

Educator Handbook

BSc (Hons) Physiotherapy Graduate Diploma Physiotherapy

2021 Validation

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Faculty of Health and Applied Sciences, School of Health and Social Wellbeing

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Introduction

Practice education is essential to the physiotherapy programme (accounting for one third of the course in terms of time) and, as an educator, you are central to it. This educator handbook has been compiled to provide you with the information and reference material necessary to equip you for this challenge. It is hoped that this handbook will be used as an ongoing resource during the process of facilitating practice placements.

Physiotherapy staff at the University of the West of England (UWE) Bristol are dedicated to supporting you and the students, and can be contacted if you have any queries that this handbook does not address. All information required by educators is available on the physiotherapy page of the [UWE Bristol Practice Support Net \(PSN\) website](#).

In addition, introduction and update sessions are scheduled on a rolling annual programme (dates and booking form available on the [PSN website](#) under Programme Information. These provide an opportunity for continued professional development through exploration of relevant topics whilst offering opportunities to meet and discuss matters of interest with other educators.

We would like to take this opportunity to thank you for the energy and enthusiasm you bring to this role and hope that it will be a positive and enjoyable experience for both you and your students.

The Programme

The physiotherapy programme leads to both an academic qualification and a license to practice. The programme is validated by the Health Care and Professions Council (HCPC) and recognised by the Chartered Society of Physiotherapy (CSP), so successful completion of the programme entitles graduates to register with the HCPC and apply for full membership of the CSP. All students are advised to join the CSP as student members when they start their training but this is not mandatory.

Development of the programme to meet these goals is through on-going collaboration between University academic staff, physiotherapy leads, student coordinators, educators and student representatives.

Aims of the Programme

The main aim of the programme is to ensure that physiotherapists qualifying from UWE Bristol are fit for practice and purpose by being reflective, competent practitioners and critical thinkers. The programme aims to enable the student to embrace the role of the physiotherapist as a practitioner, partner, leader and an advocate to the patient. Graduates should be able to take responsibility for their own professional development and be able to implement safe, ethical and effective delivery of physiotherapy services in a wide variety of inter-professional and multicultural contexts. The programme also aims to:

- Produce physiotherapists who are able to meet the requirements to be eligible to apply for registration with the HCPC and full membership of the CSP.
- Facilitate an inter-professional approach to healthcare of the individual give an overview of current themes and issues in relation to healthcare interventions.
- Provide a range of theoretical, practical and conceptual tools for critical analysis of contemporary physiotherapeutic intervention and needs.
- Provide an educational experience which acknowledges the diversity of preferred learning styles by utilising a wide variety of teaching and learning strategies.
- Enable students to take responsibility for identifying their future learning needs in continuing personal and professional development.

Programme Structure

The structure reflects the primacy of physiotherapy as a discipline as well as the inter-professional nature of professional practice, and seeks to acknowledge other disciplines that inform and enhance physiotherapy education. Emphasis is placed on integrating theory and practice, clinical reasoning and problem solving in order to provide the best possible education for the student and healthcare for the individual.

The award route is a full-time course, divided into three levels that equate with three academic years. Level 4 (year 1) of the programme is almost entirely university based, but concludes with a period of professional practice. Levels 5 and 6 (years 2 and 3) consist of alternate periods within the university and the practice environment.

Although the levels build upon one another, progress through each module of the award is perceived to be dynamic; the various components being inter-related and inter-dependent.

All modules are compulsory requirements for the award of BSc (Hons) Physiotherapy.

External examiners from other institutions are appointed to a suite of programmes to act independently and work with the faculty in the management of threshold academic standards, ensuring parity of approach to assessment across all awards available.

Communication Mechanisms

There are a number of ways in which the programme team communicate with practice colleagues that provide placements for UWE students:

- Placement support meetings
- Annual physiotherapy coordinator forum
- Individual physiotherapy coordinator meetings annually
- Educator introduction and update sessions
- Practice Support Net website information (includes contact details)
- Programme Management Committee meetings
- Invitations to stakeholder events when necessary
- Involvement in undergraduate interviews.

Modules - the aims of each of the modules are outlined below.

LEVEL 4 (1st year)

Level 4 (1st year) aims to introduce the student to the foundation studies required for initial physiotherapy practice and the approach undertaken is both applied and holistic. Throughout level 4 the value of research underpinning and informing practice is emphasised but in an integrative rather than isolationist manner, thereby ensuring a research culture permeates both the theoretical and clinical elements of the award. Level 4 modules are assessed by a variety of methods, including written coursework, unseen written examinations and practical examinations. Assessment is mainly at the lower levels of knowledge, comprehension and application. The modules undertaken are shown below.

Essentials of Neuroscience for Physiotherapy (term 1)

Module Leader: Lois Stevens lois.stevens@uwe.ac.uk

This is a 15-credit standard module with both theoretical and practical components. It aims to provide the student with a solid foundation in neuroanatomy and neurophysiology, encouraging the student to synthesise acquired knowledge and begin to apply this to a limited range of neurological conditions. During the course of the module, the student will develop their neurological assessment skills. The module is taught in term 1 and examined in the January assessment period.

This module has two components of assessment. Component A is a written examination, which seeks both depth and breadth of knowledge and comprehension relating to neuro anatomy and neurophysiology. Component B consists of a Structured Oral Practical Examination (SOPE), covering theory and skills of neurological assessment. The SOPE is marked pass/fail. The student needs to pass both components to pass the module.

Fundamentals of Human Anatomy and Physiology (term 1)

Module Leader: Rowan Mitcham rowan.mitcham@uwe.ac.uk

This is a 15-credit standard module shared across all programmes in the faculty.

More information to be added soon.

Clinical Anatomy and Kinesiology for Physiotherapy (terms 1 & 2)

Module Leader: Reynold Cruziah reynold.cruziah@uwe.ac.uk

This is a 30-credit level 4 module taught across both terms in 1st year. It is designed to give students a basic but comprehensive understanding of normal human anatomy. The practical nature of the learning, whereby students learn with and from each other, places emphasis upon the application of understanding as well as the development of basic clinical reasoning and practical skills such as palpation and handling. The knowledge gained in this module underpins all areas of practice and will be developed further throughout the programme and on practice placements.

This module has two components of assessment. Component A is a SOPE assessing the lower quadrant. Component B is a SOPE assessing the upper Quadrant. Each component will be allocated a mark out of 100% and both components must be passed to pass the module.

Essentials of Respiratory Physiotherapy (term 2)

Module Leader: Robyn Osborne robyn.osborne@uwe.ac.uk

This module is a 15-credit standard module with both theoretical and practical components taught in term 2. It aims to provide the student with the fundamentals of respiratory physiotherapy as well as some general histology and pathophysiology. During this module the student will develop an understanding of histopathology (epithelium, blood tissue, inflammation and repair, and structure of blood vessels). They will explore the histology, anatomy and physiology of the respiratory system and apply this understanding to respiratory conditions relevant to the physiotherapist eg, Chronic Obstructive Pulmonary Disease (COPD), Bronchiectasis, Pneumonia, Post op, Asthma and Cystic Fibrosis. Physiotherapy respiratory assessment and treatment skills (technique application, indications and contraindications) will also be taught alongside some limited clinical reasoning via the use of case studies.

This module has two components of assessment. Component A is a written exam consisting of questions related to both the histopathology and respiratory part of the module. Component B consists of a SOPE that will allow students to demonstrate respiratory practical skills on a model at a series of stations. Communication and professional behaviour will also be assessed as part of this assessment. Students must pass both components to pass the module.

Essentials of Musculoskeletal Physiotherapy (term 2)

Module Leader: Pete Ellyatt pete.ellyatt@uwe.ac.uk

This is a 15-credit module taught in term 2. It aims to introduce the essential aspects of musculoskeletal physiotherapy. Students will develop physiotherapeutic assessment and treatment skills using the clinical reasoning (CR) process. The CR process is an essential process which helps the physiotherapist identify a patient's problems in a professional manner and then determine the best way to help resolve the problems.

Clinical Reasoning is based on a good knowledge and understanding of the body's tissue and systems together with the concepts of health, disease and pathological processes and also incorporates the psychosocial wellbeing of the patient. Successful achievement of the module learning outcomes will help the student to begin to understand and appreciate the complexity of patient assessment, treatment and the CR process. A variety of learning approaches will be used including lectures, group working, practical sessions, directed study, tutorials which may include elements of peer learning and feedback eg each week there will be a lecture followed by a small group seminar, during which the student will be able to explore ideas from their own reading via discussion and this will be followed by practical sessions which are designed to enhance learning and develop practical skills and reasoning related to the topic area.

This module is assessed via a SOPE which must be passed to pass the module.

Physiotherapy Practice 1: essential skills (term 1 & 2)

Module Leader: Tanya McGrath tanya.mcgrath@uwe.ac.uk

This is a 15-credit professional practice module consisting of both university-based learning and a practice placement (**placement 1**) that takes place at the end of level 1. The focus of the learning outcomes for this placement is to gain basic communication, assessment and treatment skills. Students should be able to demonstrate the ability to clinically reason within a limited context. Students should be able to select and apply a relevant exercise and demonstrate an understanding of the rationale behind it including benefits and contraindications.

They must have completed basic life support and manual handling training in order to go out on placement. Prior to placement 1, students will have had sessions on areas such as: the use of a portfolio, reflective practice, goal setting, professional behaviour and expectations, assessment procedures.

This module has two components of assessment. Component A (practice) is assessed by the educator using the Common Placement Assessment Form (CPAF) and is marked as pass/fail for the purposes of the degree classification. Formative feedback and a percentage mark will be given for aspects of practice.

Component B is assessed using a pre-placement e-portfolio which will record the student's ability to pass clinical competencies and generic learning in preparation for practice. The student needs to pass both components to pass the module.

Observation placement (term 2)

This consists of 3 days observation in practice and provides an opportunity for students to familiarise themselves with a ward setting and start to prepare for their first placement experience later in the year. Any students with prior ward experience may be placed in an alternative setting, eg outpatients, community. Students have a workbook with guidance and relevant activities to complete, attend a preparation session prior to placement and review/reflection session after the placement, to support them in optimising their learning on this observation placement. Supervisors provide feedback in the workbook but there is no assessment. Supervisors have access to the workbook/information via the UWE Bristol [PSN website](#).

LEVEL 5 (2nd year)

Level 5 seeks to develop further the knowledge and understanding gained at level 4. The students study two 30 credit modules, which run through the entire length of the academic year and four 15 credit modules. The inter-professional module 'Service Improvement – a collaborative approach' is introduced in term 1. There are three placements which run across the whole year. The ethos of a research culture and study of the disciplines which inform physiotherapy continue within this level, both within the university and the practice-based modules. Level 5 is assessed by a variety of methods. Assessment is aimed towards a depth of comprehension, application and analysis appropriate to a student who is undertaking physiotherapy practice. The modules undertaken are shown below.

Evidence Based Physiotherapy (term 1)

Module Leader: Jen Pearson jen.pearson@uwe.ac.uk

This is a 15-credit module introduced early within term 1. Integration of evidence-based research theory related to physiotherapy practice is an essential part of this module. The assessment component will develop level 1 descriptive use of the research evidence and increase intellectual skills of analysis, synthesis and critical appraisal.

The module is assessed by written coursework essay. This will help students to meet the learning outcomes of this module which, together with the writing and critical appraisal aspect, will provide a link to the level 3 research thread. The coursework essay will assess students' ability to source and research evidence, formulate opinions and articulate their ideas in writing; these are important skills for physiotherapists.

Level 2 Placements

These placements are all of 6 weeks duration and may occur in any area of physiotherapy. They provide students with the opportunity to integrate further theory and skills in a professional practice setting and build on learning and development from placement 1. They aim to allow students to continue to develop their emerging analytical competence and ability to work in a collaborative manner with other members of the multi-professional healthcare team.

Critical Care and Cardiorespiratory Rehabilitation (terms 1 & 2)

Module Leader : Debbie Hubbard debbie.hubbard@uwe.ac.uk

This is a 30-credit professional practice module which develops the learning that has taken place in the 'Essentials of Respiratory Physiotherapy' module at level 4. The module has two parts, critical care and rehabilitation of long-term conditions. The syllabus has been designed to prepare you to manage patients who are critically ill and therefore require management in acute settings like intensive care units, or who are acutely unwell and being managed in the community. In addition, the principles and techniques necessary to rehabilitate patients with long term cardiovascular and respiratory conditions are included. The content of the module has been designed in collaboration with other level two module leaders and developed to reflect changes in practice and government initiatives, which influence the settings in which management and rehabilitation takes place. A variety of approaches to teaching and learning methods will be used including simulation training, and you will need to actively engage with these in order to be fully prepared to deliver safe and effective physiotherapy to your patients. A six-week practice placement (**placement 2a**) is included within the module at the end of term 1.

This module has two components. Component A (practice) is assessed by the educator using the Common Placement Assessment Form (CPAF) and is marked as pass/fail for the purposes of the degree classification. In order to provide formative feedback, aspects of practice will be given a percentage mark, supported by written comments.

Component B is assessed by an unseen written exam testing knowledge and understanding of physiology, pathology, clinical reasoning and management approaches/techniques. The student needs to pass both components to pass the module.

Musculoskeletal 2 (terms 1 & 2)

Module Leader: Stephen Hubbard Stephen.hubbard@uwe.ac.uk

This is a 30-credit professional practice module taught over 2 terms. It will aim to meet the learning needs of level 5 students in content and assessment. This module will build on and further develop musculoskeletal skills gained in level 4 'Foundations of Musculoskeletal Physiotherapy' and 'Applied Anatomy for Physiotherapy and Sport Rehabilitation'. Further refinement of musculoskeletal clinical reasoning and management will be encouraged. A six-week practice placement (**placement 2b**) is included within the module during term 2.

This module has two components of assessment. Component A (practice) is assessed by the educator the CPAF and is marked as pass/fail for the purposes of the degree classification.

Component B is assessed by an Objective Structured Clinical Exam (OSCE) devised to allow the student to demonstrate knowledge, understanding and clinical reasoning in assessment and management of musculoskeletal dysfunction. It will provide an opportunity to examine spinal assessment and management, thereby building on level 1 peripheral assessment and management skills. The student needs to pass both components to pass the module.

Neurology 2 (term 2)

Module Leader: Praveen Kumar Praveen.kumar@uwe.ac.uk

This is a 15-credit standard module consisting of theory and practical components taught in term 2. It will incorporate the pathology/clinical reasoning/assessment and treatment skills related to neurological disorders. This module will form a link between the level 4 'Foundations of Neuroscience for Physiotherapy' and the level 6 'Complex Issues in Musculoskeletal and Neurological Physiotherapy Practice'.

This module is assessed by an OSCE which must be passed to pass the module.

Students will be expected to demonstrate their performance and competency in skills such as communication, assessment, interpretation of findings, therapeutic handling, treatment approaches, underpinning theoretical knowledge and clinical reasoning. Case studies/scenarios/ video-patients will be used for the assessment purpose.

Health and Well Being across the Lifespan (term 2)

Module Leader: Rachel Thomas rachel4.thomas@uwe.ac.uk

This is a 15-credit module taught in term 2. It links with the level 4 module 'Exercise and Biomechanics for Physiotherapy and Sport Rehabilitation' and will build on the students' understanding of the contemporary government initiatives to promote healthy living and physical activity to deal with challenges that can arise throughout life. This module will facilitate a self-management approach to health promotion and maintenance of healthy living and will assist students to develop and apply the biopsychosocial model introduced at Level 4 into practice. A lifespan approach will allow students to explore specific client groups including pregnancy, paediatrics, adolescents and older adults.

This module is assessed by an unseen written exam.

Service Improvement: A Collaborative Approach (term 1)

Module Leader: tbc

This is a student-led module, employing an enquiry-based learning (EBL) approach to teaching and learning. It is a blended learning module where students are required to attend two compulsory interprofessional (IP) conference days, as well as work on-line in IP groups for a six-week period. The conference days "book-end" the on-line activities and collectively the module focuses on service improvement plus the dynamics and nature of IP collaboration within interprofessional and intra-agency health and social care. The online work is crucial to learning, and ability to reflect on the challenges of interprofessional collaboration/service improvement.

As part of the group learning, during week 6 of the module, each IP group will be asked to consider how their learning so far, re service improvement and interprofessional working, can be captured and summarized. To do this, groups will be invited to construct a poster to be presented and displayed at the 2nd conference day later that week.

The assignment for the module is a 2400-word reflective essay requiring the student to analyse their learning and reflect on the implications for service improvement and their future IP practice. The group poster also forms part of the assignment and carries 10% of the marks available.

LEVEL 6 (3rd year)

The third and final level of the award is a culmination of all levels and seeks to ensure that, on qualification, the student is able to meet the CSP Learning and Development principles, HCPC Standards of Proficiency for Physiotherapy and QAA benchmark statements for Physiotherapy. Level 6 is assessed by a variety of methods. The student is expected to demonstrate the higher levels of learning i.e. analysis and evaluation in relation to physiotherapy theory and practice. The modules undertaken are shown below.

Physiotherapy Practice (terms 1 and 2)

Module Leader: Kate Stancombe catherine.stancombe@uwe.ac.uk

This is a 15-credit professional practice module made up of two 6-week practice placements in terms 1 and 2, and revision sessions prior to the first of the two placements. The student is given the opportunity to develop their theory and practice skills at the higher levels of learning - synthesis, analysis, evaluation and reflection. Students are expected to develop further their skills in the management and prioritisation of workload and demonstrate some knowledge of evidence-based practice on which their choice of physiotherapy management strategies for individuals is justified.

The module has two components of assessment both assessed by educators using the CPA form. Component A (section A on CPA form) is pass/fail only and assesses safety and professionalism (element 1 for placement 3a, element 2 for placement 3b). Component B (section B on the CPA form) is marked and contributes towards the degree classification (element 1 for placement 3a, element 2 for placement 3b). This section is assessing communication, clinical reasoning, practical skills, and organisation/learning behaviour. The student needs to pass both components to pass the module.

Contemporary Issues in Physiotherapy Practice (term 1)

Module Leader: Kate Stancombe catherine.stancombe@uwe.ac.uk

This is a 15- credit module that complements the other level 6 modules ('Complex Issues in Musculoskeletal and Neurological Physiotherapy Practice' and 'Long Term Conditions'). It reflects the changing face of healthcare delivery from the individual professional's perspective, responding to current policy drivers and diverse roles within physiotherapy. It also supports the development of skills for leadership, use of technology and further personal development. The module will also explore the 'Internationalisation agenda' to help students develop their cross-cultural understanding and awareness of global perspectives in order to be able to work effectively in a multicultural environment.

The module is assessed by an interview-style oral assessment which must be passed to pass the module. Students will be required to answer questions on any of the topics covered in the module. The possible questions are made available early in the module.

Complex Issues in Musculoskeletal and Neurological Physiotherapy Practice (term 2)

Module Leader: Richard Smith richard22.smith@uwe.ac.uk

This is a 30-credit module designed to emphasise the theory-practice link particularly in relation to complex musculoskeletal and neurological conditions. It will encourage students to synthesise previously acquired knowledge, theory, clinical reasoning and management /treatment skills and develop and apply these skills to more complex physiotherapy practice. Students will explore how they can adapt their assessment, and management strategies and skills, work with multi agencies and understand the changing needs of today's healthcare. The dilemmas, skills and personal responsibility of managing complex patients will be explored in this module using case studies and subject areas, eg chronic pain, traumatic head injury. It will complement the level 6 modules 'Contemporary Issues in Physiotherapy Practice' and 'Long Term Conditions – effective collaborative working'.

This module has two components of assessment. Component A is assessed by an oral defence of a poster. Component B is a seen examination. Both components allow assessment of the student's ability to engage with the issues, dilemmas and debates of managing patients with complex conditions. They will also provide opportunities for the students to articulate the issues effectively, show insight into their contribution, professional responsibility and ability to manage such cases/situations. The student needs to get an average mark of 40% or above for both components with neither component mark below 35% to pass the module.

Research Studies for Physical Therapies (terms 1 and 2)

Module Leader: Rob Grieve rob.grieve@uwe.ac.uk

This is a 30-credit module classified as a project module. It crosses both terms, with the taught component occurring within term 1. It aims to develop students understanding of the research process and to deepen their awareness of different methods of research, data analysis and related ethical issues. This module is a progression of the level 5 module 'Evidence Based Physiotherapy' where students will have acquired some understanding of research processes and critical appraisal skills.

The assessment of this module consists of a 'dissertation portfolio' containing the following two tasks, which altogether will be a maximum of 5000 words.

1. A journal article prepared for submission (maximum 4000 words).
2. Expanded Discussion (maximum 1000 words).

The research can either be a Systematic Literature Review (SLR) or a Primary Data Collection (PDC) research project. Whilst students will work in small groups to conduct the research, the dissertation is an individual piece of work. However, prior to acceptance of the research project a 2000-word group proposal must be submitted before the end of term 1. This proposal is not formally marked but it is scrutinised by members of the physiotherapy academic team to ensure that the research topic is feasible and ethical prior to the project commencing. Students are given written feedback on the formative proposal.

Long Term Conditions – Effective Collaborative Working (term 1)

Module Leaders: Paul Cunningham paul.cunningham@uwe.ac.uk

This is a 30-credit standard module delivered across both terms. It is designed to emphasise the management of complex clinical problems in relation to long term conditions and explore the impact of a variety of settings on practice and patient/carer experience. It will encourage the student to synthesise previously acquired knowledge, theory, clinical reasoning and management /treatment skills and develop and apply these to long term conditions and their management. This will require the students to explore how they can adapt assessment and management strategies and skills, work with multiple agencies and enable them to understand working flexibly to meet the changing needs of service users. The dilemmas, skills and personal responsibility of managing these patients will be explored in this module using relevant case studies. The module will also reflect the national focus on patient choice, community-based care and the expanding role of physiotherapy. It complements the level 6 modules 'Contemporary Issues in Physiotherapy Practice' and 'Complex Issues in Musculoskeletal and Neurological Physiotherapy Practice' to produce graduates who are fit for purpose and able to meet the challenges expected of them.

This module has two components of assessment.

Component A is assessed by a case study presentation assessing the student's ability to reflect on the management of a person with one or more long-term condition(s) by clinically reasoning and critically appraising chosen interventions.

Component B is assessed by a 2000-word individual report based on a group online blog analysing a case study of a person with multiple pathologies. This allows students to engage effectively in debate with peers, demonstrating negotiation. Both components allow assessment of the student's ability to engage with the issues, dilemmas and debates of managing patients with long term conditions and provide opportunities for the students to articulate the issues effectively, show insight into their contribution, professional responsibility and ability to manage such cases/situations. This will also allow students to demonstrate skills in leadership and management. The student needs to pass both components to pass the module.

Table of Modules

Level	Module Title	Academic Credits
4 (1st year) New modules for 2021 validation	Essentials of Neuroscience for Physiotherapy	15
	Fundamentals of Human Anatomy and Physiology	30
	Clinical Anatomy for Physiotherapy	30
	Essentials of Respiratory Physiotherapy	15
	Essentials of Musculoskeletal Physiotherapy	15
	Physiotherapy Practice 1: essential Skills (incl. Placement 1)	15
5 (2nd year)	Evidence Based Physiotherapy	15
	Critical Care and Cardiorespiratory Rehabilitation (incl. placement 2a)	30
	Musculoskeletal 2 (incl. placement 2b)	30
	Neurology 2	15
	Health and Well Being across the Lifespan	15
6 (3rd year)	Physiotherapy Practice (incl. placements 3a and 3b)	15
	Contemporary Issues in Physiotherapy Practice	15
	Complex Issues in Musculoskeletal and Neurological Physiotherapy Practice	30
	Long Term Conditions – Effective Collaborative Working	30
	Research Studies for Physical Therapies	30

All modules are compulsory requirements for attainment of a BSc (Hons) in Physiotherapy.

Practice Education

Practice education is an indispensable and integral part of the programme. There is increasing diversity of physiotherapists' practice within health and social care, in terms of its setting (primary, intermediate or acute care), sector (NHS, social services, independent and private practice, industry or the voluntary sector) and patterns of teamwork (with individuals increasingly working with members of other professions and relatively dispersed from other physiotherapists). This means that a flexible approach as to how students' learning in the practice environment is organised, delivered and recognised is required. It is therefore essential that the professional practice placements and their associated outcomes reflect this trend while providing the 1000 hours recommended for qualification in line with the recommendations in the CSP Learning and Development Principles (Principle 6 Practice Placements).

Emphasis is placed upon students achieving the appropriate practice placement outcomes and gaining experience in a variety of practice settings. The student practice placement handbook enables students, faculty staff and Educators to work together to ensure that each student attains an appropriate level and breadth of practice prior to qualification. The establishment of personal goals allows students to begin to develop responsibility for their own learning in the practice environment and to reflect on their practice.

Students will be guided by the practice placement and module learning outcomes to search for and capitalise on practice learning resources as they arise. The ability to transfer skills from one setting to another is seen as vital in health care today as is the need to place professional skills in the broader psycho-sociological context. Each professional practice module facilitates integration of theory into practice. It is anticipated that students will develop new knowledge and skills in the practice environment, rather than merely consolidating what has previously been learnt in the University setting.

The practice placement outcomes have been aligned to the HCPC Standards of Proficiency (2012) and the CSP Physiotherapy Framework: putting physiotherapy behaviours, values, knowledge & skills into practice (2011). They build at each level to ensure progression to higher levels of learning by the end of level 3. The learning process is seen as a spiral continuum with the transfer of professional skills from one level to the next reinforcing and enhancing previous learning whilst students add further skills as they "travel" from one practice area to another.

There are five professional practice placements of either five weeks (placement 1 – 187.5 hours anticipated/maximum) or six weeks (all others – 225 hours anticipated/maximum).

The spread of these hours is at the discretion of the educator and their manager, with due consideration given for the needs of the patients, workplace and service provision. If the placement includes late shifts or weekend work, this needs to be made clear on the Placement Environment Profile (PEP) made available to students prior to the start of the placement ([PSN website - Quality Assurance](#)).

The student must complete at least 75% of the anticipated hours to have done sufficient practice to be assessed. Unless there are unusual circumstances, eg a resit exam, there should be no requirement for students to attend the university during practice placement periods. It is the student's responsibility to agree any other anticipated absence (eg medical appointment, interview or wedding) with their educator **before** making any appointments.

Students must pass all their placements in order to pass the relevant module and successfully complete the course. All placements are marked against the appropriate level practice placement outcomes using the relevant marking descriptors (within CPAF for levels 4 and 5). However, only the marks for the two level 6 placements (3a and 3b) count towards the degree classification. The marks for level 4 and 5 placements are formative only.

All students should gain experience in a range of settings and specialties including acute/hospital, MSk outpatients and rehabilitation/community. Models of supervision vary between placements and include 1:1, 2:1 and 2:2 or variations of these eg three students with two educators. In order to provide the best possible work-based education for students and healthcare for individuals, the integration of theory and practice through clinical reasoning and problem solving is fundamental and continuous throughout the programme.

On successful completion of all the practice placements students will be able to demonstrate the ability to:

- Practice in line with the values and behaviours outlined in the NHS constitution, HCPC Guidance on Conduct & Ethics for students (2012) and CSP Physiotherapy Framework: putting physiotherapy behaviours, values, knowledge & skills into practice (2011).
- Adapt clinical and social skills to different practice environments
- Make independent decisions with appropriate justification.
- Manage themselves and a caseload.
- Work as part of a team recognising the roles of other health care professions.
- Recognise the scope and limitations of their skills.
- Take responsibility for continuing professional development.

- Identify areas of service improvement and recognise the implications of change.
- Be aware of current policy drivers and recognise the changing, potentially diverse roles within physiotherapy.

Placement Allocation

Placements can be in a variety of settings and locations. The majority of placements are in Avon, Gloucestershire, Wiltshire and Somerset. Settings may include acute NHS trusts (hospitals), primary care settings and independent, voluntary providers.

The CSP encourages an emphasis on the overall profile of practice experience that individual students gain, rather than the completion of specific practice placements demarcated along traditional lines (see Appendix 2). Key experiences may be acquired in different settings rather than the increasingly unworkable and inappropriate notion of core placements. Attention should be paid to patient pathways allowing students to have exposure to richer learning experiences that cross boundaries in the way that patient journeys do.

Placement allocation is a complex process influenced by a number of variables including range of placements offered by practice, students' previous placement experiences and any identified access or carer needs that we need to accommodate.

The provision of detailed and accurate information regarding the experiences available on the placement (PEP – Placement Environment Profile) can help this process. This should be provided and updated by practice staff and is made available to the student on the ARC system for placement allocation. Please discuss with your student coordinator re: getting access ARCPEP to update this yourself.

The Role of the Educator

A lead educator is required if more than one member of staff is involved with the student. This person is responsible for the organisation of the placement and to gain feedback from other staff to include in the mid-way and final appraisals. It is suggested that it can be advantageous for the student to be involved with several staff but it is helpful to the student if it is clear as to who the lead educator is.

WHAT?	HOW?
1 Organise placement to allow optimum learning experience	Students appreciate an overall plan/timetable for their placements offering some protected time for teaching, discussion and feedback. An induction session at the start familiarises students with local policies, expectations (eg punctuality, dress guidelines, communication) and protocols, eg how consent is gained to be seen by a physiotherapy student.
2 Facilitate setting of personal goals	Students are encouraged to consider their own personal goals for development for each placement. However, educator's experience and specialist knowledge are valued especially in ensuring the goals are Specific, Measurable, Achievable, Realistic and Timed (SMART).
3 Provide opportunities to meet the practice placement outcomes of the module	Identify the students learning needs/preferences and agree strategies to support these. The practice placement outcomes for each level are identified within the marking descriptors on the PSN website. Each placement environment and speciality offer a different range of learning opportunities that are best known to the PE. Forward planning with colleagues prior to the placement may identify a wider range of opportunities for the student and allow the educator to share their role with others.
4 Facilitate learning of professional skills, knowledge, attitudes and values	Some Educators choose to protect time specifically for teaching sessions, where others prefer to use a variety of teaching/learning methods, eg workshops, demonstration during practice, setting tasks or assignments, question and answer sessions, shadowing etc. The programme team recommends a variety of techniques recognising the different preferences in teaching/learning styles of both Educators and students.
5 Continuously assess students	To maximise student performance and development it is vital to assess students throughout the placement using the CPA form and marking descriptors available on the PSN website. Observation, questioning and open discussion early in the placement their will help identify students' previous experience, knowledge and skills as well as a baseline of abilities. Sharing of self-directed work and previous placement feedback by the student is encouraged to optimise learning.
6 Provide constructive feedback to students	To advance the professional development of students it is vital to provide them with regular, constructive feedback. It is advised that you label sessions as 'feedback' so that this is obvious to them, eg end of each day or whenever suitable. A planned weekly feedback session on overall performance is recommended. Where several educators are involved with student supervision, a file (electronic/hard copy) to note evidence for feedback from all those involved may be useful plus an individual notebook for evidencing positive aspects and areas for practice development kept. Students are encouraged to reflect on their own practice and self-assess throughout.

<p>7 Liaise with UWE programme staff regarding student progress and performance</p>	<p>Link tutors will contact Educators and arrange to visit both student(s) and educator. If problems or difficulties arise at any point in the placement they may be contacted via email or phone. Contact numbers for key staff are available on the PSN website if needed. If there are concerns at any stage that the student's performance may not meet the practice placement outcomes within the placement time, please contact the link tutor for support and guidance as soon as possible.</p>
<p>8 Act as professional role model</p>	<p>The educator is a key person is a significant role model for students. They should therefore model the values and behaviours outlined by the HCPC (Guidance on Conduct & Ethics for students, 2012) and the CSP (Code of Professional Values and Behaviours, 2011).</p>
<p>9 Formally assess students at mid-way and the end of the placement</p>	<p>As well as the ongoing continuous assessment, Educators are asked to formally assess the student at mid-way and at the end of the placement by completing and discussing the relevant sections on the CPA form. The midway assessment is an opportunity to outline areas of good practice, identify any areas for development and agree actions to address these during the remainder of the placement. All placements are marked and must be passed but only marks for the level 6 placements contribute to the degree classification.</p>
<p>10 Recognise and address personal if appropriate</p>	<p>Educators may become aware of students' personal problems. There are no expectations that Educators manage these problems unless they have the appropriate skills and time. Your link tutor can support and advise on services available for students at UWE so liaise with them.</p>

Educator Support

Key individuals within the programme team support the development, maintenance and improvement of an appropriate learning environment for students on practice placements. To ensure that the placement meets the requirements of the Quality Assurance mechanisms of the faculty an audit of placements takes place in a regular cycle. Through audit the learning experiences available are recorded so that recommendations for future developments can be made. Educators must be registered with the HCPC.

Placement Support

Link tutors (programme team staff) are allocated to support students on each placement. They provide the essential link between the placement and UWE. The link tutor is also the first point of contact for educators and students on placement should queries or problems arise.

The link tutor will usually contact educators before the start of the placement. This is to agree dates/times for the placement support meeting and set up communication channels for future contact if needed.

If you urgently need to contact the university regarding a student before you have heard from your link tutor, you can find contact details for key staff on the [PSN website](#).

The link tutor will usually meet with the educator and student at least once for each placement. Exceptions to this are where:

1. Either the student or the educator requires further support and the link tutor agrees that this is necessary.
2. The link tutor feels that a further support meeting is required to support either the student or the educator in the learning and/or assessment process.

Normally the link tutor will:

- Liaise with each educator independently from the student/s.
- Liaise with each student individually.
- Ensure that the practice placement outcomes (within marking descriptors) are able to be met.
- Ascertain whether the student is engaging in self-directed work effectively to support their learning and development, and provide guidance on preparing personal goals for the placement.
- Address any concerns the student or educator may have over any aspect of the placement.
- Facilitate feedback between the educator(s) and student if necessary.
- Support and advise educators throughout the assessment and marking process with particular reference to rigorous use of the marking descriptors.
- Complete a placement support record for each student and email the student a copy.
- Feedback to APT and/or placement coordinators if necessary.
- Address personal issues whilst on placement where able and/or direct student to appropriate support.

Contact the link tutor at any time during the placement if problems are arising and advice or earlier/further support is required.

Placement Planning guidelines

These suggestions are for educators with some pointers to provide structure to the planning process.

Student feedback highlights how much they value and appreciate the structure and security of a timetable and clear guidelines on even the most obvious things (like how to answer the telephone in the department and what details to take down for a message) as this varies considerably between placements. Planning certainly pays dividends when it comes to placement success and achievement of the learning outcomes.

NB. Where students have disclosed a disability, reasonable adjustments to the placement need to be accommodated. This information will be shared by the students themselves following an access planning meeting at UWE. If you would like more assistance please contact one of the programme team (key contact details on PSN website).

Identify:

- Staff who may be involved with the students and liaise in advance
- Opportunities for interprofessional working.
- Essential or desirable learning opportunities.
- In-service training that may be appropriate for the student to participate in and in some cases present at.
- Resources available eg videos, articles, books, clinics, surgery, patients' notes, case conferences, management meetings etc.
- Potential times for tutorials, observation of practice, feedback, and teaching and plan these in advance where possible.
- A selection of 'paper patients', questions or tasks for students at a level that can be carried out with minimal supervision as contingencies. These may be useful if further evidence for assessment is required.

Plan:

- Integrate the above considering all supporting staff, clinics, travel times (where appropriate) and opportunities for reflective practice.

Information to provide to students prior to placement

Below is an outline of the information that students should receive prior to commencing their placement. This information should be included on the PEP (completed by team leads/educators) that the students can access when allocated their placement. All students are encouraged to contact their educator as soon as they know their placement allocation.

- Please check if the students have any access needs or reasonable adjustments for placement. This is included on a report written by UWE Disability Advisor in agreement with the student. The student is advised that it is their responsibility to share this report with relevant academic and practice staff.
- Where to report to on the first day, at what time and to whom.
- If not already known, the name of the educator(s) responsible for the student and their assessment. A lead educator should be named if there is a team.
- The student's working times eg 8.30-16.30 Mon-Fri or any shift work.
- The anticipated type and amount of caseload during the placement including conditions commonly seen.
- Essential and desirable reading – please specify clearly.
- Structure of the department and team within which they will be working including staff that they can access for advice/support if necessary.
- How to report sickness/absence during placement as well as informing UWE (see information on the PSN website).
- Uniform eg if trainers are acceptable, will swimwear be needed, tunics or polo shirts, own clothes etc.
- Facilities available – lockers, changing area, shower, canteen, shop, staff room
- Car Parking/bicycle rack provision.
- Education facilities eg library access, computer access, study area.

Induction Guidelines

These are designed to offer ideas to aid the smooth running of the practice placements and are not intended to be a prescriptive or definitive list of things to do. You may have your own ideas to enhance the 'settling in' process. Remember, *whatever* it is you require of the students: **be explicit from the outset to avoid misunderstandings.**

DAY 1

Orientation

- Orientate students to the department/hospital - eg lockers, canteen and library.
- Introduce staff – students' value knowing the staff hierarchy and to whom they should report in your absence.
- Orientate to department policies, documentation – eg Health and Safety, fire procedure, crash procedure, manual handling
- Emergency procedures eg fire escapes/alarms, emergency buttons.
- Housekeeping – eg hours, breaks.

Getting to know them -

- Ascertain previous practice experience
- Explore their knowledge and skills base
- Discuss strengths/weaknesses. For guidance on difficulties and strategies that might be relevant to and useful for students with dyslexia (Appendix 3)
- What is their learning style?
- Discuss perceptions and expectations of this placement - are they feasible?

Getting to know you -

- Define your expectations eg punctuality, professionalism, time management and note writing as this can vary significantly on different placements.
- Give clear guidelines about what to do should a problem arise.
- Outline your 'style' and how you carry out your role as an educator, eg informal/formal, teaching sessions, observing practice, student assessment and plan discussion, feedback times.

Placement information-

- Discuss learning opportunities.
- Discuss conditions/pathologies to be encountered.
- Familiarise with equipment.
- Give guidance on appropriate reading material/revision guidelines.
- Highlight opportunities for inter-professional working.
- Provide a timetable of scheduled events - eg clinics, home visits, in-service training, ward rounds, meetings.
- Introduce routine paperwork.

Week 1

- **Encourage students to share the practice section of their professional portfolio.** This will detail the personal goals completed on other placements and outline previous experience while giving insights into student's learning styles and ability to critically reflect.
- **Discuss and finalise personal goals.** Personal goals are different from the learning outcomes of the placement but may be linked. The student should identify the goals, based on previous placement feedback and opportunities available, and draft them in a SMART format. The educator should ensure they are SMART and appropriate for that placement area.
- **Observe students in practice regularly.** This will help you to ascertain the current level of ability, development areas, support needed and the appropriate level of independence to allow.
- Set a date and time for the **midway and final appraisals** (see below).

Week 2

- Continue to observe the student(s) and question their clinical reasoning so a clear picture of strengths and areas for development should emerge.
Consistent and regular observation of students in practice is vital to the credibility of the assessment process and your feedback.

Reference to '**Bloom's Taxonomy of Learning**' may help you to evaluate the student's level of ability and assist in the marking process (Appendix 4).

Midway appraisal (usually in week 3)

This should be a formal, documented discussion with feedback that relates to the appropriate level learning outcomes. The midway appraisal provides an opportunity for Educators to reflect upon their own performance as well as the student's. **Students also need clear and constructive ongoing feedback throughout the placement.** Students should also fill in their self-assessment form and bring it to the appraisal to facilitate discussion. If significant weaknesses are identified and there is a risk of the student failing the placement if performance does not significantly improve, the section entitled 'potential for failure declaration' must be completed and signed by both the student and PE. Action points must be written to highlight the changes required to meet the learning outcomes of the placement and the link tutor should be informed.

Final week

The completed assessment form (CPA or CPAF) is discussed formally at the final appraisal, ideally on the final or penultimate day of the placement.

Practice Assessment

Continuous Practice Assessment (CPA) combines both formative and summative methods of assessment. While only the summative method is used to decide the outcome of the placement, the formative feedback component helps students reflect on their own progress and enables link tutors and academic tutors to facilitate this process. All of the placements are assessed using either the UWE CPA form (3rd years) or the CSP CPAF (1st and 2nd years). **Please see information and guidance on the CPAF for 1st and 2nd years on the [CSP website](#).**

This assessment reflects the *entire* period of the placement and is undertaken by the educator(s). It is also directly linked to the student's self-assessment described below. The educator undertakes assessment and provides feedback in an ongoing formative manner and by the formal marking process using the marking and performance descriptors available on the PSN. The outcome and feedback are documented on the CPA/CPAF.

UWE CPA form (3rd years only)

The practice learning outcomes incorporate the areas identified by the HCPC (Standards of Proficiency, 2012) and the CSP (Physiotherapy Framework: putting physiotherapy behaviours, values, knowledge & skills into practice, 2011) and are assessed under the following sections:

- Safety (pass/fail only)
- Professionalism (pass/fail only)
- Communication
- Clinical Reasoning (includes knowledge, understanding, relevant supporting evidence)
- Practical Skills
- Organisation and Learning Behaviour.

A formal midway appraisal should be done with the student to discuss their progress, provide constructive, formative feedback with a formative banding, eg 40s or 50s, and identify clear actions for development during the rest of the placement. This information should be recorded on the CPA form so that the students are clear and can refer to it if necessary. The final appraisal should be done at the end of the placement and provide further written formative feedback including areas for future development. A mark is given for all sections, except safety and professionalism which are pass/fail only. The overall placement mark is an average of the four section marks but all sections must be passed to pass the placement overall.

Please note that the mark for level 4 and 5 placements is formative only but for level 6 placements it contributes towards the degree classification.

The CPA form is available on the [PSN website](#). **The educator must sign the front of the CPA form as verification of the placement result and hours completed.** If this is not possible, the educator must email the completed CPA form (word or pdf format) to one of the placement coordinators as verification.

It is the students' responsibility to submit the completed CPA form (whether passed, failed or stopped due to health) by the submission deadline as stated in the relevant module handbook and on Blackboard (student intranet) under Practice Placement. Students are advised to save a copy of their completed CPA form for their future reference. As stated earlier, a minimum of 75% of the anticipated placement hours have to be completed for a student to be assessed.

Student's Self-Assessment

The student's self-assessment form is a modified version of the CPA. Students are expected to complete this and bring it with them for both the mid-way and the final appraisals. It serves both as a reflective tool for students and helps facilitate their discussions with educators and/or the link tutor.

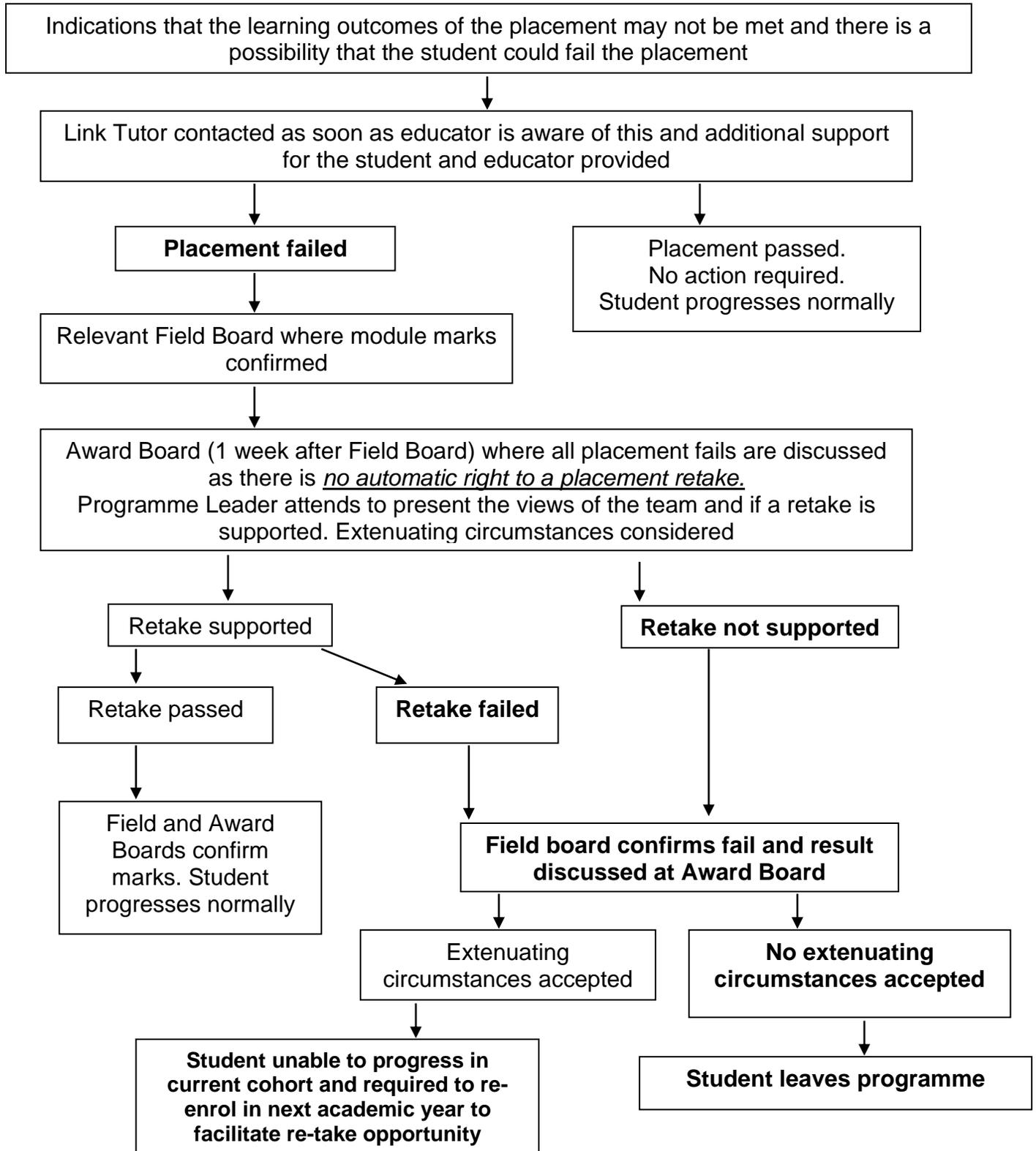
Students are also expected to regularly complete self-directed work including reflections and clinical patterns sheets (see [PSN website](#)). They should share this with their educator for feedback and use it to reflect on and develop their practice.

Significant Safety or Professional Issues

The placement provider can stop the student seeing patients or send them home that day if there is a significant concern regarding the safety of the student, staff or patients if they remain on placement. However, the placement can only be stopped early following discussion with and authorisation by the Dean of Faculty at UWE. This should only be required in extreme circumstances.

If there are significant safety and/or professionalism issues that are not resolving despite regular, clear and constructive feedback from the educator (including completion of the final warning) and support from the link tutor, then stopping the placement may be necessary. It is more likely that adjustments to the student's learning opportunities and supervision will need to be made until improvements are seen.

Course Progression



Recommended Pathway for Physiotherapy Practice Educator Development Physiotherapy Educator Training Sessions

Dates and booking details available on the [PSN website](#).

As a newly qualified physiotherapists, be involved with supporting students on placement with your team, and on observational placements.

Attend the introduction session run by the UWE Physiotherapy programme before leading on a placement (see below for details).
Consider enrolling on the Supporting Students in Practice module (see below for information).

Lead on student placements, putting in to practice learning from the Introduction session.

Attend additional physiotherapy sessions for educators who have some experience leading on student placements (see below for details).
Consider enrolling on the Practice Learning and Student Support module (see below for information).

Consider the Student Coordinator role for your Trust/provider or applying for a Practice Educator faciliator role (if available).

For new educators prior to leading with a student on placement	
Introduction	Provides essential information for staff new to being an educator prior to taking the lead with students on placement.

For educators who have some experience leading on practice placements	
Assessment	Provides information related to assessment during practice placements, as well as the opportunity to review your own current practice.
Managing Problems on Placement	Provides participants with information and guidance on what makes a successful placement, how to recognise early indicators of problems and implement appropriate intervention strategies, and the impact of failing a placement on progression.
Delivering Feedback	This session helps to developing skills in delivering feedback to students, and covers the importance of feedback, opportunities for feedback, and best practice strategies for giving and receiving feedback.
Reflective Skills	This session provides an overview of reflective practice and aims to enhance your skills in supporting learners to reflect effectively.

In addition to the physiotherapy specific educator training, UWE also offers a number of modules that educators may wish to undertake to complement their learning and knowledge.

The [Supporting Student in Practice](#) (SSIP) module aims to provide an understanding of the principles of supporting students in practice. The module is delivered as a self-directed, online, asynchronous module, allowing participants to engage with the learning at a time convenient for them. There are no timetabled teaching sessions, and it is expected that students will take between 30 and 150 hours to complete the learning activities. This module is non-credit bearing.

[Practice Learning and Student Support](#) (PL+SS) module is for students who have completed the SSIP module, and is designed to enable a range of healthcare professionals to enhance their knowledge and skills in supporting students in practice. The module is an online, self-directed module, and can be studied at level 3 (also known as level 6) or Masters level (level 7), with students awarded 15 credits on successful completion of the module assessment.

All educators that support level 6 students will have to successfully complete the 'Grading in Practice' online quiz since 1 August (start of that academic year). This is to ensure that they are

up to date with assessment and marking procedures and to optimise the standardization of the assessment and marking process. Questions will include information such as:

- Interpreting learning outcomes for different placement settings
- Expectations of different levels in different types of placements
- Which sections are pass/fail and which are marked
- Which sections must be passed
- Process for managing safety/professional issues
- Understanding of marking descriptors for each level
- Awareness of performance descriptors
- Midway feedback and marking (actual not predicted mark)
- Student self-assessment.

Practice Placement Evaluation

Students

Following the completion of each practice placement, students have to complete an online placement evaluation via the ARC system. Any significant issues that are raised are discussed by the relevant programme staff and either fed back to the educator/student coordinator or noted for future reference if further concerns arise.

Educators

An evaluation form is emailed to individual educators biannually (February and July) for them to complete and return. Your feedback is welcomed.

Physiotherapy programme team

Relevant members of the programme team are asked for feedback via e-mail for level 4 and 5 placements and in a module review meeting for level 6 placements.

External examiner

A sample of practice assessment forms from each placement is sent to the external examiner to review and provide feedback to the programme team.

Other processes

Valuable feedback on the practice aspects of the programme is gained during the educator training sessions, evaluation of these sessions and discussions at the coordinator forum.

Placement Administration

- **Occupational Health check**

Students all have an occupational health check on commencement of the programme and cannot go out on placement until they have been cleared.

- **Professional indemnity**

It is the responsibility of each Trust to ensure that public liability insurance is in place which covers students on placement from the university, providing they are supervised by appropriately qualified persons on placement. It is not mandatory for students to join the CSP although this gives them greater professional and personal liability indemnity cover. It is not essential unless they need cover outside their scope of working as a physiotherapy student. The programme team at UWE encourages students to join the CSP, but cannot insist.

- **Professional Code of Conduct**

Students are required to adhere to the rules of professional conduct of the CSP and HCPC.

- **Accommodation**

For all information about UWE's Accommodation services, follow this [link](#).

- **Travelling**

Whilst travelling, it is strongly recommended that students, for professional reasons as well as health and safety, travel in their own clothes and change into uniform when they arrive. If this is not possible, uniform should be completely covered and worn for the minimum amount of time outside their placement.

- **Accidents on placement**

If a student is involved in an accident whilst on placement then they should complete an accident report form and forward this to the practice area manager and send a copy to the relevant UWE Health and Safety representative.

- **Dress Code Guidelines**

Most but not all placements will require students to wear a uniform. Standard Uniform consists of navy blue trousers with a plain white tunic as issued in level 1. They are advised to check the uniform requirements for each placement before they start. Students can purchase white polo shirts with a physiotherapy logo from the Student Union. Whether they are required to wear uniform or not students should be aware that they will be meeting patients/clients, therefore their dress should reflect their professional position.

Appearance should be safe and hygienic and portray a professional image. See guidance below.

Hair If you have long hair, please ensure it is securely tied back and off your face. If you have short hair, it should be of a tidy appearance.

Jewellery Jewellery should be kept to a minimum. Necklaces and bracelets should not be worn. If you have pierced ears, stud earrings should be worn. Any other visible piercings should be discrete and not compromise patient care.

Watches Watches if worn should be removed during patient contact. A watch pinned to your tunic may be preferable.

General Appearance All clothes worn whilst on placement should be well laundered and fit.

Footwear For all students, navy or black shoes should be worn with plain dark socks. Training Shoes may be appropriate in some areas. All footwear should be kept clean and in good repair.

- **General Trust Policies**

All students must adhere to all relevant local policies whilst on placement including Health and Safety, Infection Control, Equal Opportunities, Safeguarding and Confidentiality/Data Protection. Students should be made aware of these policies as part of an induction programme at the commencement of the placement.

- **Absence from placement**

Any absence must be reported via the Practice Absence Reporting line (0117 32 83283) as well as directly to the placement. Students must obtain permission from the educator following discussion with their academic or link tutor before taking any leave such as compassionate, interviews, special events). An authorised absence form must be completed and the educator informed by the student at the earliest opportunity. If it is unplanned leave (eg sickness), the student should inform the educator ASAP (as agreed in induction) plus the link tutor if a visit is planned for that day. If students are off sick for seven days or more they are required to submit a doctor's medical certificate along with their CPA form and discuss the effect on their placement hours with the educator and link tutor. They should keep a copy of this.

Frequently Asked Questions

Before the placement starts:

I am due to support a student on a placement. What information should I be giving to them when they contact me before the placement starts?

You shouldn't need to send students individual information when they contact you as a profile of your placement (known as a Placement Environment Profile or PEP) should have been created by your team lead/student coordinator. The PEP includes all the information that a student needs to know in accordance with HCPC standards, such as uniform policy, shift hours and travel information, and is made available to students when the placement allocation is released.

As a practice educator, it is useful to be aware of what is contained in your PEP (link with team lead/student coordinator), and it should be regularly updated and checked at least 8 weeks prior to the next student starting. If you need access to the PEP, please speak to your team lead/student coordinator in the first instance.

It is important to provide them with information for where to meet you on their first day, and perhaps a contact number they can use should they have any problems but you shouldn't need to send them lots of individual information as much of what they will need to know should be contained in the PEP.

Where can I get information about what the students have been taught?

An overview of each module is outlined in the Educator Handbook, which can be found on the PSN. The email address for each module leader can also be found there so you can contact them if you need further information.

What information can the university give me about the student? Can they tell me how their previous placements have gone, or if they have a disability?

We will not give you any details of the student's previous performance at university or on placement as this can introduce bias (both positively and negatively). You can ask the student when they arrive but they do not have to share this information with you.

Details of any disability are confidential and we can only inform a placement with the student's permission. We strongly encourage our students to disclose disabilities and share any strategies that they find helpful either themselves or via a UWE staff member. Any student with significant access needs due to a disability will have a placement access plan report which they are expected to share with relevant academic and practice staff.

How many practice/placement hours does a student need to complete?

It is expected that UWE Bristol students will be working 37.5 hours per week (187.5 hours for a 5-week placement and 225 for a 6-week placement). The CSP currently recommend students complete 1000 hours of practice-based learning as part of their programme, and UWE Bristol students complete these hours over 5 placements.

I'm planning my student's timetable. What activities can contribute to practice-based learning (placement) hours.

Any activity that aids a student's development and attainment of the placement learning outcomes can contribute to their practice-based learning (placement) hours. This may include face-to-face and remote patient contact, but is not limited to patient facing activities. Practice-based learning (placement) hours may also non-patient facing activities, including self-directed study, simulation, project work, presentation preparation and delivery, peer reviews, observation, and other learning experiences. These non-patient facing activities can contribute to practice-based learning hours where evidence is provided of the activity/learning.

Is it a problem if I have leave booked during the placement?

This is not a problem although we would not recommend it if possible to avoid. It is also easier to manage if leave is taken in weeks 2 or 4 rather than weeks 1, 3 or 5/6 (depending on the length of the placement). It is preferable if the main educator is available for the visit to ensure that appropriate guidance and support can be given. It is also essential that there is an alternative qualified physiotherapist supervising the student during the educator's leave and that clear lines of support/communication are agreed with the student.

Can students have any time off for non-UWE Bristol related events during placement?

There are no official reasons for students to have time off placement to attend UWE Bristol during placements, and any absence from placement is discouraged. Holidays are not acceptable reasons for missing placement. Occasionally students will request time off for important events such as weddings, funerals, interviews, and unavoidable health appointments, and there can be times where students may have resit assessments and require time away from placement to prepare from these. It is up to the student to decide if it is sufficiently important to miss valuable placement hours, and they should then agree this with their educator. If there are any doubts, please discuss with the visiting tutor.

Are there any guidelines for students working in the community?

The CSP provide a document entitled 'Guidance on developing student placements in community and other non-traditional settings' but this is not currently available via the CSP website. This paper looks at the evidence to support the case for physiotherapy students undertaking community placements, including guidance and suggestions for criteria to be met prior to allowing supervision at a distance for suitable students. Please email Kate Stancombe or Robyn Osborne to discuss further.

During the Placement:

How will the student and I be supported by UWE during a placement?

Prior to the placement, you are able to attend a virtual drop in Q&A session run by one of the placement coordinators to ask any questions or clarify any information. Details on how to

access these sessions can be found on the Practice Support Net.

Both you and the student will have access to a named link tutor from the physiotherapy programme during the placement. The link tutor will contact you in the weeks before the placement starts to arrange to meet with you and the student during their placement. This meeting usually happens in the middle of placement, but may be slightly earlier if needed.

What usually happens in the link tutor placement support meeting?

UWE Bristol staff members have different approaches to the midway meeting, but usually the link tutor will usually want to talk to the educator responsible for the student first. This is to find out how the student is progressing, ensure sufficient support/feedback/learning opportunities are being provided, that your expectations and marking are appropriate, and to establish if any problems have been encountered. This is an opportunity for you to get clarification about any issues you may have relating to the student or the course.

The link tutor will then talk to the student independently and will need to go through their goals for the placement and other self-directed work they should be completing, such as reflections and clinical pattern sheets.

If any issues are raised by either the educator or student, it may be necessary to meet together to discuss and make an action plan.

When should I contact the link tutor?

The link tutor will contact you before the placement begins. Please contact them if:

- you would like help with planning, advice, or support prior to the placement
- you have concerns regarding the student.

If the link tutor has not contacted the week before the placement starts, or you are not able to reach them during the placement, please contact one of the two placement coordinators: Kate Stancombe or Robyn Osborne.

How many hours does a student need to complete on placement? Is there a minimum number of hours a student needs to complete for the placement?

Students should work a 37.5-hour week, giving a total of 187.5 hours for a 5-week placement, and 225 for a 6-week placement (if there are no bank holidays (BH)).

Students need to complete 75% of the available placement hours (140 for a 5-week placement, and 169 for a 6-week placement) in order to have had sufficient experience to be assessed. Generally, if a student is not able to achieve this for any reason (excepting Covid-19 related absence (see below)), they will be required to re-sit the placement. If the student you are supporting is unlikely to achieve the minimum required hours, please let the link tutor know so they can look assist you to manage the placement.

If students are absent from placement due to Covid-19 related issues, there are no minimum required hours. If students have met the learning outcomes for the placement, they will not be required to re-sit, even if they have not met the minimum 75% required hours.

A student is unable to attend the placement. Who should I inform and how do I record this?

It is the student's responsibility to notify you of their absence from placement in the manner you have asked, and it is a good idea to establish the mechanism for reporting absence during their induction. As well as letting you know, they need to leave a message on the UWE Practice Absence Reporting Line (01173283283).

Any absence should be recorded on the CPA form at the end of the placement. Completed placement hours are collaged by UWE to monitor student's total placement hours during their enrolment on the physiotherapy programme.

A student is not able to come to placement because of Covid-19. How is this managed?

If students need to miss placement hours due to government guidance on [COVID-19 self-isolation](#) related to a positive test, track and trace notification or known contact with someone who is symptomatic/tested positive, the following guidance can be followed:

- Students can be allocated a maximum of up to 25 hours (for five-week placements) or 30 hours (for six-week placements) of self-directed work at home during the placement. This is equivalent to one hour/day but can be completed at any time. They need to provide evidence of this work to their educators and it can include work such as clinical pattern sheets, written reflection, review of evidence, creation of problem lists and treatment plans, virtual interactions with you, and preparation for a presentation.
- Educators will need to record the total number of hours for the placement on the CPA form (including those allocated for self-study).
- It is not expected that these additional self-study hours will necessarily enable students to achieve the usual minimum requirement for hours (75% of expected), but will mitigate against loss of overall placement hours during the programme.
- Where students have met the placement outcomes and passed a placement, but not met the minimum requirement for assessment (75% of expected) due to COVID-related absence, they will not be required to re-sit the placement.

These recommendations do not apply to students who have other reasons for their absence; the ability to pass the placement when not meeting the minimum hours relates only to COVID absence.

Do I need to let the link tutor know about absences?

You do not need to let the link tutor know about all absences, but where this is for an extended period of time, or there are issues with the reporting of absence, please contact the link tutor. There is a minimum number of hours that students need to complete during each placement to be assessed (see earlier information), and where there is a concern that this may not be met, the link tutor can help you to manage the situation. If the link tutor has arranged the midway meeting on a day that the student is absent, please let them know.

Can the student do additional hours if they want to, or extend their placement?

Students cannot do more than the expected hours of 187.5 hours for a 5-week placement, and 225 for a 6-week placement. This would unfairly advantage them compared to their peers as they will have longer to demonstrate their skills and learning.

Where students have had a period of absence and where this can be supported by the placement, they may make up the hours they missed. This might be done through extended days, weekend work, and occasionally through extending the placement dates. This is not expected of placement providers, and it is not possible where students have timetabled teaching or would mean they are not able to submit their CPA form in time for the submission deadline.

If this is being considered, and/or you are concerned about a student achieving the minimum required hours for assistance in managing the situation.

What paperwork do I need to complete during the placement?

The paperwork you need to complete can be downloaded from the [PSN website](#):

- For placement 1, 2a and 2b (placements at level 4 and level 5), you need to complete the Common Practice Assessment Form (CPAF).
- For placements 3a and 3b (placements at level 6), you need to complete UWE's Continuous Practice Assessment form (CPA).

These forms should be completed electronically and signed/dated by the educator. A signature is required in order to verify the hours and marks awarded on the placement. A copy of the form should be given to the student for them to submit.

Do we need to give a percentage mark for each placement?

All placements should be marked out of 100, using the marking descriptors available for each placement (located on the [PSN website](#)), although only placements 3a and 3b contribute to a student's degree classification.

Part 1 of the CPAF (Professional Behaviours and Responsibilities) and Section A of the CPA form (Safety and Professionalism) are pass/fail for all students.

Part 2 of the CPAF (Learning Outcomes) and Section B of the CPA form (Communication, Clinical Reasoning, Practical Skills and Organisation/Learning Behaviour) are each marked out of 100, and the average of these four marks is the mark for the placement.

If the student does not pass any part of the placement, they are unable to pass overall. Their mark is an average of any marks below 40%. For example, if they fail the communication section with a mark of 36% but pass all other parts, their overall placement mark is 36%. If they fail both communication (36%) and clinical reasoning (38%) their overall placement mark would be 37%.

If there are significant or repeated concerns regarding safety or professionalism despite feedback, you should complete a first warning on the 'Record of Warnings' form available on the [PSN website](#). Please discuss this with your visiting tutor so that they are aware and can advise and support you as necessary.

Do academic assignment submission dates occur during placement?

Assignment submission dates are set at the beginning of each academic year and have to fall with UWE assessment weeks. On occasion, these deadlines may fall during placement weeks, and students may have submissions either closely before or after placements.

APPENDICES

Appendix 1

GLOSSARY

AWARD	A university qualification granted to a student for successful completion of prescribed and assessed learning at a specified level confirming with the relevant provisions of the Regulations.
AWARD/EXAM BOARD	The body of approved examiners constituted in accordance with the assessment regulations and solely responsible for making decisions on student's performance for the award of credit or for recommendations for awards of the university.
PERSONAL CIRCUMSTANCES	Evidence submitted by a student to an exam board in explanation for absence from study, attendance, assessment or examination, or for poor performance in assessment. The board may, at its discretion and as the regulations of the programme allow, accept and take these into account when recommending an award for a student.
FIELD BOARD	The body of approved examiners constituted in accordance with the assessment regulations and solely responsible for the award of credit.
FIELD	A group of related modules within the University Modular Scheme. A field may represent a subject or disciplinary area, or group of disciplinary or professionally-related modules, within which learning, teaching and assessment are organized. All modules are assigned to named fields.
FORMATIVE	Pertains to ongoing assessment/feedback which supports student development throughout the placement. Does not form part of the formal module assessment.
LEVEL	Equates to the level of the programme, eg Level 4 = Year 1, Level 5 = Year 2, Level 6 = Year 3.
MODULE	The smallest sub-division of teaching and assessment within the University's Modular Scheme for which credit is awarded.
PROGRAMME	Previously: award or course. The programme constitutes all modules and levels that contribute to the award.
SUMMATIVE	Final marked assessment and feedback on completion of the placement – formal assessment of a module.

Appendix 2

Difficulties and suggested strategies for helping dyslexic students on placement

Difficulty	Strategies for supervisors
Memory difficulties	<ul style="list-style-type: none"> • Do not give too many instructions at once particularly if only verbal • Give instructions in both verbal and written where possible • Explain tasks more than once at the beginning of a supervisory session and allow additional time. • Give lots of opportunities for observation of self/other staff with patients in the first few days • Encourage reflection.
Difficulty with writing and spelling	<ul style="list-style-type: none"> • Allow extra time for note writing • Allow students to write in rough before writing up • Help the student to summarise the main points that should be covered – using a mind map, spider diagram or flow chart may help • Provide templates for forms, letters or reports.
Language	<ul style="list-style-type: none"> • If possible, provide a glossary of terms or audio tape of specific language, medical terms etc • Give clear oral instructions. Positive statements are important as some dyslexic people are not able to read between the lines or pick up on implied meaning • Be willing to repeat instructions or allow the student to have the confidence to ask questions • Encourage the student to repeat instructions back to you to ensure understanding.
Documentation	<ul style="list-style-type: none"> • Arial font • Cream coloured paper where possible.
Difficulty in listening and writing at the same time	<ul style="list-style-type: none"> • Provision of hand outs in advance.

Difficulty with reading	<ul style="list-style-type: none"> • Provide opportunities to discuss reading • Allow extra time for reading. • Present the student with essential reading well in advance of meetings, highlighting important parts if appropriate • Any written information specifically produced for the students would benefit from being 'dyslexia friendly': write in a logical sequence; avoid small print; use bullet points in preference to sentences; use simple words, and space the information so it is not cramped; avoid overuse of jargon or uncommon words • Use colour and space on whiteboards to differentiate sections.
Carrying out procedures	<ul style="list-style-type: none"> • If a task involves following a sequence, this could be set out clearly on a wall chart or instruction sheet. • Demonstrate skills more than once at the beginning of the placement • Supervise practice until the student is secure • Diagrams can help.
Difficulty with numeracy	<ul style="list-style-type: none"> • Encourage use of calculator or other preferred learning aid • Supervise drug administration.
Lack of confidence / low self-esteem	<ul style="list-style-type: none"> • Demonstrate understanding of difficulties experienced • Indicate what is in place to help
Has difficulty dealing with more than one thing at a time	<ul style="list-style-type: none"> • Avoid overloading with information • Encourage to make to do lists taking in to account priorities
Time management	<ul style="list-style-type: none"> • Suggest timescales • Check they have a watch
Other	<ul style="list-style-type: none"> • Provide a map of the hospital/building/unit • Provide a placement pack setting out useful information

BLOOM'S TAXONOMY OF LEARNING

❖ PSYCHOMOTOR DOMAIN (PRACTICAL SKILLS)

1. **Cognitive Phase** – The skill is perceived and intellectualised.
2. **Fixation Phase** – The skill is performed slowly and deliberately.
3. **Autonomous Phase** – A more co-ordinated, natural and automatic performance.
4. **Mastery Phase** – 'Slick', dextrous, highly skilled.

❖ COGNITIVE DOMAIN (KNOWLEDGE)

1. **Knowledge** = recall of facts.
2. **Comprehension** = understanding of principles.
3. **Application** = applying acquired knowledge and principles.
4. **Analysis** = organisation of ideas.
5. **Synthesis** = formulation of ideas using applied and analysed knowledge.
6. **Evaluation** = judgement of ideas.

❖ AFFECTIVE DOMAIN (ATTITUDES/VALUES)

Values and Attitudes eg areas such as:

- Care and compassion; Dedication; Dress and hygiene;
- Politeness; Personal integrity; and Professionalism

Knowledge of Bloom's Taxonomy of Learning may assist you to:

- ❖ Identify entry behaviour of the student.
- ❖ Set suitable level objectives.
- ❖ Analyse student performance more objectively.
- ❖ Formulate constructive feedback.
- ❖ Improve validity and reliability of assessments.
- ❖ Provide a suitable and flexible clinical environment to maximise learning and professional development.

Relevance to Educators

- Certain judgements have to be made regarding practical abilities, background knowledge and attitudes.
- Judgements are most valid if awareness exists of depth of learning and necessary stages of learning.
- Expectations are adjusted according to level of training, previous experience and opportunities to practice.

(Bloom, 1956)