcomes are passed or failed, establish any areas outstanding).
- Establish any outstanding areas/activities regarding practice learning. Record the discussion on the summative interview page.
- Complete the grading of practice.

10.2.1 Levels of practice assessment

Observer → Participant observer → Supervised participant

Modules 1 and 2 - In Year One the learning outcomes are constructed to reflect the students’ assessment at level of supervised participant at the end of the module. This recognises the initial progression from observer to participant observer in the earlier part of the module.

Participant observer level is defined as: the student being closely guided by the mentor who will ensure the student is able to firstly observe care delivery before beginning to participate.

Supervised participant level is defined as: the student being able to actively participate in the delivery of normal midwifery care under direct supervision with evidence of their knowledge being relevantly applied.

May revert to earlier role behaviour in new situations.

Levels of performance in skill development The student has received instruction underpinning the skill, observed the procedure in the practice setting and has participated in the skill under direct supervision.

Supervised participant → Supervised practitioner

Modules 3 and 4 - In Year Two the learning outcomes are constructed to reflect the level of supervised practitioner. This recognises that students will be building upon midwifery skills and knowledge acquired in Year One while accommodating new skills and knowledge in the provision of more complex aspects of midwifery care.
Supervised practitioner level is defined as: the student is able to demonstrate active participation in complex care and able to begin to initiate appropriate midwifery care following clinical assessment.

May revert to earlier role behaviour in new situations.

Levels of performance in skill development. The student has performed the skill on a number of occasions and requires minimal supervision.

Supervised practitioner → competent practitioner

Modules 5 and 6 - In Year Three the learning outcomes are constructed to reflect the level of competent practice. This recognises that students will be developing and consolidating practice of holistic midwifery care during pregnancy, labour and the early postnatal weeks, providing the full range of skills and knowledge for normal midwifery practice in order to meet the needs of women and their families. They will also be able to provide care for childbearing women with more complex and health and social needs within a multidisciplinary team. Over the course of this year students will attain proficiency in the full range of NMC (2009) pre-registration education standards, becoming competent practitioners capable of developing an autonomous role.

Competent practice level is defined as: the student is able to actively undertake and initiate appropriate midwifery care and support others in the delivery of care while being able to clearly demonstrate that there is consistent evidence to practice safely and effectively without the need for direct supervision (NMC 2009).

May revert to earlier role behaviour in new situations.

Levels of performance in skill development. The student can perform the skill safely and competently giving the rationale for actions and can identify and manage the impact of this.

Levels of performance in skill development adapted from Hilton (2004).

10.2.2 Your support in practice assessment - the tripartite relationship

The tripartite relationship relates to a supportive process in which you, your Mentor and the Link Lecturer for your area all contribute towards supporting you in your practice allocation so you are able to access the appropriate learning opportunities to meet your assessment requirements for the module. As such, the Link Lecturer will normally be present at the formative practice review interview which will occur midway across the practice allocation.

The midway formative review builds upon the earlier formative interview held at the start of the practice allocation in which your learning plan is established and you are formally introduced to the learning opportunities the practice area can offer for a given stage of your programme.

The purpose of this review is to establish the nature of your experience and the progress you have made towards the practice learning outcomes, the nature of your growing professional role as evidenced by the Interpersonal Attributes and your self evaluation of your learning and achievements to date.

In situations where it may not be possible to meet, the discussion between you, your Mentor and Link Lecturer will take a different approach. For example, discussion via telephone,
email or a visit to the student and Mentor at a different time. However, the Link Lecturer will visit you during the practice allocation and will record the discussion you have in your practice documentation.

The Link Lecturer involvement at the intermediate stage is essential in establishing your progression. It provides a valuable opportunity for the Mentor, student and lecturer to explore the remaining learning needs and relevant opportunities to formulate an appropriate learning plan for the remainder of the practice allocation. Where your progression is compromised the Link Lecturer will continue to be involved in your progress meetings and will aim to attend subsequent and/or summative interviews.

10.2.3 Details of the process of assessment (formative and summative)

All six modules contain a practice component which requires summative practice assessment for successful completion of the module and the associated academic credit. The assessment of practice learning outcomes are designed to help you move from foundation knowledge, skills and practice in normal midwifery, public health and health promotion and education relevant to the midwives role, to managing care for vulnerable women, with compromised health and complex childbearing events in Year 2, while in the final Year 3, successfully combining all these experiences through the skills of critical thinking as these are synthesised into successful professional judgement associated with competent practice for an autonomous role in midwifery practice.

Each module of assessment will be contained within one document for the relevant year, building up year on year, reflecting the principles of the Ongoing Record of Achievement enabling all practice achievement and progression evidence available to student and Mentor for practice discussions and planning. You must make this available for your Mentor as this is a requirement of the NMC.

The practice for each module attracts a grade for which academic credit at the relevant level is awarded if the practice components are successfully completed. Below are the key elements of the grading of practice used in the summative assessment. Please refer to the Assessment of Practice documents for the complete documentation.

10.4 Independent Learning weeks

A period of independent learning weeks is built into the end of Module Two, Four and Six. These weeks may take a variety of forms, however, the two weeks following Module Four are intended for you to undertake elective practice of your choice (guidance for elective practice is available from the School Elective Handbook on the HSC Studentzone Blackboard site).

The following is intended as a guide to help you plan and develop personal learning experiences for your independent learning weeks that will meet your individual learning needs. In the case of missed time you should discuss your plan for making up this time with your personal adviser / module organiser (and course director where necessary). Please refer to the School of Health Sciences Attendance and Engagement Policy.

To enable you to maximise your independent learning weeks you should:

- Prior to these weeks develop your own personal learning outcomes, which should include a rationale for your choice of learning experience
- On completion of your independent learning weeks, evaluate your learning in the context of your personal learning outcomes and identify any areas that warrant further exploration, this may be in the form of an action plan
- Include in your portfolio documentation surrounding your personal learning. This will be discussed during your end of year progression interview with your personal adviser.

The following are suggestions for activities you may like to consider for your independent learning weeks, this is not intended to be prescriptive, neither is it definitive, you may identify additional valuable learning experiences.

- To complement EU experiences that may be below target (this needs to be discussed with your personal adviser, who in turn will discuss with the course director).
- You may like to arrange educationally led visits to specific areas of interest. However these should first be discussed with your personal adviser to establish the educational value of any visits. Your personal adviser will liaise with the course director to ensure an overall profile of student visits is maintained
- You may choose to explore specific areas of theory/practice by undertaking literature searches & evaluating the literature/evidence you obtain.

10.5 The Hub and Spoke Model

You will undertake practice placements in our practice education partners’ local maternity units at the Norfolk & Norwich University Hospital NHS Foundation Trust (NNUH), Queen Elizabeth Hospital NHS Foundation Trust, Kings Lynn (QEH) and the James Paget University Hospital NHS Foundation Trust (JPUH). You will experience practice placements in more than one of these Trusts. Students will study together on most occasions to benefit from learning and sharing experiences with each other. All taught sessions will be held in Norwich, on UEA premises. You will undertake clinical practice in the above Trusts in hospital and community settings.

The ‘Hub and Spoke’ model ensures students have the opportunity to learn about health care delivery from the service user perspective through patient journeys and clinical pathways while equally recognising the scope of other services, agencies and roles involved with health services. The aim is to capture the breadth of learning opportunities that will enhance the student’s experience.

The ‘HUB’ is the main practice area where the named mentor who will summatively assess the student is based. As part of this environment a range of ‘SPOKE’ practice opportunities will be undertaken, overseen by a number of mentors and supervisors who feedback to the named mentor. Where appropriate students are encouraged to be proactive in selecting and organising a range of ‘spoke’ opportunities. However, these will always have to be negotiated and agreed with the mentor.

The school will organise some mandatory and formal spokes on your behalf. Thus, the time spent in any spoke will be variable from one day to a number of weeks but the guiding factor will be the learning outcomes of the module.

Generally, students will not spend less than four weeks in their hub placement.
10.6 Practice Placement Dates 2018-19

Students – please visit HSC Studentzone/Placements/Allocations and course specific information

10.7 Hours
The NMC (2015) require students to complete all elements of the programme including 37.5 hours per week in practice. This comprises of 30 hours for the placement, any visits with other professionals and organisations, continuity cases and reflective study and 7.5 hours for activities as set out for the portfolio. On the 84 week programme students should complete 3000 hours over the programme and are therefore required to have 40 hours per week in practice. This comprises of 32 hours of placement, any visits with other professionals and organisations, continuity cases and reflective study and eight hours for activities as set out for the portfolio.

The programme comprises of three years of study which provides 135 programmed learning weeks of theory and practice with 21 weeks of vacation time. This is arranged as 45 programmed learning weeks and seven vacation weeks per annum.

Distribution of curricular weeks/hours:

<table>
<thead>
<tr>
<th>Year</th>
<th>Module One: Foundation for Practice</th>
<th>Module Two: Promoting Health Lifestyles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Spans 22 weeks including two weeks vacation</td>
<td>Spans 30 weeks including five weeks vacation</td>
</tr>
<tr>
<td></td>
<td>Theory 337 hrs 45 days</td>
<td>Theory 412.5 hrs 55 days</td>
</tr>
<tr>
<td></td>
<td>Practice 412.5 hrs 55 days</td>
<td>Practice 525 hrs 70 days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Module Three: Complex Health and Social Needs</th>
<th>Module Four: Complex childbearing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Spans 22 weeks including two weeks vacation</td>
<td>Spans 30 weeks including five weeks vacation</td>
</tr>
<tr>
<td></td>
<td>Theory 337.5 hrs 45 days</td>
<td>Theory 412.5 hrs 55 days</td>
</tr>
<tr>
<td></td>
<td>Practice 412.5 hrs 55 days</td>
<td>Practice 525 hrs 70 days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Module Five: Childbearing in the wider context and the Neonatal Infant Physical Examination</th>
<th>Module Six: Leadership, Innovation and Competent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Spans 22 weeks including two weeks vacation</td>
<td>Spans 30 weeks including five weeks vacation</td>
</tr>
<tr>
<td></td>
<td>Theory 375 hrs 50 days</td>
<td>Theory 300 hrs 40 days</td>
</tr>
<tr>
<td></td>
<td>Practice 375 hrs 50 days</td>
<td>Practice 637.5 hrs 85 days</td>
</tr>
</tbody>
</table>
10.8 Portfolio

You are required by the NMC (2009) to maintain a portfolio. Portfolios provide a valuable aid to learning, enabling you to reflect on knowledge and skills acquired and identify areas that need further knowledge and understanding. The portfolio represents a valuable learning resource that you will use to inform assessment of your practice and theory. As such this becomes a key personal learning tool to evaluate progress and help review learning priorities with your mentor as well as becoming a growing profile of your progression across the programme.

You are required to use a structured reflection in a systematic manner for a specific practice focus in each module. You will also use this to help determine your progress and learning needs. It will also serve as a dynamic personal tool for capturing the analysis from significant learning situations as well as cross-cutting themes; for example communication and multiagency working. You will draw upon such accounts when discussing evidence of your progress and experience at regular formative review points across the practice allocation between you and your Mentor. You will also use your portfolio in the summative practice interview.

It is your responsibility to develop and maintain your portfolio, however, the personal adviser, module organiser, link lecturer and mentor are all in a position to guide you in this venture.

The portfolio is assessed on a pass/fail basis. A list of requirements for inclusion must be met to be awarded a pass. The portfolio also serves as a ‘home’ for practice assessment documentation and theoretical assessments. You will also retain the specific sheets which record evidence of working with midwives other than your mentor and spoke practice experience in your portfolio. This sheet is a requirement which is used to assist Mentors when you are engaged in key areas of learning with other midwives which contribute directly to learning outcomes.

The portfolio will be reviewed by your personal adviser at the end of each academic year in the annual review meeting in Semester Two. Verification that you have maintained a portfolio during the programme will be required by the Board of Examiners at the 'final examination board' in order for you to complete the programme. This is confirmed via the course director.

Formal progression points sit at the end of each year of the programme. Contained within the theory and practice assessment guidelines for students and mentors for each module in semester two is a Progression Sign-Off Document. Your mentor is required to sign this document to confirm that you have completed all the practice learning outcomes for the year in question, are practicing at the relevant level and are ready to progress to practicing at the next level, or for Module Six are competent to enter the NMC professional register.

The programme is separated into three parts by two progression points. All students must meet all required outcomes including any re-assessment attempts before each of the progression points. These progression points are highlighted on assessment schedules provided for each Academic Year. Progression points are mapped to each Reassessment Examination Board meeting, specifically these correspond to week eight of Module Three (progression point one) and week eight of module five (progression point two). Students will not be permitted to progress to the next part of the programme unless all assessment items, including permitted reassessment attempts, have been successfully completed and all progression criteria and learning outcomes, (both theory and practice) achieved.

Exceptionally a student may continue up to week twelve of the subsequent academic year (week twelve of modules three or five) to enable achievement of programmes outcomes, for
example in exceptional circumstances where an individual plan has been formally approved due to illness or a successful academic appeal process.
11.0 OPERATING DEPARTMENT PRACTICE

The requirements of the HCPC (2014) are that learning, teaching and supervision on practice placements must encourage safe and effective practice, independent learning and professional conduct. Students will have the majority of practice placements in one NHS Trust, which will be allocated the start of the course. The total practice placement time for the two years of the programme is 1875 hours.

Practice learning is organised by the NHS Trust Lead Practice Mentor (LPM) in partnership with the School of Health Sciences and due attention is paid to ensuring students have the opportunity to experience the fundamentals of operating department practice as well as developing the required complex/specialist skills. In each of the blocks of placement, students will be allocated to specific teams for example; general surgery: orthopaedic and gynaecology.

11.1 Configuration of practice learning opportunities

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term A</strong></td>
<td><strong>Term B</strong></td>
</tr>
<tr>
<td><strong>Theory hours (days, weeks)</strong></td>
<td>225 hours (30 days/6 weeks)</td>
</tr>
<tr>
<td><strong>Practice hours (days, weeks)</strong></td>
<td>937.5 hours (125 days/25 weeks) which will be divided into three (two of eight weeks duration and one of nine weeks duration)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>
11.2 Practice Placement Dates 2018-19

Students – please visit HSC Studentzone/Placements/Allocations and course specific information

11.3 Hours

<table>
<thead>
<tr>
<th>Year 1 / Term A</th>
<th>Year 1 / Term B</th>
<th>Year 1 / Term C</th>
<th>Year 2 / Term A</th>
<th>Year 2 / Term B</th>
<th>Year 2 / Term C</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>337.5</td>
<td>300</td>
<td>300</td>
<td>337.5</td>
<td>300</td>
</tr>
</tbody>
</table>

Total assessed practice hours - 1875

Students will work at a range of times to ensure exposure to the full 24 hour and seven day per week nature of healthcare. This will include weekends, evenings, nights, and may include bank holidays. Student practice hours will be recorded as a whole for each placement. Any study days in practice time are counted towards the required 37.5 hours in any given week. Study days must be taken during Monday to Friday.

In the interest of promoting health and safety, and in the spirit of EU regulations, students must not be allocated more than 48 hours practice in a seven day period. If a student is off sick/absent during a week and wants to make up time, the total hours in that week including the sickness / absence must not exceed 48 hours. If a student attends over 48 hours in any one week, they will not be credited with these hours, irrespective of entries on placement attendance forms.

11.3.1 Making up Practice Time

Students should make up practice time within the specific placement module from which the practice hours were missed whenever possible. If it is not possible to make up time within the specific placement module then the time should be made up before the end of the current academic year. **Failure to make up time within the current academic year will normally require the student to intercalate.**

If so much time has been missed that the placement cannot successfully be completed, or that the student will not be able to have reasonable vacation time at the end of the academic year, the Course Director must approve an action plan. This will normally require a period of intercalation and recommencing the module with a later cohort.

The plan to make up more than one week in practice must be discussed and agreed between the student and the Personal Adviser. A ‘making up time’ form must be completed and approved by the Course Director. This form will be forwarded to the Placements Team who will then negotiate a placement for the student. **Students should not attempt to arrange their own making up time in placement of over one week.**

Students must not make up missed practice time during theory weeks, including independent study days. Any practice hours recorded during these times will not be counted.

Practice time can only be made up by attending additional shifts during the current placement, during vacation time or independent study weeks at the end of each academic year.
If the student makes up time during the current placement, they must negotiate this with their mentor and the Lead Placement mentor.

11.3.2 Recording Absences (electronic from September 2018)

The placement attendance sheet must clearly record any sick / absence days with “SICK” / “ABSENT” written in the signature box in place of the Mentor signature.

Placement attendance sheets need to be completed for each and every week of the placement – each time a student is on shift they must make an entry on the timesheet of the date, shift start and end times (using the 24 hour clock) and total number of hours worked (minus lunch break). Students should ensure that they enter their portfolio days.

Each day on the attendance sheet must have an entry – either shift times detailed, day off, sick, absent or study day.

Shifts should be signed at the end of each day and any amendment needs to be countersigned by the student’s mentor/supervisor or the hours will not be counted. Each shift needs to be signed - one signature across shifts/brackets with one signature will not be counted.

Students should submit their placement attendance sheets within one week of the placement end date.

Attendance sheets which are returned to students for further details or amendments must be returned to the HSC Placements Administration Team within one month. Failure to do so will result in the absence remaining permanently on the student’s absence record.

Students will normally not be permitted to progress to the next year of their programme if they have outstanding practice time to make up.

11.4 Student responsibilities

It is the student’s responsibility to ensure that they:

Undertake no more than an average of 37.5 hours per week over the duration of the placement block unless they are making up time.

Complete 100% of their allocated practice hours. Any missed practice time must be made up, normally by the end of the module in which it occurs.
### 11.5 Assessments

#### 11.5.1 Overview of Course Summative Assessments

AoP = Assessment of Practice

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Term(s)</th>
<th>Module Title</th>
<th>Summative Assessments</th>
<th>Date of summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>Safety in Practice</td>
<td>Essay/AoP</td>
<td>Week 14</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Anaesthetic Care</td>
<td>Care Study/AoP</td>
<td>Week 28</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Surgical Care</td>
<td>Written Examination/AoP</td>
<td>Week 42</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OSCE</td>
<td>Week 34</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Portfolio/ skills profile</td>
<td>Week 42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Term(s)</th>
<th>Module Title</th>
<th>Summative Assessments</th>
<th>Date of summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>Recovery Care</td>
<td>Essay/AoP</td>
<td>Week 14</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Specialist Practice</td>
<td>Examination/AoP</td>
<td>Week 28</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Preparation for Future Practice</td>
<td>Oral Examination/AoP</td>
<td>Week 42</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OSCE</td>
<td>Week 36</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Portfolio/ skills profile</td>
<td>Week 42</td>
</tr>
</tbody>
</table>

By enrolment on the course the student agrees to attend practice placements arranged by the School of Health Sciences, therefore refusal by any student to undertake the practice placement allocated to them will normally result in the award of a fail grade.

Awarding a final mark should be informed by:
- The student’s overall performance throughout the practice placement
- Achievement of the learning outcomes specific to the practice placement experience
- Evidence within the student’s personal learning contract
- Feedback from colleagues within the team and patients / service users
11.5.2 Assessment Responsibilities

**Mentor**
To award a formative mark which enables the student to see where their performance currently lies, and to identify areas for improvement. The final (summative) mark should reflect the student’s overall performance, taking account of the stage of training reached and the length of the practice placement. At the end of the practice placement the mentor should award the final mark, in consultation with the student, evidencing this through comments in the final assessment form and front sheet.

**Student**
To prepare for assessment at the midway and end points of the practice placement, using the interim and final assessment forms. They should evidence their marks and recognise this process as part of their personal and professional development, linking to their Portfolio.

**Link lecturer**
To discuss the student’s performance with both the student and the mentor, informed by the formative assessment (if completed). The link lecturer should also be present at the final assessment if the student’s performance is causing concern.

It is the Mentor, Student and Link lecturer’s responsibility to refer to the guidelines to support the non-achieving student should the need arise.

11.5.3 Levels of Practice Placement Performance

Year One students will be engaged in basic learning, and they will be working under close supervision. The varied forms of expression at this level may be descriptive or imitative but students should be able to show a developing understanding of their studies and its relationship, where appropriate, to particular skills.

Year Two students will be able to develop their performance which is based on a sound foundation. The student should demonstrate greater learner independence and development of competence, evidenced by ability in problem solving supported by an understanding of appropriate theory, enabling them to move towards the requirements of a competent practitioner. The student should demonstrate reflective practice and independent learning skills.

11.5.4 Awarding a Mark

Awarding a final mark requires careful consideration and mentors should consult with their link lecturer or their Lead Placement Mentor if they are concerned about any aspect of the student’s performance or behaviour. **Please note** that students are assessed against the stage of training reached and against the length of the practice placement. It is important to ensure that the practice placement learning outcomes and the student’s learning contract are reviewed when awarding the final mark, to ensure that these have been achieved. Mentors are encouraged to gather information from others involved in the student’s experience and to utilise information from the entire placement if it is split.

In addition the University retains the right to remove a student from a practice placement if service standards or safety are compromised by the student.
11.5.5 Failed Practice Placements

Students are given only **one summative attempt in practice**. Students are encouraged to discuss their circumstances, especially if they are on an action plan whilst in placement, at the earliest opportunity with their Link lecturer. All practice education assessments must be passed in order for the student to progress. Students may submit an appeal of results confirmed by the exam submitting relevant extenuating circumstances in accordance with University policy.

11.5.6 Assessment Forms

The assessment forms should be completed at the preliminary, mid-point and the final stage of the practice placement, unless the student’s performance is causing concern in which case it is important to document (action plan) evidence.
12.0 BSC PARAMEDIC SCIENCES

The College of Paramedics Curriculum Guidance document states:

“'To achieve adequate exposure in practice, the minimum number of practice placement hours for a programme of study should be 2250 hours over a three year programme*.'”

(College of Paramedics, 2015)

*these hours may be made up of practice placement and simulation.

The BSc. (Hons) Paramedic Science programme at UEA is designed with consideration of this guideline and as a result attendance at ALL planned sessions and practice placement shifts is compulsory. Practice placements must be undertaken during the pre-arranged times stated by the School.

12.1 Practice Placement Dates 2018-19

Students – please visit HSC Studentzone/Placements/Allocations and course specific information.

12.2 Hours

12.2.1 General
- The student will be expected to work at a range of times to ensure exposure to the full 24 hour and seven day per week nature of healthcare. This will include weekends, evenings and nights.
- In the interest of safety students will not normally be allocated more than 48 hours in a seven day period, however there may be exceptions and the student’s remaining allocated hours should be adjusted accordingly, to ensure an average working week of 37.5 hours for the placement block. Any adjustments to practice hours for the purpose of avoiding working too many hours should be negotiated between educator and student and should be reported to the EEAST Placement Team.
- Any study days or simulated practice hours completed at UEA during practice time are counted towards the 48 hours in any given week.
- Students will not be allocated shifts longer than 12 hours.
- As per EU Regulations if a worker, and therefore the student’s educator, works more than 6 hours then they must take a break. Therefore, if the student has worked more than 6 hours but have not detailed a break on their practice attendance form, a 30 minute break will be automatically deducted from their hours for each shift.
- The practice placement area will plan a balanced range of shifts that could include days and nights, according to educator shift patterns.
- The practice placement area will offer a range of both solo responder and double-staffed ambulance shifts, depending on educator availability.

12.2.2 Incidental Overtime
- Where unavoidable incidental overtime is accrued the student will be credited the time towards their overall hours.
- Where a student accrues more than 90 minutes of incidental overtime the student must not attend placement the following day unless their educator elects to take the incidental overtime as “time off in lieu” and therefore delay their start time the following day.
- If due to incidental overtime a student accrues more than 48 hours in a seven day period and they feel that the cumulative effect of the shifts has rendered them too tired for practice the student has a responsibility to “not do anything that you think will put someone in danger or at unacceptable risk” (HCPC, 2016)

12.2.3 Minimum Hours for each Placement
- Attendance at all allocated placement shifts is mandatory unless there are exceptional circumstances.
- The student practice hours will be recorded as a whole for each placement block. Hours may not be carried from one placement block to another.
- There is a requirement that students attend 100% of their planned shifts. HSC acknowledge that due to unforeseen circumstances, such as sickness or other emergency, students may fall below 100% completion.
- Students are required to complete a minimum of 80% of their allocated practice hours for the whole placement in order for a placement to be considered a valid and robust assessment.
- Time spent in simulated practice at UEA counts towards practice hours.

12.2.4 Sickness and Absence
- The placement attendance sheet should clearly record any sick days with “SICK” written in the signature box in place of the “Mentor signature”.
- Students must ensure they report sickness in line with LTS procedures as soon as practicably possible.
- If so much practice time has been missed that the placement cannot successfully be completed, or that the student will not be able to have reasonable vacation time at the end of their academic year, the Course Director will propose an individual action plan. The plan may require a period of intercalation and recommencing the module with a later cohort.
- Students may request authorised absence from shifts but do so on the understanding that it is down to the discretion of the Course Director as to whether these requests are granted.

12.2.5 Making up Practice Time
- Where a student needs to make up placement hours due to absence the shift(s) should be negotiated by the student with their educator(s) and then reported to the Duty Locality Officer and EEAST placement team.
- Students may make up practice time within the specific placement block from which the practice hours were missed and/or the following vacation period, as long as the student isn’t working more than 48 hours per week average.
- Student may not normally make up missed practice time during theory weeks or during UEA shutdown periods i.e. Easter bank holiday and Christmas.
- Any plan to make up more than 48 hours in practice placement blocks should be agreed between the student, Practice Education Lead(s), Course Director and EEAST Education and Training Officer.
- Whilst every effort will be made to help students make up time alongside a reasonable vacation, there may be situations when the student’s progression may be dependent on making up practice time. In these cases the student and their link lecturer will need to discuss an appropriate action plan to be approved by the Course Director.


12.3 Allocation of Placement Hub Area and subsequent rotation

1. Students will be allocated a placement hub area (West Norfolk, Central Norfolk or Waveney Hub) by the placements team in LTS who will.

2. Students will normally rotate through ambulance hub areas in each year of study. The following sequence will normally be followed and is not normally negotiable unless there are specific circumstances:

3. Students with specific circumstances (e.g. childcare/guardian responsibilities) will have opportunity to apply for consideration at the end of each year of study, in accordance with the school policy (information is available via LTS). Cases are considered by panel decision on an individual basis and will need to be applied for annually.

4. HSC may periodically need to reallocate students to balance numbers in each of the three main hub areas. Where possible HSC will do this in liaison with students.

5. Consideration is given to previous allocations of base station as per the “Equity Principles of Base Station Allocation”.

12.4 Equity Principles of Base Station Allocation

Purpose: To strive to provide an equitable experience for students, of EEAST practice education, by seeking to ensure that travel time to and from ambulance placement is broadly equivalent for all students over the course of a three-year programme.

It is recognised that some stations involve a significant amount of travel time. This “Equity Principles of Base Station Allocation” document aims to make transparent the decisions around base station allocation and includes the considerations made by UEA and EEAST in partnership.

By creating this document we hope to deliver an equitable of experience for all students over the duration of their programmes.

This document has been co-constructed between UEA Faculty, EEAST Education and Training Officer and BSc. Paramedic Science student representatives.

UEA Faculty retain the right to place students according to practice educator availability. Whilst these overarching principles are preferable they may not always be achievable.
Principles of rotation component of Practice Education:

- Normally students will rotate around all three hubs over the course of their three-year programme and a record will be kept of student allocations over the course of their programme.
- This record will be used by Hub DLOs to inform decision making with regards to student allocation.
- Stations are broadly classified as LOCAL, INTERMEDIATE and OUTLYING depending on the travel time associated with reaching them from a single reference point according to Google Maps.
- For the sake of equity UEA will be used as the single reference point.
- Efforts will be made to ensure that where students are allocated stations that are OUTLYING they are prioritised for stations that are considered LOCAL or INTERMEDIATE in subsequent years.
- Ideally students will be allocated a LOCAL, INTERMEDIATE and OUTLYING base station over the course of the programme although the main emphasis of these principles is to reduce the possibility of a student being allocated two OUTLYING base stations over the course of a three year programme.
- Consideration may be given by DLOs to those whose home address, or alternative accommodation, is not “near” the agreed reference point (UEA).
- EEAST DLOs will liaise with relevant parties to place and plan students in such a way that students’ allocation of ambulance stations is as equitable as possible.
- Ahead of each new term, EEAST will advise on educator availability in each hub/station. Where this availability means that a straight rotation is not possible alternative arrangement may have to be made. On these occasions, students may be asked to voluntarily stay within the same locality and/or may be asked to draw names from a hat.
- Students who live proximal to OUTLYING stations may be given consideration if they wish to remain in that approximate locality.
13.0 DIPHE PARAMEDIC SCIENCES

Practice education for this programme plays a very important part of your course. In line with the Health and Care Professional Council and the College of Paramedic’s, each students will undertake 900 hours of practice education. Of this time 300 hours will be in a supernumerary capacity with 150 of these hours being in an ambulance setting and 150 hours being in a hospital and community setting.

The practice placement areas have been divided into groups in order to maximise opportunity for achievement of elements of practice and to provide flexibility for both students and placement area planners. Bottle necks are hence avoided and practice exposure is maximised. Each placement group contains a range of placement areas, each offering opportunities to achieve the same Elements of Practice, but in a different clinical context. This means that the practice education element of the programme has been designed not only to facilitate application of theory into practice but also to ensure that students can gain evidence of achievement towards the Elements of Practice in a range of appropriate alternative working environments. It further creates opportunities for students to engage in professional dialogue with a wider range of clinical specialists and expand their understanding of professional behaviours and attitudes.

13.1 Placement Groups

**Ambulance** (20 week, of which 150 are supernumerary)

**Hospital 1** – Theatres, ITU, DPU (1 week, all supernumerary)

**Hospital 2** - A&E, CCU, MAU, Obstetrics, Assessment Unit (2 weeks, all supernumerary)

**Community** – Community Midwifery, Social Care, Dementia Care, End of Life mental health, rapid response team, Occupation therapy. (1 week, all supernumerary)

The student must attend each placement group but does not have to attend every placement area listed within that group. The allocation will depend on the services in their own locality.

Each placement group has specific Elements of Practice (EoPs) that the student should look to achieve, under supervision, in order to generate further evidence for their formative and summative sign off with their paramedic educator. In order to do this the student will generate evidence for assessment of an Element of Practice in each placement area and record this using the Record of learning & evidence towards Element of Practice (Section B of PAD). This evidence will then be used to agree formative and/or summative sign off by the PEd if it is deemed sufficient and appropriate. This means that non ambulance supervisors/mentors will only ever sign in the Record of learning & evidence towards Element of Practice in Non-Ambulance Placements. (PAD - Section B) and the named paramedic educators will be the only person permitted to sign the overall Elements of Practice. (PAD - Section A).

13.2 The Assessment Process - Placement Meetings (Interviews)

The PAD contains specific goals and assessments (formative and summative) which the students will need to achieve in the placements throughout the 44 week programme. The student will meet with their PEd at the beginning of their placement (preliminary interview) to set a plan of action to meet these goals. This agreed plan and the student’s development will be reviewed at two further meetings (formative interviews) at set points (week 12 and 24) during the student’s ambulance placement to ensure they are on track to meet their goals.
and pass their assessment(s). A development action plan (DAP) may be implemented at any time during the placement to maximise on opportunities for learning, especially in situations where Elements of Practice (EoPs) are not being met. A final meeting (summative interview) will take place towards the end of the practice placement to ensure that all assessment criteria for that placement have been met and to reflect on the student’s progress.

Practice learning is organised several months in advance and is allocated in relation to:

- Module learning outcomes
- Care pathway / patient journey
- Your previous experience
- Practice capacity which may change unexpectedly due to re-organisation, staff sickness etc.
- Availability of Paramedic Educators (PEd) matched to the nature of the service and practice requirements
14.0 BSC OCCUPATIONAL THERAPY, PHYSIOTHERAPY AND SPEECH AND LANGUAGE THERAPY

14.1 Practice Placement Dates 2018-19

Students – please visit HSC Studentzone/Placements/Allocations and course specific information

14.2 The Learning Contract

Students are encouraged to consider their learning needs prior to the practice placement, and to prepare for these. It is important that the learning contract is developed collaboratively between the practice educator/mentor and the student to ensure that the learning goals are relevant to the practice placement experience. The learning contract is used to inform supervision and the assessment process.

The learning contract consists of five sections:

**Learning Goals**
Goals should be specific, measurable, achievable, realistic and timely (SMART). Students should avoid broad over-arching goals for example; ‘to become more confident’, and should focus on components of the goal. The goals should be agreed between the educator and the student and may link back to the experience on previous practice placements where future learning needs have been identified. Students should be encouraged to identify 4 – 5 learning goals to ensure in-depth learning and reflection. A lengthy list may result in a tick box approach which does not significantly advance the student’s development. The goals should be distinct from but related to the learning outcomes defined for the practice placement.

**Activities**
These are the ways in which the goal will be addressed, for example; through observation, guided practice, discussion, using CPD tools.

**Resources**
These may include text books, articles, documents, visits and discussions with service users or other professionals within the practice placement. Students should be encouraged to think broadly about these resources, and these will be further informed by the educator’s knowledge of their working area.

**Evidence**
For any learning contract to be purposeful it needs to identify the evidence required to demonstrate that the learning goal has been achieved. This should be specific to the goal and clear enough that both student and educator can be confident that the learning has been achieved. For example, a dated reflective extract from the student’s portfolio could provide specific evidence of a goal being achieved; whereas a comment such as ‘reflective diary’ does not evidence achievement of a goal.

**Achievement**
This section provides the date of achievement and the signing off of the goal. It may also need to identify if a goal has not been achieved and the reason why. This may relate to
issues outside of the student/educator’s control but which do not diminish the value of aiming for the learning opportunity.

14.2.1 Formal Supervision Log

Students should receive a **minimum** of one hour of formal supervision per week where their learning goals, knowledge and performance will be discussed. In the early stages of the course supervision may be guided by the practice educator/mentor but this should move to a more equal process as the student progresses. Supervision sessions should be clearly defined in the student’s timetable and should occur in a quiet, private place with no distractions. Both parties should prepare for this session, guided by the supervision log, the practice placement outcomes and the student’s learning contract so that there is a clear focus on specific learning needs and both personal and professional development.

Formal supervision should be provided by a member of the student’s own profession, however day to day supervision may be provided by another member of the team. This provides flexibility to manage staff absence or part time working. In non-traditional settings the procedures stated within the HSC protocol for distance supervision in role emergent placements should be followed.

**Practice educator/mentor’s responsibilities:**
- provide a regular, structured time for supervision
- promote a learning environment
- provide support and constructive feedback
- evaluate and assess performance
- sign the formal supervision log as a true record of the process.

**Student’s responsibilities will be to:**
- prepare all the relevant paperwork
- respond in a positive and professional manner
- be prepared to evaluate their own performance
- take a proactive role in the process
- take responsibility for completing the formal supervision log
- hand in the formal supervision log with the assessment forms at the end of the practice placement.

If the student has difficulty with initiating the supervision process they must contact their visiting tutor/link lecturer at the earliest opportunity.

14.2.2 Practice Education Feedback

The practice educator/mentor and the student are emailed an online feedback form to complete at the end of the practice placement. Significant issues such as failed practice placements will be followed up by the profession specific Practice Education Co-ordinator or Director of Practice Education. Feedback will be provided on a termly basis by the School to the practice education lead.

14.2.3 Role Emerging Practice Placements

This type of placement refers to a setting where there is not a member of the same profession and students receive ‘long-arm’ professional supervision. It is the School’s responsibility, in conjunction with the practice education provider, to ensure that a process
is in place which enables the learning outcomes to be achieved, and which ensures a safe and appropriate learning environment for the student.

Protocols have been developed to inform the process of arranging and using role emergent placements. These are available on the Mentors and Practice Educators website.

14.3 The Practice Placement Experience

**Occupational Therapists (OT):**
The Royal College of Occupational Therapists (RCOT) requires the successful completion of a minimum of 1000 hours of assessed practice placement education. HSC students undertake 1100 hours over six periods of practice placement education which gives them a range of professional opportunities. The location of practice placements aims to reflect the areas where occupational therapy is delivered, in the community and in acute settings from both a mental health and a physical perspective. The majority of practice placements are taken within health, but some are available from social services and the private sector. The allocation to practice areas is informed by the student’s practice placement profile, which develops as the student progresses through the course. Each student will have a different pattern, but the aim will be to balance physical and mental health, community and acute settings.

**Physiotherapists (PT):**
The Chartered Society of Physiotherapy requires the successful completion of a minimum of 1000 hours of assessed practice placement education. Students at HSC undertake 1100 hours over six periods of practice placement education which gives them a range of professional opportunities. The location of practice placements aims to reflect the areas where physiotherapy is delivered, in the community and in acute settings. The majority of practice placements are taken within health, but some are available from the private sector. The allocation to practice areas is informed by the student’s practice placement profile, which develops as the student progresses through the course. Each student will have a different pattern, but the aim will be to balance their practice placement profile across community and acute settings.

**OT and PT:**
On every practice placement the students are assessed according to the stage of training reached, and against the length of the practice placement, with the final outcome in Year Three of competency to practice.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Practice Placement 1</th>
<th>• A two week introduction to practice education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practice Placement 2</td>
<td>• A four week practice placement using basic skills</td>
</tr>
<tr>
<td>Year 2</td>
<td>Practice Placement 3</td>
<td>• A six week practice placement developing core skills</td>
</tr>
<tr>
<td></td>
<td>Practice Placement 4</td>
<td>• An eight week practice placement in a different practice area</td>
</tr>
<tr>
<td>Year 3</td>
<td>Practice Placement 5</td>
<td>• A six week practice placement developing complex skills</td>
</tr>
<tr>
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<td>----------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Practice Placement 6</td>
<td>• An eight week elective placement within an area guided by the student’s placement profile, in a location chosen and organised by the student</td>
</tr>
</tbody>
</table>

**Year One: Practice Placement One (Two weeks self-assessed) and Practice Placement Two (four weeks).**

First year practice placements focus on the use of basic knowledge and skills, therefore the student should work under supervision in a setting, experiencing the occupational therapy process in action. These practice placements enable the student to begin to integrate theory and practice. The student will begin to develop a portfolio using evidence from this experience to inform professionalism charter discussions. Students must complete a minimum of 30 hours per week, to include two hours of portfolio development.

**Year Two: Practice Placement Three (six weeks) and Practice Placement Four (eight weeks)**

Second year practice placements are taken in contrasting practice areas, and enable the student to develop their core skills. They will be working closely with clients, taking responsibility for a small caseload where appropriate, and developing individual and group work skills. Theory and practice are integrated through written coursework and through the student’s learning contracts. The students continue to develop their portfolio and will require evidence from this to inform their assessments. Students must complete a minimum of 35 hours per week to include three hours of portfolio development.

**Year Three: Practice Placement Five (six weeks) and Practice Placement Six (eight week elective experience).**

Third year practice placements consolidate learning and experience to date and continue to build on the student’s personal profile of experience. A wide range of settings are accessed, health, social care and the private sector, many of which will present a more complex area of practice. The elective placement gives the students the opportunity to negotiate a specific practice placement area, under guidance from their personal advisor and the practice placement team, developing skills which will be useful for achieving employment. Elective placements should be organised in practice areas which do NOT provide regular practice placements to the School, therefore requests within the Eastern region (Norfolk, Suffolk, Cambridgeshire and Lincolnshire) will only be agreed at the discretion of the Occupational Therapy Practice Education Co-ordinator, and should be supported by evidence of personal need. The student’s portfolio of evidence will inform their assessments. Students must complete a minimum of 35 hours per week to include three hours of portfolio development.

**Speech and Language Therapists:**
The Royal College of Speech and Language Therapists (RCSLT) and Health and Care Professions Council (HCPC) require the successful completion of a minimum of 150 sessions of practice education in order to graduate (one session is the equivalent of 3.5 hours). A minimum of 100 sessions (350 hours) must be under the direct supervision or
mentorship of a qualified Speech and Language Therapist. The expectation of the SLT programme is that students will work the same number of hours as a practicing clinician; therefore in most cases the hours are easily achievable over the course of the two years of practice placements. The location of practice placements aims to reflect the areas where speech and language therapy is delivered: in the community and in acute settings; and with a variety of client groups including paediatrics and adults with acquired or developmental communication and swallowing disorders. The majority of practice placements are taken within health and education, but some are available in the private sector. The allocation to practice areas is informed by the student’s practice placement profile, which develops as the student progresses through the course. Each student will have a different pattern, but the aim will be to balance adult and paediatric experience. By the end of their studies, each student will have accrued a minimum of 525 hours of practice-related activity in order to meet professional registration requirements.

In Year One, student practice education on the speech and language therapy programme is divided into two pre-clinical placements. Practice Education 1A (Conversation Partners) is with adults and involves one hour visits on a weekly basis between October and May. Practice Education 1B (Communicating with Children) is a four week placement with children in an education setting which takes place in the summer term. Both placements and the accompanying taught sessions and tutorials form part of the Practice Education 1 module (HSC-4030Y).

With the exception of the introductory practice placement in Year Two, students are assessed according to the stage of training reached, and against the length of the practice placement, with the final outcome in Year Three of competency to practice.

Year 1: Practice Placement 1a - Conversation Partners; weekly October-May
Practice Placement 1b – Communicating with Children; June-July

The practice placements in the first year are non-clinical, focusing on developing students’ communication skills. In the adult placement, students spend one hour a week with a person with a communication disability such as aphasia. Students learn to adapt their communication according to their Conversation Partner’s needs. They gain insight into their own communication and learn to capitalise on their verbal and non-verbal skills to support their partner’s communication as needed. They also gain an insight into the impact that living with a communication disorder has on the person themselves and significant others. The child placement takes place at the end of the academic year with the focus on gaining experience with children. Students learn to interact and engage in supported play with children through adapting their communication. They also learn about normal child development and the structure of educational settings. Students are expected to attend all available sessions.

Year 2: Practice Placement 2a – Introductory Clinical Placements (throughout first term) Practice Placement 2b – Therapy Facilitator Placement (8 weeks)

The Introductory placements aim to orientate the student to clinical practice through observation and shadowing of Speech and Language Therapists in a range of different settings. Students are assigned to a series of individual days throughout the first term. The Therapy Facilitator block practice placement takes place during the third term of the year once formal academic studies for the year are complete. In this practice placement, students
will be working closely with clients, taking responsibility for a small caseload where appropriate, and developing individual and group work skills. Theory and practice are integrated through written coursework and through the student’s learning contract. Students must complete 80% of total hours; one day per week is dedicated to independent study.

**Year 3: Practice Placement 3 – Pre-Registration SLT Placement (8 weeks)**

The third year practice placement consolidates students’ learning and experience to date whilst continuing to develop their personal profile of experience. Students will progress towards the role of a professional practitioner, assuming greater responsibility for decision-making, planning and carrying out intervention as well as related activities. Students must complete 80% of total hours; one day per week is dedicated to independent study.

Throughout Practice Education 1, supervision is provided in the form of a tutorial; fortnightly for Conversation Partners, and weekly for Communicating with Children. Tutorials will be in small groups, and facilitated by a tutor (see below). Supervision tutorial groups are compulsory and provide you with invaluable opportunities for learning, and to share and discuss issues arising from your visits. On-going advice and feedback is available on an individual basis by emailing your group tutor, or by making an appointment to see them. If you have any issues of concern, you should contact your group tutor in the first instance.

**SLT Reflective Practice and Video/Audio Recording**

Each student is required to make video recordings of their interactions with their conversation partners. Video recordings are used for two main purposes:

- To contribute to individual personal reflections of interactions with conversation partners (adults and children);
- To use in the Practice Education 1 presentation assignment at the end of Year One.

Informed consent will need to be gained from the conversation partners/parents /carers **before** making any recordings. The process will be outlined during the Practice Education induction, and the relevant information and consent forms for videoing are available on HSC Student Zone.

Students must make every effort to ensure that recordings start as early in the placement as possible. Enough footage will need to be recorded to extract 15 minutes of usable material for the presentation. If for any reason recordings cannot be made this needs to be discussed with the Practice Education 1 Module Co-ordinator at the earliest opportunity.

Guidelines for safe storage and confidentiality must be followed at all times.

**15.4 Preparation for Practice**

During the first few weeks of term, there will be a number of induction sessions covering the following:

- The theory, values and practices associated with supported communication
- Practical Supported Communication skills
- Administrative procedures for the placement, including Health and Safety matters and planning your visits
- Reflective Practice
At the end of the induction period, students will receive details of their conversation partner and the contact details of the referrer. Students will be given a personal alarm and campus card holder.

**Planning your first visit**

Students will be accompanied on the first visit to their conversation partner, and the referral information advise who this will be with (normally a local Speech and Language Therapist or a member of the SLT teaching team). They will introduce the Conversation Partner and address any questions.

Students need to contact this person by phone or email at the beginning of week four to agree a time for the first visit. This is also an opportunity to ask any questions.

Students should follow any advice given by the referrer as to communication strategies that are best suited to the conversation partner.

Arrange a mutually convenient time to visit the conversation partner on a weekly basis, preferably at the same time on the same day each week.

Review the Risk Assessment on the first independent visit, including the route to and from the visit. **Sign and return to the Placement Administration Team as soon as possible.**

**Planning subsequent visits**

Complete and return the Itinerary form to the Placements Administration Team, Zicer Teaching Hub.

In the case of any planned changes (including holiday breaks) itineraries must be changed with the Placement Office and with the Buddy Group contacts, also informing your conversation partner. **It is good practice to leave written reminders for the conversation partner.**

After every visit, a reflective log needs to be completed using the student individual link on blackboard. This should be completed as soon as possible after the visit.

If a student would like to organise an outing with their Conversation Partner, please see the Client Outings Procedure. The student will need to consult with their Practice Education Coordinator and complete a special Risk Assessment.

**During the year**

Contact the Placements Administration Team to arrange to collect the Risk Assessment document. Review the Risk Assessment again. Sign and return the Risk Assessment to the Placement Office.

**At the end of the placement (in week 30)**

Return the original Conversation Partner Referral Pack to the Placements Administration Team to be destroyed confidentially.

Return the personal alarm to the Placements.
14.5 Hours

The requirement of the professional body is that students should complete a minimum of 1000 hours of practice education which has been successfully achieved. The practice placement periods within this course will enable the student to complete 32 weeks of assessed experience, achieving a minimum of 1,100 hours of practice.

In the first year Practice placement 1 (2 weeks) is formative, and does not contribute to the assessed hours, however the students are expected to complete a minimum of 30 hours per week which includes two hours of portfolio development. Practice placement 2 (4 weeks) requires the student to complete a minimum of 30 hours per week which includes two hours of portfolio development.

In Years Two and Three there are 14 weeks of practice education (each has a 6 week and an 8 week practice placement), enabling the student to complete a further 28 weeks of 35 hours per week including three hours of portfolio development. (Not applicable to SLT)

Portfolio Hours
Ideally students should complete the portfolio development hours on a weekly basis. These hours may be accumulated by the students and taken on a fortnightly basis with the agreement of the practice educator. The time allowed for portfolio development should be arranged at the discretion of the practice education provider. (Not applicable to SLT)

Recording Hours
The hours should be recorded on the front of the assessment form on a daily basis to ensure that an accurate record is kept. Students are requested to record full and half hours only. Any time missed due to sickness or other absence should be recorded as shown in the example below:

<table>
<thead>
<tr>
<th>Weeks</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio Hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours 90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absences: Dates and Reasons:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sick 25.04.13 Bank Holiday 02.05.13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Lunchtimes only count towards the total hours if they are spent in clinical or departmental focused activities, such as formal staff meetings, in-service training, and involvement in patient activity.
- Any absence from the practice placement must be reported by the student to the practice educator and the School
- Students are expected to undertake further personal study to develop their practice placement learning. This will not be counted within the assessed hours.
- The hours accumulated on any practice placement which is failed will be voided.
14.6 Assessment

By enrolment on the course the student agrees to attend practice placements arranged by the School of Health Sciences, therefore refusal by any student to undertake the practice placement allocated to them will normally result in the award of a fail grade.

Awarding a final mark should be informed by:
- The student’s overall performance throughout the practice placement
- Achievement of the learning outcomes specific to the practice placement experience
- Evidence within the student’s personal learning contract
- Feedback from colleagues within the team and patients / service users
- Completion of required number of days (80% attendance minimum)

14.6.1 Assessment Responsibilities

Practice Educator
To award an interim mark which enables the student to see where their performance currently lies, and to identify areas for improvement. The final mark should reflect the student’s overall performance, taking account of the stage of training reached and the length of the practice placement. At the end of the practice placement the educator should award the final mark, in consultation with the student, evidencing this through comments in the final assessment form and front sheet.

Student
To prepare a self-assessment at the midway and end points of the practice placement, using the interim and final assessment forms. They should evidence their marks and recognise this process as part of their personal and professional development, linking to their Portfolio.

Visiting Tutor
To discuss the student’s performance with both the student and the educator, informed by the interim assessment (if completed). The visiting tutor should also be present at the final assessment if the student’s performance is causing concern.

It is the Practice Educator, Student and Visiting Tutor’s responsibility to refer to the guidelines to support the non-achieving student should the need arise.

14.6.2 Levels of Practice Placement Performance

Year One students will be engaged in basic learning, and they will be working under close supervision. The varied forms of expression at this level may be descriptive or imitative but students should be able to show a developing understanding of their studies and its relationship, where appropriate, to particular skills.

Year Two students will be engaged in intermediate level learning, and are able to develop their performance which is based on a sound foundation. The student should demonstrate greater learner independence and development of competence, evidenced by ability in problem solving supported by an understanding of appropriate theory.
Year Three students will be engaged in complex learning, enabling them to move towards the requirements of a competent practitioner. The student should demonstrate reflective practice and independent learning skills.

14.6.3 Awarding a Mark

Awarding a final mark requires careful consideration and educators should consult with their visiting tutor or the practice placement team at the School if they are concerned about any aspect of the student’s performance or behaviour.

Please note that students are assessed against the stage of training reached and against the length of the practice placement. It is important to ensure that the practice placement learning outcomes and the student’s learning contract are reviewed when awarding the final mark, to ensure that these have been achieved. Educators are encouraged to gather information from others involved in the student’s experience and to utilise information from the entire placement if it is split across more than one setting.

A summary of the awards available including Pass/Fail are included in the Practice Assessment Document.

In addition the University retains the right to remove a student from a practice placement if service standards or safety are compromised by the student.

Students normally have one practice placement reassessment opportunity per level. As soon as a student is identified as experiencing problems seek advice from the visiting tutor.

* When completing the final assessment form please bear in mind the following points:

- Year One and Two students: A fail in any of the items within the Safety and/or Professionalism categories will result in an overall fail for the practice placement
- Year Three students must pass all items on the assessment form to achieve an overall pass

A fail in any two items or more within one of the other categories will result in a fail. However, students may carry one failed item within two separate categories and still achieve an overall pass.

Please note that the student must not fail more than two items.

Any failed items must be discussed with the visiting tutor in the first instance.

14.6.4 Failed Practice Placements

Any practice placement failed within an academic year will normally be repeated during the next available practice placement block.

Failed practice placements may be repeated during the summer vacation if an appropriate placement can be arranged. However, a student maybe required to interrupt their studies until the next available placement block.
The student cannot normally progress to a higher academic level until all practice placement assessments within that level have been successfully completed.

The practice placement hours accrued on any failed practice placement will be voided. Any practice placement re-assessment will require the same number of weeks as the first attempt.

14.6.5 Re-Assessment of Practice Placements

All practice education assessments must be passed in order for the student to progress. In the event of a fail the following process must be followed:

- A student failing Practice Placement 2 must satisfactorily retrieve this via re-assessment before progressing into the second year.
- Failure of one practice placement in the second year may be retrieved via re-assessment; failure of more than one practice placement in the second year will normally result in termination of the course.
- Failure of one practice placement in the third year may be retrieved via re-assessment; failure of more than one will lead to a failure to qualify

The School's Board of Examiners may opt not to offer a reassessment opportunity to a student who has demonstrated a failure that, in the view of the Board, indicates that the student is unlikely to achieve a pass mark or reach the appropriate standards for professional practice within the reassessment period (i.e. where there is evidence of continued and persistent failure to demonstrate professional competence within the placement with no significant trajectory towards competence). In the event that reassessment is not offered, the student shall be required to withdraw from the course of study.

In addition, there is a 100% attendance requirement for practice education. A student who is unable to achieve a minimum of 80% of a practice placement experience through sickness or absence will normally be deemed as unable to successfully complete the required learning outcomes for the practice placement, and will undertake a deferred practice placement experience.

14.6.6 Deferred Practice Placement Procedure

This procedure applies to all placements which are six weeks duration or more and will be used where a placement must be deferred due to sickness or personal circumstances.

If the interim assessment has been successfully passed:
- On undertaking the deferred placement students will normally complete the outstanding weeks from the midway point, plus one week of re-orientation
- The outstanding weeks, plus the week of re-orientation will count as assessed hours if completed successfully
- Both the interim and the final assessment will be considered for the final mark especially where there is a change of location or educator.

If students have not reached the interim assessment of the placement:
- The whole placement will be deferred as completed hours have not been assessed
- If the student’s performance is raising issues of concern at the interim stage, as documented in the assessment form
- The whole placement will be deferred

Deferred placements will normally be taken in sequence. In the case of interruption of studies placement progress will be reviewed.

14.6.7 Assessments Linked to Failed and Deferred Practice Placements

Academic assessments linked to the practice placement experience will normally be deferred where the practice placement is deferred. However if the placement is failed and the assessment is reflective in nature it will normally be undertaken and submitted at the prescribed time.

Students are advised to contact the module coordinator concerned for confirmation of procedure.

14.6.8 Assessment Forms

The assessment forms should be completed at the interim and the final stage of the practice placement, unless the student’s performance is causing concern in which case it is important to document evidence using the forms on a weekly basis.

Interim Assessment Form
The comments within the form should justify and explain the mark. The student should be active in this process through self-assessment. If the student is at risk of failing at the interim stage the risk of fail form must be completed.

Final Assessment Form
The comments within the form should justify and explain the mark. The student should be active in this process through self-assessment.

The interim and final assessment forms allow an educator to define quality levels within the Pass mark of the categories with the exception of Safe Practice which should be marked as a pass or risk of fail, in line with statutory and professional requirements.

Practice placement hours should be collated on the first page of the final assessment form on a daily basis to ensure that an accurate record is kept.

14.6.9 Placement One Assessment Forms

The following paperwork is required for Practice Placement 1. Hard copies of the paperwork will be given to the student at the start of the practice placement:
- Assessment front sheet (for educator and student use)
- Self-assessment form (for student use – OT/PT only)
- Formal supervision log
- Learning contract
Electronic copies of the paperwork are available from
hub.placements.ot@uea.ac.uk;
hub.placements.pt@uea.ac.uk;
hub.placements.slt@uea.ac.uk

Completing the Forms
The practice educator should complete the practice placement 1 assessment front sheet in collaboration with the student. The student should complete the self-assessment form.

14.7 Occupational Therapy Mid-way (Interim) Placement Visits: A Pilot Project

Commencing in 2018-19 is a pilot project exploring the use of alternative methods to facilitate interim visits during occupational therapy placements. Further guidance and information about this project will be provided by the course team.
15.0 MSC OCCUPATIONAL THERAPY AND PHYSIOTHERAPY

The students are introduced to learning contracts in taught sessions in Year One. The learning contract identifies the learning goals of the student to ensure that the student meets the learning outcomes expected of the specific practice placement. Students are encouraged to consider their learning needs prior to the practice placement, and to prepare for these. It is important that the learning contract is developed collaboratively between the practice educator and the student to ensure that the learning goals are relevant to the practice placement experience. The learning contract is used to inform supervision and the assessment process.

15.1 Learning Goals

Goals should be specific, measurable, achievable, realistic and timely (SMART). Students should avoid broad over-arching goals e.g. ‘to become more confident’, and should focus on components of the goal. The goals should be agreed between the educator and the student and may link back to the experience on previous practice placements where future learning needs have been identified. Students should be encouraged to identify 4 – 5 learning goals to ensure in-depth learning and reflection. A lengthy list may result in a tick box approach which does not significantly advance the student’s development. The goals should be distinct from but related to the learning outcomes defined for the practice placement.

15.1.1 Activities

These are the ways in which the goal will be addressed, e.g. through observation, guided practice, discussion, using CPD tools.

15.1.2 Resources

These may include text books, articles, documents, visits and discussions with service users or other professionals within the practice placement. Students should be encouraged to think broadly about these resources, and these will be further informed by the educator’s knowledge of their working area.

15.1.3 Evidence

For any learning contract to be purposeful it needs to identify the evidence required to demonstrate that the learning goal has been achieved. This should be specific to the goal and clear enough that both student and educator can be confident that the learning has been achieved. For example, a dated reflective extract from the student’s portfolio could provide specific evidence of a goal being achieved; whereas a comment such as ‘reflective diary’ does not evidence achievement of a goal.

15.1.4 Achievement

This section provides the date of achievement and the signing off of the goal. It may also need to identify if a goal has not been achieved and the reason why. This may relate to issues outside of the student / educator’s control but which do not diminish the value of aiming for the learning opportunity.
15.2 Formal Supervision Log

Students should receive a minimum of one hour of formal supervision per week where their learning goals, knowledge and performance will be discussed. In the early stages of the course supervision may be guided by the practice educator but this should move to a more equal process as the student progresses. Supervision sessions should be clearly defined in the student’s timetable and should occur in a quiet, private place with no distractions. Both parties should prepare for this session, guided by the supervision log, the practice placement outcomes and the student’s learning contract so that there is a clear focus on specific learning needs and both personal and professional development.

Formal supervision should be provided by a member of the students own profession, however day to day supervision may be provided by another member of the team. This provides flexibility to manage staff absence or part time working. In non-traditional settings the procedures stated within the HSC protocol for distance supervision in role emergent placements should be followed.

Practice educator’s responsibilities:
- provide a regular, structured time for supervision
- promote a learning environment
- provide support and constructive feedback
- evaluate and assess performance
- sign the formal supervision log as a true record of the process

Student’s responsibility will be to:
- prepare all the relevant paperwork
- respond in a positive and professional manner
- be prepared to evaluate their own performance
- take a proactive role in the process
- take responsibility for completing the formal supervision log
- hand in the formal supervision log with the assessment forms at the end of the practice placement

If the student has difficulty with initiating the supervision process they must contact their visiting tutor at the earliest opportunity.

15.3 Assessment

An assessment of the student’s performance is required on every practice placement to develop the knowledge, skills, attitudes and behaviours of a competent practitioner (HCPC 2012). All block practice placements are formatively assessed at the interim stage, and summatively assessed (graded pass / fail) at the end of the experience.

Awarding a final mark should be informed by:
- The student’s overall performance throughout the practice placement
- Achievement of the learning outcomes specific to the practice placement experience
- Evidence within the student’s personal learning contract

15.3.1 Assessment Responsibilities

- Practice Educator’s responsibility is to award an interim mark which enables the student to see where their performance currently lies, and to identify areas for improvement. The final mark should reflect the student’s overall performance, taking account of the stage of training reached and the length of the practice placement. At the end of the practice placement the educator should award the
final mark, in consultation with the student, evidencing this through comments in the final assessment form and front sheet.

- **Student's responsibility** is to prepare a self-assessment at the midway and end points of the practice placement, using the interim and final assessment forms. They should evidence their marks and recognise this process as part of their personal and professional development, linking to their Portfolio.

- **Visiting Tutor’s responsibility** is to discuss the student’s performance with both the student and the educator, informed by the interim assessment (if completed). The visiting tutor should also be present at the final assessment if the student’s performance is causing concern.

It is the Practice Educator’s, Student’s and Visiting Tutor’s responsibility to refer to the guidelines to support the non-achieving student should the need arise – see Appendix C.

15.3.2 Levels of Practice Placement Performance

**Placement 1** students will be engaged in basic learning, and they will be working under close supervision. The varied forms of expression at this level may be descriptive or imitative but students should be able to show a developing understanding of their studies and its relationship, where appropriate, to particular skills.

**Placement 2** students will be engaged in intermediate level learning, and are able to develop their performance which is based on a sound foundation. The student should demonstrate greater learner independence and development of competence, evidenced by ability in problem solving supported by an understanding of appropriate theory.

**Placement 3 and 4** students will be engaged in complex learning, enabling them to move towards the requirements of a competent practitioner. The student should demonstrate reflective practice and independent learning skills. (HEI Learning Levels [www.uea.ac.uk/foh/mpe](http://www.uea.ac.uk/foh/mpe)).

15.3.3 Awarding a Mark

Awarding a final mark requires careful consideration and educators should consult with their visiting tutor or the practice placement team at the School if they are concerned about any aspect of the student’s performance or behaviour.

**Please note** that students are assessed against the stage of training reached and against the length of the practice placement. It is important to ensure that the practice placement learning outcomes and the student’s learning contract are reviewed when awarding the final mark, to ensure that these have been achieved. Educators are encouraged to gather information from others involved in the student’s experience and to utilise information from the entire placement if it is split across more than one setting.

A summary of the awards available including Pass/Fail are included in the Practice Assessment Document.

In addition the University retains the right to remove a student from a practice placement if service standards or safety are compromised by the student.
Students normally have one practice placement reassessment opportunity per level. As soon as a student is identified as experiencing problems seek advice from the visiting tutor.

* When completing the final assessment form please bear in mind the following points:

  - Year One and Two students: A fail in any of the items within the Safety and/or Professionalism categories will result in an overall fail for the practice placement
  - Year Three students must pass all items on the assessment form to achieve an overall pass

A fail in any two items or more within one of the other categories will result in a fail. However, students may carry one failed item within two separate categories and still achieve an overall pass. Please note that the student must not fail more than two items.

Any failed items must be discussed with the visiting tutor in the first instance.

15.3.4 Assessment Forms

The assessment forms should be completed at the interim and the final stage of the practice placement, unless the student’s performance is causing concern in which case it is important to document evidence using the forms on a weekly basis.

Interim Assessment Form
The comments within the form should justify and explain the mark. The student should be active in this process through self-assessment.

Final Assessment Form
The comments within the form should justify and explain the mark. The student should be active in this process through self-assessment.

The categories of the interim and final assessment forms (safe practice, professionalism, clinical reasoning, client management, interpersonal skills and information management) are informed by the curricular standards of the professional bodies, HCPC Standards of Education and Training and the Skills for Health Knowledge and Skills Framework. The interim and final assessment forms allow an educator to define quality levels within the Pass mark of the categories with the exception of Safe Practice which should be marked as a pass or fail, in line with statutory and professional requirements.

Practice placement hours should be collated on the first page of the final assessment form on a daily basis to ensure that an accurate record is kept.

15.3.5 Placement 1 Assessment Forms

The following paperwork is required for Practice Placement 1. Hard copies of the paperwork will be brought by the student at the start of the practice placement.

  - Assessment front sheet (for educator & student use)
  - Self-assessment form (for student use)
  - Formal supervision log
  - Learning contract

Electronic copies of the paperwork are available from hub.placements.ot@uea.ac.uk or hub.placements.pt@uea.ac.uk
Completing the Forms
The practice educator should complete the practice placement 1 assessment front sheet in collaboration with the student. The student should complete the self-assessment form.

15.4 Hours

The requirement of the professional body is that students should complete a minimum of 1000 hours of practice education which has been successfully achieved. The practice placement periods within this course will enable the student to complete 29 weeks of assessed experience, achieving a minimum of 1,073 hours of practice.

In year 1 there are 7 weeks of practice education. During placement 1 (7 weeks) the students are expected to complete a minimum of 37 hours per week which includes 2 hours of portfolio development.

In year 2 there are 22 weeks of practice education. Placements 2 and 3 are 7 weeks in duration and Placement 4 is for 8 weeks. These second year placements enable the students to complete a further 37 hours per week including 2 hours of portfolio development.

15.4.1 Portfolio Hours

Ideally students should complete the portfolio development hours on a weekly basis. These hours may be accumulated by the students and taken on a fortnightly basis with the agreement of the practice educator. The time allowed for portfolio development should be arranged at the discretion of the practice education provider.

15.4.2 Recording Hours

The requirement of the professional body is that students should complete a minimum of 1000 hours of practice education which has been successfully achieved. The practice placement periods within this course will enable the student to complete 32 weeks of assessed experience, achieving a minimum of 1,100 hours of practice.

In the first year Practice placement 1 (2 weeks) is formative, and does not contribute to the assessed hours, however the students are expected to complete a minimum of 30 hours per week which includes two hours of portfolio development. Practice placement 2 (4 weeks) requires the student to complete a minimum of 30 hours per week which includes two hours of portfolio development.

In Years Two and Three there are 14 weeks of practice education (each has a 6 week and an 8 week practice placement), enabling the student to complete a further 28 weeks of 35 hours per week including three hours of portfolio development. (Not applicable to SLT)

Portfolio Hours
Ideally students should complete the portfolio development hours on a weekly basis. These hours may be accumulated by the students and taken on a fortnightly basis with the agreement of the practice educator. The time allowed for portfolio development should be arranged at the discretion of the practice education provider. (Not applicable to SLT)

Recording Hours
The hours should be recorded on the front of the assessment form on a daily basis to ensure that an accurate record is kept. Students are requested to record full and half hours only.
Any time missed due to sickness or other absence should be recorded as shown in the example below:

<table>
<thead>
<tr>
<th>Weeks</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio Hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours 90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absences: Dates and Reasons:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sick 25.04.13 Bank Holiday 02.05.13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Lunchtimes only count towards the total hours if they are spent in clinical or departmental focused activities, such as formal staff meetings, in-service training, and involvement in patient activity.
- Any absence from the practice placement must be reported by the student to the practice educator and the School.
- Students are expected to undertake further personal study to develop their practice placement learning. This will not be counted within the assessed hours.
- The hours accumulated on any practice placement which is failed will be voided.

15.5 Issue of Concern

Any issue of concern should be discussed with the visiting tutor in the first instance and advice sought on a course of action. If appropriate an issue of concern form can be obtained and returned on completion to Olivia Louks, placements team leader o.louks@uea.ac.uk. The form will be logged and forwarded to the Academic Lead: practice education for appropriate action. Evidence from this form may be used if the student is referred to the Fitness to Practice Panel.

15.6 Returning the Completed Forms

Students must hand in the original copy of the final assessment form and the formal supervision log to the Practice Placements Team, ZICER Hub by the date stated. It is the student’s responsibility to ensure that:

- All sections of the Assessment Form have been completed by both the student and the educator, including comments and signatures.
- All hours are noted accurately and added up correctly. Please recheck if uncertain. Also note that only full and half hours should be noted.
- ALL absences are accounted for. Mark down weekly portfolio hours (OT & PT) study days (SLT) and indicate any other absences including reasons e.g. Bank Holiday, illness.

Failure to hand in the practice placement paperwork on time and in full will be deemed unprofessional behaviour and will be dealt with under the HSC Regulations. The student is required to make copies of the final assessment form and formal supervision log prior to handing the original forms in to the ZICER Hub. The copied forms should be placed in their portfolio following each practice placement experience.
15.7 The Practice Placement Experience

Practice Education Philosophy
Placements will be designed to give the students the skills to work across NHS, independent, private and third sector settings which reflect the contexts of future health and social care. This range of experience will develop greater flexibility in the students through the use of transferable skills defined by competency. The balance of interventions therefore shifts towards more client centred care and the ‘modern lifestyle’ – occupational therapy skills being taken to the patient rather than the patient coming to the skills. All students will undertake their placements within the same timeframe, and will be completing a minimum of 37 hours assessed practice including 2 hours of portfolio development per week.

Year 1 Placement 1 – OT and PT
This 7 week placement will be undertaken after completing 23 weeks of academic work delivered around the theory and practice of occupational therapy and occupational science within the context of a range of health and social care conditions. The 7 week placement will focus on basic skills and allow the students to consolidate their skills in considering the assessment of occupation, occupation as a tool for facilitating and supporting change and ways of facilitating occupation. The placement may be in a hospital or a community setting. This placement is not observational and the student is expected to participate in treatments and departmental activities as their stage of training allows, working within their scope of practice.
This seven week placement experience is taken in September, when the students will have undertaken a curriculum focusing on the human experience of occupation, deepening their understanding of the relationship between occupation and wellbeing, and moving towards facilitating occupation. The learning will be informed by relevant biopsychosocial theory within the Human Sciences, supported by the exploration of the evidence base within research and a developing sense of professionalism. Learning will be contextualised in contemporary and emerging health, social and community environments. On this placement the students will be engaged in basic learning.

Year 2 Placement 2
Occupational Therapy: This 7 week placement will be undertaken following 10 weeks of academic work delivered around the theory and use of CPD tools, quality measures and service development tools, critical enquiry, research methodology and evidence based practice to promote advanced clinical reasoning and creative management strategies for clients experiencing a range of health and social conditions. The placement will enable students to consolidate professional skills in this particular clinical area. Whilst still working under supervision, the students will take responsibility for a case load of patients in a variety of clinical settings.
This seven week placement occurs in February of the second year of study. The students will be engaged in intermediate level learning. It builds on the transferable skills from Year 1 of the course, focusing on the use of occupation as a central concept. It will encourage the students to demonstrate their learning moving from a basic level to an intermediate level.

Physiotherapy: This 7 week placement will be undertaken following 10 weeks of academic work. It will build on the complexity of transferable skills and enhance the profession specific
skills developed across the first year of study. Whilst still working under supervision, the students will take responsibility for a case load of patients in a variety of clinical settings. This seven week placement occurs in February of the second year of study. It will build on the complexity of transferable skills and enhance the profession specific skills developed across the first year of study. It will encourage the students to demonstrate their learning moving from a basic level to an intermediate level.

Placement 3
Occupational Therapy: This 7 week placement will be undertaken following 9 weeks of academic work delivered around the theory and use of CPD tools, quality measures and service development tools, critical enquiry, research methodology and evidence based practice to promote advanced clinical reasoning and creative management strategies for clients experiencing a range of health and social conditions. The placement will enable students to work with complex patient multiple pathology, and provides further opportunity for the students to develop their therapeutic skills and clinical reasoning. This seven week placement occurs in June of the second year of study and the students will be engaged in complex learning building on previous study and practice placement experiences. It will encourage the students to demonstrate their ability to work with complex patient presentations.

Physiotherapy: This 7 week placement will be undertaken following 9 weeks of academic work delivered around the theory and practice of complex rehabilitation. The placement will enable students to work with complex patient multi-pathology, and may combine both acute and community settings. It provides further opportunity for the students to develop their therapeutic skills and clinical reasoning. This seven week placement occurs in June of the second year of study. It builds on previous study with a focus on the theory and practice of complex rehabilitation, physical activity and health promotion. It will encourage the students to demonstrate their ability to work with complex patient multi-pathologies.

Placement 4 Professional Development Placement OT and PT
This eight week placement will be undertaken following 5 weeks of academic work addressing physical activity and health promotion. The placement is specifically planned to further the student’s organisational and clinical skills, thus enhancing personal and professional development. The professional development placement will be organised by the student, with guidance from their personal advisor, and will be arranged in a clinical area which does not provide regular placements to the school. This final eight week placement occurs in October of the second year of study and the student will be engaged in complex learning. The placement will be identified by the student, in negotiation with their personal advisor where their personal learning needs and professional profile will be discussed. The student will arrange the placement within areas of practice who are not regular providers to the School.

Failure by the student to undertake the process of selecting, planning and arranging their professional development placement will result in a failed placement.

As the students take responsibility for both arranging and justifying their choice of practice placement experience they will develop organisational skills which will assist them in applying for employment. Throughout the practice placement the students are expected to demonstrate a level of working which is commensurate with a newly qualified practitioner, acknowledging that the practice area may be new. They should take responsibility for a
case load or identified aspect of practice dependent upon the nature of the setting, be able to work with the minimum of supervision, and be able to clearly articulate their role within the practice environment. Students will develop an appropriate learning contract in conjunction with their educator.
16.0 REFERENCES


NMC (2010) Standards for Pre-registration Nursing Education. NMC London.

NMC (2009) Standards for Pre-Registration Midwifery Education. NMC London.


UEA (2014) Practice Learning and Work Based Learning: A Code of Practice

HCPC reference links
ODP Standards of Proficiency
Standards of conduct, performance and ethics
Guidance on conduct and ethics for students