

Leeds Beckett University

Practiced Based Learning
Handbook

Physiotherapy Courses

Students &

Practice Based Educators



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Introduction

Welcome and Thank You.

Welcome to Leeds Beckett University (LBU) practice-based learning handbook. This handbook provides information to support students on the BSc (Hons) and MSc (pre-registration) Physiotherapy programmes, and to provide guidance for practice-based educators.

The handbook is aimed at both educators and students and all the information contained within the handbook is applicable to all.

The Physiotherapy team would like to thank all the practice-based educators for supporting our students on their placements. We appreciate every single placement you offer and the quality of the education you provide to our physiotherapy students at LBU.



Contacts Details

Practice Education Team at Leeds Beckett University

General placement queries should be directed to the Practice Learning Administrator (PLA).

Practice Learning Administrator for Physiotherapy

- Email: physioplacements@leedsbeckett.ac.uk

Placement Co-Ordinators for the Physiotherapy Team are:

- Dawn Knibbs: Senior Lecturer in Physiotherapy (Lead for BSc Level 5)
- Email: d.knibbs@leedsbeckett.ac.uk



- Sophie Wood: Lecturer in Physiotherapy (Lead for BSc Level 6)
- Email: sophie.c.wood@leedsbeckett.ac.uk



- Sarah Haygarth: Senior Lecturer in Physiotherapy (Lead for MSc Placements)
- Email: s.haygarth@leedsbeckett.ac.uk



All students will be assigned a link tutor from the academic team and their contact details will be provided on each individual placement.

Contacts Details for the Practice Learning Facilitators (PLFs)

- Anthony Dawson (Leeds Teaching Hospitals Trust)
- Tel: 07909 376 090 Email: anthony.dawson3@nhs.net



- Chris Garside (Leeds Community Healthcare Trust)
- Tel: 07985 804 097 Email: chris.garside1@nhs.net



- Tamara Babij (Leeds York and Partnership Foundations Trust)
- Tel: 07416 440427 Email: tamara.babij@nhs.net



The Physiotherapy Course at Leeds Beckett University (LBU)

The Physiotherapy Course

The Physiotherapy programme at Leeds Beckett University (LBU) is designed to provide learners with a high-quality learning experience and education opportunities to enable them to develop and refine their clinical and professional knowledge and skills over the course of the programme.

The Physiotherapy undergraduate and post-graduate curriculum is designed to cover core clinical skills to ensure that every student at LBU is well equipped to meet the Health and Care Professions Council (HCPC) Standards of Proficiency (HCPC, 2023) and The Chartered Society of Physiotherapy (CSP) Core Standards (CSP, 2019). Integrating the learning from the academic taught components, coupled with practice-based learning, ensures that newly qualified physiotherapists (NQPs) meet these standards (or equivalent) and prepares them with the skills needed for physiotherapy practice.

Every 5 years, the physiotherapy course at LBU undertakes a revalidation process. Content and delivery of the physiotherapy programme is reviewed and developed during the revalidation process to ensure an up-to-date course is offered and delivered and standards are met in line with the HCPC and the CSP standards and requirements.

Pre-Admission Process

As part of the admission process to the physiotherapy programme, students complete an Occupational Health (OH) questionnaire/screen. Students are required to complete a health declaration and to provide an immunisation record prior to the commencement of the course. Information provided is confidential and is only available to OH. Details regarding Occupational Health can be found later in this handbook.

All students joining the programme are subject to the enhanced Disclosing Baring Service (DBS) checks. Where a cause for concern is highlighted on the DBS, further discussions and conversations are had with the student. A lead clinician from a local trust will be part of this discussion to ascertain what action is required.

Student Numbers

At Leeds Beckett University (LBU), there are 5 cohorts of students.

BSc (Hons) Programme

Level 4 (1st Year)

Level 5 (2nd Year)

Level 6 (3rd Year)

MSc (pre-registration) Programme

Year 1 (1st Year)

Year 2 (2nd Year)

There are approximately:

- 50 BSc students per year.
- 20 MSc students per year.

Course Structure: BSC (Hons) Physiotherapy Programme

The full-time programme runs from September to September (see appendix 1)

Level	Semester 1 (September-December)	Semester 2 (January-June)
4	Shaping The Professional Human Musculoskeletal (MSK) System Exercise Prescription	Human Neurological System Human Cardiovascular Respiratory (CVR) System Introduction to Evidence Based Practice (EBP)
5	Cardiovascular Respiratory Physiotherapy Musculoskeletal Physiotherapy Neurological Physiotherapy	Research Methods The Complex Patient Placement 2.1 and 2.2
6	Advancing Practice Research Methods Placement 3.1 and 3.2	Advancing Practice Research Methods Leadership in Healthcare Placement 3.3

Course Structure: MSc (pre-registration) Physiotherapy Programme

The full-time programme runs from January to January (see appendix 2)

Year	Semester 2 (January-June)	Semester 1 (September-January)
1	Foundations of Physiotherapy Musculoskeletal Physiotherapy Neurological Physiotherapy	Developing Clinical Practice (DCP) Cardiovascular Respiratory Physiotherapy Clinical Rehab Research Foundations
2	Shaping Health Care (option module) Sports Medicine (option module) Research Project Placement 1 Placement 2 Placement 3	Placement 4 Placement 5 Research Project/Conference

Teaching and Learning

The physiotherapy course uses a blended approach to teaching and learning to capture individual learning styles and preferences, consisting of online teaching (synchronous/live and asynchronous/recorded), face to face/on campus delivery, practical based sessions, group work, problem-based learning (PBL), case studies, simulated learning, interprofessional learning (IPL) and self-directed/independent learning.

Interprofessional Learning (IPL)

LBU has a well-established IPL programme running through all the Health and Social Care courses. IPL is embedded into the clinical and professional skills modules at level 5 and 6 of the BSc (Hons) programme and Year 2 of the MSc (pre-registration) programme.

IPL includes working with a range of healthcare students from Physiotherapy, Nursing, Speech, and Language Therapy (SLT), Occupational Therapy (OT), Dietetics and Social Work, alongside tutors from those professional groups and service users. These learning experiences help to prepare students for multi-professional/interdisciplinary working.

Simulated Learning

Students take part in simulated learning and will utilise the different learning environments available within LBU, including the clinical suites and the hospital wards. Scenarios are based around challenging situations and provide the opportunity for students to practice advanced interpersonal communication skills, assessment, and treatment skills in a safe environment. Actors may be used to play the role of the patient.



Practice Based Learning



What is Practice Based Learning?

The Health and Care Professions Council (HCPC) define practice-based learning as the *“clinical or practical experience that forms part of an approved programme. It may take place throughout a programme or in separate periods of time”* (HCPC, 2017 p38).

Practice-based learning forms an imperative part of the physiotherapy programme at LBU and learning process and is an essential component to a student’s personal and professional development. Students will integrate their learning gained from the taught components in university, to enable them to develop the knowledge and skills required to effectively interact with individuals, groups, and teams within the varied practice-based settings.

The BSc (Hons) and MSc (pre-registration) courses provide 5 blocks of practice-based learning, each lasting 6 weeks in duration. Practice based learning is timetabled into the programme in a way which aims to facilitate and integrate learning from the academic taught components at university into the practical setting.

Students are provided with a variety of practiced based learning across different settings and service user groups to gain a range of experiences and skills that represent the breadth of physiotherapy in both patient and non-patient facing environments (The Chartered Society of Physiotherapy, n.d.). The placement coordinators and academic staff are developing different learning opportunities in the form of leadership and research placements, increased student to educator ratio placements, student led clinics and a range of project-based placements. These are innovative placements and have hugely supported placement expansion. They have increased flexibility to offer different placement experiences which still enable students to achieve practice-based learning competencies in a non-traditional setting.

Placements which offer remote/virtual experiences/technology, or project based work in addition to the traditional face to face practice based learning experience, can support multiple students at any one time, where capacity permits. Beckett Town and HoloLens are new and pioneering initiatives that offer 1 or 2 days per week to support the traditional face to face placements which supports capacity and placement growth. Teams are encouraged to reflect on their current offer and develop this to include multiple students to educator ratio

placements and hybrid working, both as a way of building capacity and to enrich the student experience through supported independence. It is also proposed that teams embed the four pillars of practice (clinical, education, leadership, and research) into the practice-based experience to create a flexible and sustainable workforce and student experience, enabling them to develop their knowledge, skills, and behaviours (The Chartered Society of Physiotherapy, n.d.).

Practice based learning may be arranged within traditional settings (Health and Social Care settings) and non-traditional settings within the Private, Voluntary and Independent Organisations (PIVOs), for example in private clinics, hospices, and sports clubs.

The HCPC stipulate students *“have access to an appropriate range of practice-based learning experiences which reflect the nature of modern practice and the range of practice settings of the profession they are preparing to enter.”* (HCPC, 2017 p39). The current ongoing changes within Health and Social Care are creating many challenges for physiotherapists requiring them to work in ever more flexible and innovative ways providing opportunities for practice placements (The Chartered Society of Physiotherapy, n.d.).

[Aims of Practice Based Learning](#)

The aim of practice-based learning is to offer students opportunities to develop core physiotherapy skills across a range of specialities and client groups in a supportive learning environment. Teaching and supervision must be designed to encourage safe and effective practice, independent learning, and professional conduct (HCPC, 2017).

Each practice placement should enable the integration and consolidation of theory into practice in a realistic, meaningful, and reflective manner to help develop the generic and core skills required for professional practice. Practice based education and experience is essential in the development of a safe, effective, and competent practitioner.

Quality Assurance & PARE

Quality Monitoring

The quality of placement education is crucial to shaping the physiotherapists and the profession of the future. It is vital that practice-based learning is quality assured as being of the highest possible standard.

Placements are sourced through an on-going and regular process of negotiation between the University and placement providers across Leeds and West Yorkshire. The University placement co-ordinator(s) and practice learning team take responsibility for approval of new placements. All new placement settings develop a Practice Assessment Record and Evaluation (PARE) profile to inform the student of the logistics of the placement and the learning experiences that the placement will provide. PARE also enables the university placement coordinators and the student to evaluate the experience, enabling support and development needs to be identified.

All placements are quality checked at the outset of the partnership by means of a placement audit using the audit facility on the PARE system to ensure that the placement meets the NHS England (NHSE) standards. This audit and quality assurance will be conducted every 2 years thereafter. Health and safety risk assessments are completed when applicable to make sure the placement is suitable and if any extraordinary risks are identified, these can be addressed and resolved prior to the placement commencing.

Once a student has completed a placement, an audit of the experience will occur, and evaluation of the support and learning is conducted. The University team evaluate the placement at the end of the first student placement, taking on board feedback from the practice educator and the student. If the placement has been successful, future offers will be indicated.

The Use of Practice Assessment Record & Evaluation (PARE) in Quality Assurance

In line with NHS England (NHSE) guidance, the physiotherapy course at LBU is using [PARE](#)

All educators require a login for PARE and the placement lead within each team can assist with this process. PARE provides details of each placement experience and can be accessed by students before they start their placement. PARE hosts the following functions:

- A student evaluation questionnaire
- A practice placement profile
- The regional educational audit tool
- CPAF Paperwork
- Date of attendance on practice education preparation courses (PEPC).

Embedded in PARE, the audit tool enables the university placement coordinators to audit the placement experience on a 2-yearly basis. Auditing takes place in a joint meeting between the practice-based co-ordinator(s), the physiotherapy placement coordinator, and Practice Learning Facilitators (PLF) (where relevant) and considers the domains of:

- Learning environment and culture
- Educational governance and leadership
- Supporting learners and educators
- Developing a sustainable workforce
- Analysis of learner capacity

Whilst this joint approach to the formal audit process provides an additional opportunity for informal discussions on wider student placement matters, all practice placement co-ordinators and educators are asked to contact the University at any time if they have any queries or concerns. The PARE audit holds the student evaluation questionnaire which is conducted by each student following their placement. It is a requirement of the University that all students complete this following placement and, as part of the audit process, questionnaires are reviewed to identify themes of good practice and any areas for development or concern. Where there are areas of concern, the university placement coordinator and PLF will meet with the student to ascertain more information. The PLF will then meet with the placement provider. Feedback from students forms the basis for ongoing development and is monitored by the LBU placement co-ordinator(s) and PLF.

The Allocation Process

Capacity and Availability

The availability of practice-based learning is determined by the number of approved placement providers that can supply placements. Trusts across the Yorkshire and Humber region are involved in student placements and additional capacity is delivered through PIVO placements.

Placement capacity is identified by the Higher Education Institution (HEI) based on student numbers and required placement blocks. Data on full time equivalents (FTE) practice educators is supplied to the practice learning team by the placement providers.

A 'fair share' targeted capacity approach is used allocate student placements in an equitable way. NHSE have a working group dedicated to practice-based placements to expand capacity and to offer a range and breadth of experience embedding the 4 pillars of practice (education, clinical, research and leadership).

Sourcing Practice Based Placements

Placement provision is subject to change, as providers may change their placement offer for reasons beyond LBU control. New areas may be added, and existing areas may be removed.

At LBU, the practice learning administrator sends out a request for placements to each Trust and PIVOs (known as a trawl) (see appendix 3). All offers are managed within a database system by the placement administration team at LBU and Trusts/PIVOs will offer placements per placement block in accordance with their availability taking in to account varying factors (staffing levels, educator availability, sickness, service provision etc). The practice learning administrator receives offers back from each trust/PIVO on an agreed date to enable the allocation process to take place by the physiotherapy placement coordinator(s).

Allocating Placements to Students

Students will be allocated to an audited placement by the practice placement coordinator(s) on the physiotherapy course. Placement providers should share as much information as possible to support this process using PARE and InPlace as a resource of information and so need to ensure the placement profiles available on PARE are up to date.

Students are allocated a range of placement experiences in accordance with several factors:

- Availability of placements with consideration of their individual practice-based learning portfolio. As far as is practicably possible, all students will undertake placements in both the acute and community settings and within the core areas of MSK, Neuro and CVR, either with adults or paediatrics. This enables a rounded profile to meet the requirements of the programme and graduate as a physiotherapist, enhancing employability opportunities.
- Specific requirements of the placement provider are taken into consideration for example car driver, previous experience in a particular area and level of study.
- Reasonable adjustment plans (RAPs), known health and learning needs, as well as mitigating and personal circumstances are considered during the allocation process.

Some placement providers operate a seven-day working system and shift patterns so students may therefore be required to work outside the traditional working pattern which can be negotiated with the student and their practice educators. Other placement providers offer a mixed placement of virtual/remote and project work mixed with face to face clinical experience. Placement provision is an ever-changing landscape and LBU strives to keep abreast of these changes and factor these in during the allocation process.

LBU always aim to advise placement providers and students of their allocation, with a minimum of 4 weeks prior to the start date of placement, where possible. Where operational reasons such as fitness for practice requirements, withdrawal of placement or student health, means that a placement does not take place, we communicate this to the relevant parties as soon as we can and, if required, seek alternative arrangements.

[On Allocation: Notification to Students and Practice Based Educators](#)

[Practice Based Educators](#)

Placement providers who have been allocated a student, will be notified by the practice learning administrator with at least 4 weeks' notice (this may change in accordance with placement cancellations, student withdraws from placement and other operational factors beyond our control). Confirmation of a student's name will follow, as at times, names may

change due to unforeseen circumstances where placement swaps are required by the placement team.

Students

The practice placement allocation will be made available on the InPlace system and students will be notified once the allocations of the practice placements are ready to view. **Placement allocation is not confirmed to students until all the fitness for practice requirements have been met, including completion of their statutory and mandatory training, occupational health clearance and uniform collection.** Please see under requirements on the Practice Learning Hub [Health and Social Care Practice Learning Hub | Leeds Beckett University](#)

Students will need to access InPlace to view the practice placement allocation as soon as possible. Students will also need to login to their PARE user account to view the placement profile where further details relating to their allocated placement are held.

In exceptional circumstances, placement information may be delayed due to changes to placement provision for example. In such situations, students may not be notified of where they have been allocated to until shortly before they are due out on placement.

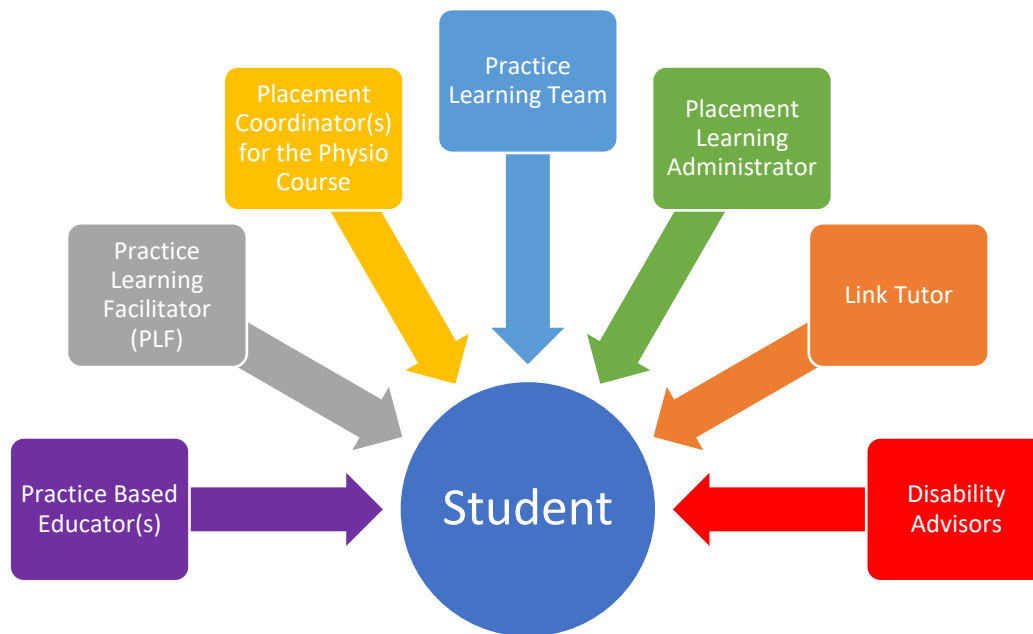
Once students know where they are going, they should contact the practice placement coordinator(s) by email and/or telephone; their details will be available on InPlace and on PARE. Students are expected to send a professional introductory email to the practice educator at least 2 weeks prior to placement (10 working days) and all correspondence should be appropriately and professionally written. Some placement providers ask students to send in a curriculum vitae (CV) so students are advised to have a CV written.

If needed, a preplacement meeting with the student, practice educator, the placement coordinator(s) and PLF for the trust will be organised prior to the placement to establish and implement the necessary support i.e.) laptops, discuss flexible working, space/environment/time etc.

The Common Placement Assessment Form (CPAF) will be uploaded to the individual student's profile on PARE ready for the practice educators to view. Students are encouraged to fill in certain sections of the CPAF prior to commencing their placements to assist the practice educator with preparation. This should include completion of the Strengths, Weaknesses, Threats, and Challenges (SWOC) and Factors Impacting Learning (if applicable).

Roles & Responsibilities

There are key people involved in practice-based education. It is important to recognise the roles and responsibilities of each person and to understand where they contribute to the practiced based education experience and assessment.



Leeds Beckett University: Staff

The Role of the University Practice Learning Team (PLT)

The Practice Learning Team manages professional placements and work-based learning for health and social care courses within the School of Health and School of Humanities and Social Sciences.

They provide clear and effective processes to support practice learning and to manage the quality of the student's placement experience. The team source and allocate up to 3500 placements annually in the NHS, local authorities, and private, independent, and voluntary organisations (PIVOs). The PLT also

- Co-ordinates all placement activity.
- Under the academic leadership of the Director of Health Partnerships and Practice Learning, the team is responsible for developing and managing policies and systems for all aspects of placement learning.

- Commission Occupational Health (OH) services and provide a system of DBS checks, manage pre-course Occupational Health and DBS checks, and manage OH referrals and maintaining fitness for practice information.
- Commission and manage e-learning mandatory training and maintain records of student completion.
- Provide insurance and organise honorary contracts for students and placement settings not included in the Learning Development Agreement (LDA)
- Provide guidelines and support the set-up of Private, Independent and Non-NHS Organisations (PIVO) placements.
- Organise and administer tariffs for practice education.
- Commission and distribute student Smartcards and uniforms.
- To host and update the [Practice Learning Hub](#)

The Role of the University Practice Learning Administrator for Physiotherapy

The practice learning administrator for the physiotherapy course works within the practice learning team.

The practice learning administrator:

- Processes all the forms associated with the allocation process and fields queries and enquiries from practice educators regarding their allocations, placement documentation and timelines.
- Sends out requests for placements (known as a trawl) to each trust and amalgamates the requests into a format to enable placement allocation.
- Sets up the assessment documentation on PARE.
- Coordinate numbers and invites for the practice educator courses.
- Provide a point of contact for practice educators and students.

The Role of the Placement Coordinator(s) on the Physiotherapy Course

The Physiotherapy placement coordinators are part of the academic team on the physiotherapy course. The Physiotherapy placement coordinators:

- Provide an overview of practice learning including capacity management, quality monitoring, analysis of training needs and delivering training and updates and development of new resources.
- Have an advisory role within the academic team.
- Work closely with the Practice Learning Team (PLT) and Practice Learning Administrator in the strategic and operational management of placements.
- Take a lead in sourcing new placement opportunities and developments to enhance placement quality.
- Lead in the allocation process and assigning link tutors.
- Link in with regional and national groups for practice learning.
- Have an overview of quality assurance and monitoring through PARE.

The Role of the Link Tutor

The link tutors are part of the academic team on the physiotherapy course. The link tutors:

- Provide advice and support for student and practice educator(s) during the placement.
- Act as the main contact during the placement for the educator and student.
- Bring any areas of concern to the placement coordinator(s).
- Discuss the student's performance and document any areas of concern highlighted in the weekly feedback sections.
- Support and facilitate discussion and meetings where students are not meeting a pass standard / concern and help facilitate action plans.
- Support grading as required.
- Complete the mid-way placement report through discussion with the student and the practice educator.

The Role of the Disability Advisor

As part of their wider role, the disability advisor works closely with the University course team to ensure that students who require reasonable adjustments can be allocated to suitable placements and receive the support required to complete them successfully.

They offer advice on how reasonable adjustments can be facilitated in the practice setting in line with the Equality Act (2010).

The Role of the Student

Prior to Placement

- Students must fulfil all Fitness for Practice requirements before their placement can commence. This includes Occupational Health clearance, uniform collection, and completion of all statutory and mandatory training prior to the placement. Any student failing to complete any of these requirements will not be permitted to attend placement as per the Fitness for Practice policy. Please see the section later in the handbook regarding Fitness for Practice.
- To attend the preplacement planning sessions held by the placement coordinator(s).
- To update details on My Student if applicable.
- To have a smart card.
- To have a uniform that is fit for purpose and complies with trust policies. Please see the section later in the handbook regarding appearance and uniform.
- To complete any relevant training requested by the individual trust i.e.) LTHT.
- Fill out any required forms.
 - car user/access to car.
 - vehicle authorisation forms (see appendix 4) and certificate of car insurance and provide the placement coordinator with a copy of both for their records.

On Allocation of Placement

- To research the placement profile on PARE and look on InPlace.
- To contact the practice educator at least 2/52 prior to placement.
- To complete the SWOC analysis and fill out the Personal Professional Development Plan within the CPAF.
- To complete the Factors that Impact Learning within the CPAF and to fill out the Learning Support Agreement (LSA) if applicable and send a copy to the educator (appendix 5).
- To do required and/or relevant background reading for the placement.

- To have a copy of the certificates of training and a copy of the DBS/number as the educator may ask for evidence of these. Students can email the DBS if they have lost it dbs@leedsbeckett.ac.uk
- To plan travel, accommodation, uniform, and logistics for example.

During Placement

- To seek all learning opportunities and be proactive in seeking these.
- To discuss learning outcomes with the practice educator(s) identifying any specific strengths, specific needs, and areas that they would like to develop in relation to previous placement experiences.
- To review progress and continued areas for development and document in the appropriate section of the CPAF (PDP and weekly feedback) and plan SMART goals to meet the final learning outcomes and be prepared to discuss these with the practice educator(s).
- To complete appropriate reflections throughout the placement (written as well as verbal reflections).
- To complete the relevant sections on the CPAF ready for the mid-way meeting.
- To contact the link tutor informing them of the placement details and educator within the first 2 days so a mid-way meeting can be arranged in a timely manner.
- To discuss progress with the link tutor at the mid-way stage.
- To listen to and respond to feedback throughout the placement in a professional manner.
- To engage in dialogue with educator/patients/MDT in a professional manner.
- To contact the university if there are any concerns/issues/worries ASAP – do not wait until after the placement to raise concerns. Please see the section in the handbook on raising and escalating a concern (REC).
- To check e-mails throughout placement and when at university.
- To report absence to the practice educator(s), link tutor and course administrator in an appropriate manner (see attendance section) and complete the absence reporting form [Absence Reporting Form](#)

On Completion of the Placement

- To ensure that all signatures are obtained, including the midway and final stage appraisals to indicate that you have discussed the comments and marks allocated by the practice educator.
- To ensure all sections have been filled out in the assessment document and signed and dated.
- To ensure that hours have been accurately calculated and documented and signed.
- A final mark has been awarded.
- To complete the PARE evaluation by the specified time given or late submission penalties will apply as per university [Academic Regulations](#)

The Role of The Practice Based Educators

During the practice placements, students will be guided, supervised, and assessed in their learning and development by a practice educator(s). Practice educators must have relevant knowledge, skills, and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the HCPC register. The HCPC normally expect practice educators to be registered with the relevant profession (HCPC, 2017 p43).

Prior to Placement

The practice educator will

- Check their PARE profile to ensure all information is up to date – location, phone numbers, staff lists, reading lists for example.
- Take responsibility for planning the placement, inducting the student(s), facilitating learning, and taking the lead in the assessment of the student(s) in consultation with the link tutor where appropriate.
- Usually have attended a practice educator course organised and run by LBU. LBU expect that all new practice educators attend these sessions and regular training will be offered by LBU for all existing educators.

- Liaise with the student regarding the first day meeting point/location and changing facilities available and provide appropriate contact details for the student and plan and negotiate appropriate absence reporting.
- Educators may wish to develop a diary/timetable where applicable and provide this via to the start of the placement.
- Some students may require a preplacement meeting with the practice educator, the placement coordinator and PLF for the trust to establish and implement the necessary support if required i.e.) laptops, discuss flexible working, space/environment/time etc.

During Placement

The practice educator role is:

- To provide the student with a minimum of 37.5 hours per week of clinical experience for 6 weeks. This can include non-contact time when students would be encouraged to do background reading, reflection, or preparation for a clinical presentation.
- To provide a comprehensive induction to the placement area covering all relevant policies and procedures. This should be completed within the first week (see appendix 6).
- To read through the assessment document. Discuss and complete with the student the learning contract/practice targets and any strengths, areas to develop and specific needs identified.
- To highlight expectations and available learning opportunities to the student so they know what is available during the placement.
- To enable the student to take advantage of the potential learning experiences of the placement.
- To discuss progress and learning outcome setting with the student, agreeing action plans for continued development of practice for the following week.
- To support the student in setting relevant and achievable goals and objectives for the duration of the placement
- To provide advisory support to the student as necessary.

- To provide timely and on-going feedback to the student on their progress through the placement with reference to the assessment criteria and in accordance with how the student is meeting the learning outcomes.
- To liaise with the link tutor on placement progression and management.
- To communicate when sharing a student with one or more colleagues. Students have the potential to learn from all staff grades as well as other professionals, and this is positively encouraged by the University to facilitate a wider range of clinical experiences. A robust method of communication needs to be established to ensure consistency in feedback and expectations.
- To plan the working environment (space, desk, chair – think distraction and learning needs if applicable).
- To discuss the SWOC and encourage a SWOC within first week if the student has not arrived with one. The student should be completing a further SWOC at midway at the very minimum.
- To discuss the learning support agreement if the student has disclosed a learning need or identified anything on the factors impacting learning within the CPAF. Identify any additional learning needs and what adjustments are needed for specific learning difficulties.

LBU offer training for practice-based educators on preparing for a student on placement as part of the current practice educator preparation courses on offer.

[The Role of the Practice Learning Facilitators \(PLFs\)](#)

The PLFs ensure that quality and capacity of placement learning opportunities are maintained, developed, and enhanced within the Leeds Health Economy. The PLFs are passionate about supporting the education of the health and social care workforce, patients, users, and carers, today and for the future. The role of the PLF is:

- To enhance the quality of the learning environment through sign posting, support and participating in the educational audit process.

- To support the development of new practice learning opportunities to expand placement capacity and innovate.
- In accordance with the HCPC standards, support the development of both new and experienced practice supervisors, practice assessors and practice educators.
- To contribute to and enhance the quality of the learner experience through promoting evaluation, feedback and partnership working with practice placement providers, HEI colleagues, learners and service users and families.
- To provide support, input and development activities for staff and students within practice learning environments.
- To facilitate ongoing professional development for all those providing educational supervision formally and informally.
- To collaborate on various work streams to enhance the quality of the practice learning experience and positively nurture and develop the future nursing/AHP workforce.
- To provides support in accordance with policies, procedures, and standards.

Support & Education for The Student & Practice Educator

Support for the Practice Educator

Practice educators are supported by LBU throughout the duration of the placement by the allocated link tutor and the physiotherapy placement coordinators as required. All students are allocated a link tutor who will be the key link during the placement duration. Link tutors will meet with the practice educator and student at around the mid-point of each placement to ensure that the placement is running smoothly and to address any queries or concerns. All practice educators are actively encouraged to contact the link tutor at the first opportunity with concerns or queries related to specific students or with general placement issues. Each trust has a PLF assigned, who also acts as a support mechanism and can be contacted for help and advice as required.

LBU offer Practice Educator Preparation Courses (PEPC). The HCPC state that '*Practice Educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme*' (HCPC, 2017 p44).

The physiotherapy team at LBU currently runs a Practice Educator Preparation Course (PEPC) which is suitable for new practice educators and as a refresher for existing educators. The HCPC (2017) expect that all new practice educators are trained and that this is followed up with regular refresher training and support. The time gap that these refresher programs should occur is not stipulated by the HCPC and is at LBU discretion.

The physiotherapy placement coordinators currently offer 3 face to face sessions, all 3 hours in total:

- Module A: Getting It Right from The Start and Beyond: Preparing For and Supporting Your Student (Suitable for NEW Educators).
- Module B: Nurturing Growth & Development in Your Student (Suitable for NEW Educators).
- Practice Educator Course (Refresher): A Time To Reflect - (Suited for Experienced Educators).

The format and mode of delivery of these sessions is under constant review to ensure the educator sessions are fit for purpose and up to date.

The physiotherapy placement coordinators at LBU publish a monthly bulletin with updates around placements and the training events on offer.

A Microsoft (MS) teams' channel has been set up dedicated to practice educators which hold information related to practice-based learning at LBU:

- Assessment information
- Training resources
- Monthly Bulletins

Every 6 months the Higher Education Institution (HEI) and the Clinical Education Group (CEG) meets to discuss and facilitate the sharing of good practice in relation to service delivery. This meeting is an opportunity for HEIs to ensure they have a good understanding of current issues in practice as well as to consult the group on education matters so necessary support can be provided.

[Support for the Student](#)

Students are supported to be successful on placement through a combination of teaching, learning and assessment, alongside individualised support as needed. All students are allocated a link tutor during their placement who will support them throughout the full placement and act as a point of liaison between the student and practice educator(s) whilst the student is on placement.

Prior to starting placement, students have taught sessions on preparing for placement which cover topics such as professional behaviours and values, policies and procedures, health and wellbeing, assessment, and feedback. Guest speakers are invited to deliver some of these sessions from the health and wellbeing team at LBU and the PLFs from the trusts.

Students also have feedback sessions post placement, which enable them to discuss, debrief and reflect on their experience with their peers and share learning with one another. Students are advised to contact their link tutor as soon as they have a concern or if they experience any difficulties whilst on placement. The link tutor will discuss the concerns with the student

and act, as required, and work with student and practice educators to identify and agree points for action, a timescale and support required.

Now more than ever, due to a more inclusive society, LBU welcome more students with additional needs, disabilities, physical and mental health conditions and learning differences. The placement coordinators are therefore working closely with university student disability services and well-being services to help support our students with additional needs to ensure these needs are met.

Students who have specialist learning needs or who require other reasonable adjustments are encouraged to share this information with their practice educator via the Learning Support Agreement (appendix 5) and Factors Impacting on Learning within the CPAF and this process is supported by the placement coordinator(s). There are times when we do not know about a student's needs, and they may arise during the placement. If you are concerned about a student, please inform us immediately and we can work with you and the student to assess what adjustments and support are needed to enable them to participate successfully in their placement.

Students have access to the Leeds Beckett Library which gives access to books, journals, eBooks, databases, video resources and computer software to support academic work. The library has adapted as much as possible to provide digital resources where they can. Students also have access to My Beckett which holds all the teaching and reading material from taught modules. This material can be used to support learning and preparation for placement and is accessible throughout the duration of the course.

Reasonable Adjustment Plans (RAPs) and Learning Support Agreements

Reasonable Adjustment Plans (RAPs) and Learning Support Agreements

All students with a disability can access disability support services at university and can liaise with the disability advisor. The disability advisor works closely with the University course team to ensure that students who require reasonable adjustments can be allocated suitable placements and receive the support required to complete them successfully. They offer advice on how reasonable adjustments can be facilitated in the practice setting in line with the Equality Act (2010).

A learning contract will be developed which highlights any individual reasonable adjustment which are required in university and on placement. Students are encouraged to inform their practice educators of any health problems and/or learning needs that may affect the placement to get the support they may need. Students with learning needs are encouraged to share a learning support agreement (see appendix 5) with their practice educator highlighting key components from their RAPs. This is to enable the educator to plan, prepare and put the required support in place where possible. Students have a responsibility under the HCPC Standards of Conduct (HCPC, 2018) to disclose such health problems and/or learning needs that may affect the placement.

If needed, a preplacement meeting with the student, practice educator(s), the placement coordinator and PLF for the trust will be organised prior to the placement to establish and implement the necessary support i.e.) laptops, discuss flexible working, space/environment/time etc.

LBU can only share information about students with additional learning needs if the student has declared the need and given their consent to share. Students are also reminded of their responsibilities for practice and may be re-referred to Occupational Health if necessary.

RAPs will detail any reasonable adjustments the student may require, and some examples are highlighted below.

- Shorter working days
- Extra time to write notes.

- Quiet place to write notes and read notes.
- Quiet place for discussions
- Regular breaks
- Information in different formats
- Access to IT equipment i.e.) laptops
- Additional time for reflections
- Access to facilities
- A structured timetable
- A structured time for feedback
- Time to plan and prepare.
- Travel time



Attendance on Placement

Practice Based Learning Hours and Attendance

Students are required to successfully complete a minimum of 1000 hours of assessed supervised practice-based learning (CSP, 2016) to be eligible for registration with the HCPC on the successful completion of the programme.

The Canadian Alliance of Physiotherapy Regulators (CAPR, n.d.) state students require a minimum of 1025 hours supervised clinical education in total, with a minimum of:

- 100 hours in musculoskeletal
- 100 hours in neurological
- 40 hours in cardiorespiratory conditions.

Students are expected to complete a minimum of 37.5 hours per week on placement (225 hours per placement block), but this can be adapted to fit the needs of the placement or working pattern of the practice educator.

A student must attend practice placements to be assessed and 100% attendance is expected. A minimum of 80% attendance is required to be assessed on placement, which equates to approximately 180 hours. Where a placement is of a hybrid nature, then 80% attendance is required for the patient facing days and cannot be compensated with non-face to face clinical activity. If a student is unable to complete 80% of a placement through illness or other extenuating circumstances, then formal mitigation with evidence would be necessary to prevent the placement being graded as zero. Only completed assessed hours will be counted towards the minimum number of hours of practice.

A student who fails to complete the minimum total number of hours of practice (being 1,000 hours as stipulated by the CSP and HCPC) will need to undertake additional periods of practice to meet this requirement. These hours need to be assessed at a pass standard.

LBU 'Fitness to practice' policy and additional paragraph regarding professional suitability can be found in the 'Student Conduct' links at: [Student Regulations](#)

Flexible working pattern

Depending on the service, it may be possible to arrange the practice placement in a more flexible manner in line with your practice-based educators working pattern, with prior agreement with the educators.

7 day working pattern

Where it is normal working practice, students may be required to be involved in weekend working. This can be negotiated with the practice educators.

Shift work

In some circumstances, where it is normal working practice, students may be asked to be involved in shift working. This can be negotiated with the practice educators.

An accurate record of the hours undertaken during each practice placement must be recorded and documented in the assessment document (CPAF) and signed by the HCPC registered practice educator(s) and student. Please do not include lunch breaks within the working hours i.e.) 0800-1600 will be 7.5 hours.

Please note: Hours from the one-week taster placement and/or failed practice placements do not count towards the minimum requirement of 1000/1025 hours.

Daily Activity Log to Record Hours

The daily activity log is intended for students who are predominately on a face-to-face clinical placement but may have practice-based learning activities to complete/undertake away from the clinical setting (i.e., at home) as part of their ongoing learning and development (project, service development, case study for example). These hours are classed as clinical hours but need to be recorded accurately to evidence the work undertaken.

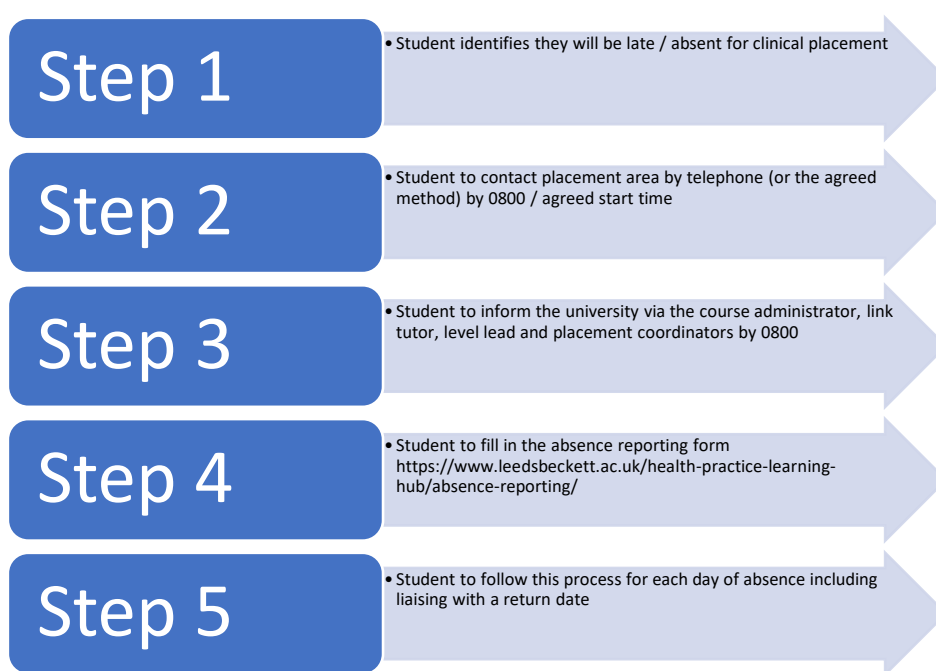
This form can be uploaded to the CPAF on PARE under 'Other Documents' and 'Additional Evidence Portfolio' as evidence of activity away from the clinical setting (see appendix 7).

Absences from Placement

Unplanned Absences

The following process is in place for any **unplanned** absence from placement (i.e., sickness).

- Any unplanned absence should be reported to the practice educators and/or placement provider as agreed during the induction process. Please ensure this is covered during the induction period so students are aware of who to contact in the event of an unplanned absence and by what method.
- During placement, students must also notify their Practice Educator(s), Placement Co-ordinator, Link Tutor, and Course Administrator prior to 8am on the day of absence. Updates are then required daily and on return to placement.
- Students are required to fill out the [Absence Reporting](#) form.
- Failure to follow this process, will also result in warnings documented in the 'Record of Warning' section in the CPAF and the Professional Behaviours and Responsibilities completed accordingly. Failure on the Professional Behaviours and Responsibilities section within the assessment document will be noted in students records and managed through application of the Universities Policy, Regulations and Procedures relating to Professional Suitability and Professional Misconduct. [Fitness to practice](#)



Planned Absence from Placement.

Authorised absence can be granted for example for an interview, emergency unforeseen circumstances, or for compassionate leave by completing the application form below. This must be discussed with the University prior to discussing with the practice educator. If a student is going to apply for mitigation, the student will need to provide written evidence of the reason for absence and discussions had with the placement coordinator. Students must submit an [Authorised Absence Form](#) and gain approval from LBU before discussing with the practice educator. Once this has been approved, students can approach the practice educator to negotiate leave from placement.

Compassionate leave may be granted for students because of bereavement and will be discussed on an individual basis with the student, practice educators and University.

Medical and dental appointments should be made outside of clinical placement hours where possible but if unable to do so, an authorised absence request needs to be submitted.

Any unauthorised absence from placement will be regarded as a serious breach and students may be subject to disciplinary procedures as a result.

Failure to follow this process, will also result in warnings documented in the 'Record of Warning' section in the CPAF and the Professional Behaviours and Responsibilities completed accordingly. Failure on the Professional Behaviours and Responsibilities section within the assessment document will be noted in students records and managed through application of the Universities Policy, Regulations and Procedures relating to Professional Suitability and Professional Misconduct. [Fitness to practice](#)

Accumulated absence from clinical placement is monitored to ensure that all students complete the minimum 1000 hours of clinical practice required by the CSP and any concerns for concern will be discussed with the student. Students should also be proactive in monitoring their own placement hours and highlight any concerns regarding their hours to the placement coordinators at LBU.

Paid Employment

We understand that some learners may need to undertake some paid work outside of their course/placement hours to finance their studies. We ask that students consider this carefully, as the demands of paid work may impact on their ability to meet the requirements of the course and on their practice-based education. The course and placements should take priority and students need to be aware of European (EU) [Working Time Directive](#)

If paid employment impacts on progress on the course, disciplinary action may be required.

The following activities would be addressed through the Fitness to Practice process:

- Not attending timetabled University/placement sessions because you are undertaking paid work outside of the course.
- Working consecutive shifts and not adhering to the EU Working Directive to take adequate breaks between shifts – this includes working a night shift and then attending placement the next day.
- Taking sick leave or not attending placement in favour of taking paid employment elsewhere.

Students need to contact their Academic Advisor if they are experiencing financial hardship; they will be able to direct them to sources of financial support. LBU also have support available, and this can be accessed through the [Student Union](#)

Assessment & Feedback

Assessment

Practice education provides an ideal environment for experiential learning. The process of practice education has been developed to reflect the level and course outcomes and ensures that opportunities exist for students to develop and apply theoretical knowledge, extend their practical skills, and refine their clinical reasoning abilities.

The placement module starts from the first email correspondence with the student and the educator(s) to the point where the student has completed the PARE evaluation and it has been checked by the placement unit. Marks are then sent for external examiner approval and presented to the next exam board. To pass the module, the placement component must be passed at 40% or above, and the Professional Behaviours and Responsibilities passed in all components.

In September 2022, LBU launched the use of the [Common Placement Assessment Framework \(CPAF\)](#) designed by the CSP to assess our physiotherapy students (The Chartered Society of Physiotherapy, n.d.).

This assessment form will be accessed via PARE. There are some links to some useful resources.

- [How to Assess the Learning Domains](#)
- [Practice Educator CPAF Guidance](#)
- [Student CPAF Guidance](#)

LBU offer training on the assessment process for our practice-based educators as part of the PEPC courses. Students also receive sessions on assessment and feedback prior to the start of their placement journey and is revisited during placement feedback sessions on return to university.

Assessment Details: Assessment of Students' Performance on Placement

The assessment document comprises two sections:

1. A Professional Behaviours and Responsibilities section which is PASS/FAIL.

2. A learning domains section, comprising 10 learning domains each of which is comprised of 3 learning outcomes.

To pass the placement a student must achieve the following:

- They must pass the Professional Behaviours and Responsibilities which is a PASS/ FAIL.
- They must pass all 10 learning domains (to pass a learning domain the student must meet the pass criteria of at least 2 of the 3 learning outcomes for that domain).
- They must pass 27 /30 learning outcomes across the 10 learning domains. (A learner can fail up to three learning outcomes across different learning domains and still achieve an overall pass mark. If they fail four or more learning outcomes across the ten learning domains, they will be unable to achieve an overall pass mark).

Students will have university contact in the form of a link tutor at the halfway point of each placement and at any point during the placement as required. The purpose of this is to discuss progress with the practice educators and student and to support both as required. Meetings are normally undertaken via MS teams.

Where applicable, failing students and any breach of professional conduct must be evident in the CPAF assessment form to constitute a completed submission, with all required sections and documents completed, signed, and dated. Failure on the Professional Behaviours and Responsibilities section within the assessment document will be noted in students records and university policy and processes may be followed if required.

[Feedback on Placement](#)

Feedback forms a large part of an individual's learning experience and is vital to personal and professional development. Feedback should be helpful and constructive that supports learners to improve and develop practice. Feedback should be objective and based on the activity or work being assessed, and not at the person. Feedback should be given regularly to

allow the learner to develop over time, and students should be encouraged to self-evaluate following feedback by using reflective models.

The format in which feedback is given may need to be adapted to suit the needs of the learner.

- Does the student have any reasonable adjustments in practice and if any apply to feedback sessions.
- Does the student need the information written down?
- Do they need time to reflect?
- Do you need to give them time before you discuss it with them.

Feedback needs to be:

- Aimed towards future performance.
- Clear and understandable
- Specific
- Delivered in a respectful manner.
- Delivered in a timely manner.
- Delivered in a manner that students know this is feedback.

By delivering feedback to students well, you can help to facilitate their development of their skills, competence, and confidence. LBU offer training for our practice-based educators on giving feedback and supervision.

All placement feedback is received through negotiation with named Practice Educators and should be received on an ongoing basis whilst on placement. This is classed as formative feedback, and each individual student needs to articulate how much feedback they need. At the very minimum, a weekly discussion should take place with an educator and documented in the Standardised Placement Assessment document (CPAF) under the 'weekly feedback' section. A midway grade banding will be provided to facilitate further development on final placement weeks.

Overall, a summative placement mark will be given at the end of placement alongside Practice Educators feedback. This should be signed off by the HCPC registered practice educator(s) as

should Satisfactory Professional Conduct and Placement Hours completed. Any issues with feedback should be raised with educators, link tutors and if required, the placement coordinator.

Grading and feedback should be consistent throughout the placement and in line with the learning outcomes and marking rubrics. Educators will need time to familiarise themselves with the wording within the marking rubrics within the CPAF.

Student Instructions for Submitting the Standardised Placement Assessment Document (CPAF)

The placement module requires students and the Practice Educators to complete the Standardised Placement Assessment Document (CPAF) alongside the completed placement evaluation form on PARE. Hard copy documents are not available, so for the purposes of CPD, PDF copies of the assessment paperwork and evaluation should be downloaded and retained before submission to form part of the Professional Portfolio that students are encouraged to keep.

All signatures and dates (where applicable) are required for the following sections:

- SWOC analysis (initial and review).
- Induction to placement (appendix 6).
- Professional behaviours and responsibilities.
- Personal Development feedback.
- Interpersonal Skills Feedback.
- Decision Making and Implementation Feedback.
- Mid-Way Link Tutor Report.
- Weekly Feedback.
- Feedback from Others (if applicable).
- Final Stage Practice Educator Comments.
- Final Assessment Summary.
- Time sheets completed and signed.

The PARE placement evaluation form must be completed 5 working days following completion on placement by the student or late submission penalties will apply. Any missing signatures will require the student to contact their Practice Educators for full completion and the standard university penalties for late submissions will then apply. In summary:

<p>There are 10 learning domains which are applicable in all placement settings including clinical, non-clinical, in-person, and remote</p>	<p>Each learning domain contains 3 associated learning outcomes against which their performance is assessed</p>	<p>Learners must pass at least 2 of the 3 learning outcomes to pass the learning domain.</p>	<p>A learner can fail up to three learning outcomes across different learning domains and still achieve an overall pass mark.</p>
<p>If a learner fails four or more learning outcomes across the ten learning domains, they will fail the placement.</p>	<p>The learner must pass all sections of the professional and behaviours by the end of the placement – failure in any will override the learning domains</p>	<p>Wording in LO is consistent between level 5 and 6 so look at marking rubrics</p>	<p>Learning domains are assessed formally at midway and end of placement</p>

Students Who Are Not Achieving Their Learning Outcomes

Students will progress at different rates throughout the clinical placements and occasionally may have a placement that becomes challenging in many ways. Some student's performance may be less than expected and may find it difficult to meet the required standards of the placement setting. A student may not be consistently achieving their learning outcomes and require extra support and supervision from the practice educating team with support from the link tutor.

The practice educator(s) is responsible for monitoring the progress of students and as soon as it is recognised that the student may be performing below a pass standard in any section, the link tutor must be informed, and the student informed. All concerned should be aware that aspects of the student's performance are falling within a 'fail' category. If a student, is identified as not reaching the minimum standard required for safe practice or is found to be in breach of professional conduct standards, the student may be precluded from attending or

removed from that practice placement. Remedial work will be given, and the student monitored. This will be managed on a case-by-case situation.

Practice educators may have concerns about safety, knowledge, behaviour, or performance for example. The practice educator(s) who are supporting a student in this position can often find it challenging and lack confidence in supporting these students. It is strongly recommended that other members of the team are utilised at times like this to support the practice educator(s) and to gain further objective evidence to highlight the areas of concern. If you have concerns about a student on placement, please get in touch with the student's link tutor as soon as possible. All concerns raised about the student's progress will now be documented within the CPAF form in the appendices 'Records of Warnings Given'.

Practice educators in this position will need to work closely with the student and their link tutor to ensure they can provide relevant learning opportunities and support. The marking criteria must be used in situations where students are failing to progress or underperforming, and conversations are documented to give evidence to the link tutor and student about the areas of concern.

Feedback is essential with students who are struggling on placement to ensure they have the maximum amount of time to improve their clinical skills. Giving feedback can be challenging so think about what you are going to say and the specific words that you are going to use so that the feedback is framed positively and constructively and has context and meaning. It is important to highlight strengths at this time, as too much emphasis on areas to improve can become negative and detrimental to the student's progression. Think about and talk around

- What went well?
- What didn't go as well?
- What can you do differently next time?

Giving balanced feedback in a constructive manner:

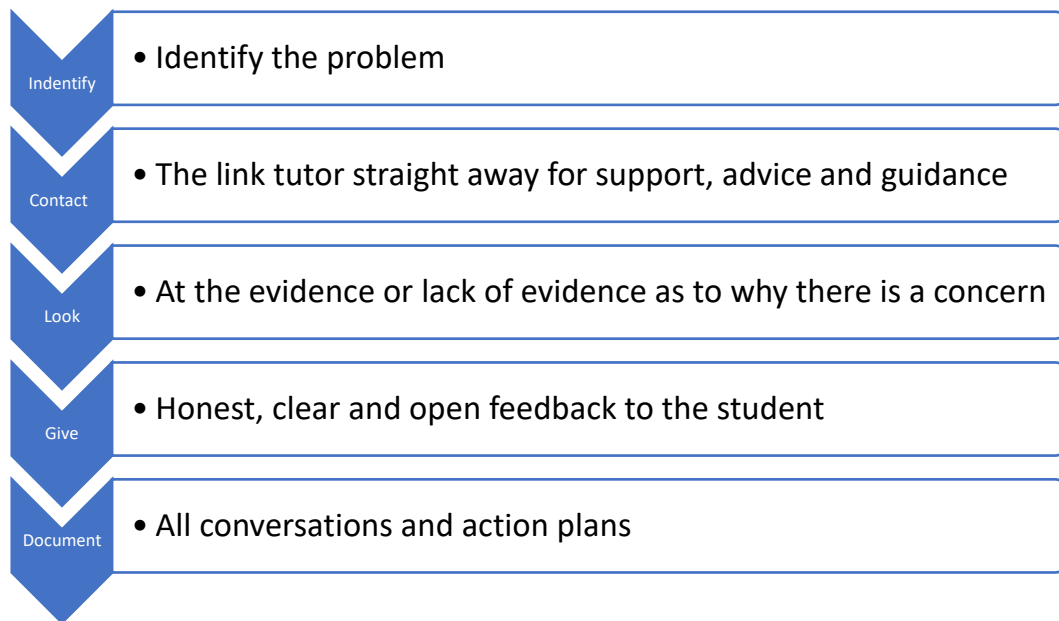
- Can lessen the chances of conflict.
- Is more likely to be listened to.
- Responded to more positively and most importantly, acted upon.

Where there are areas of concern relating to a student's performance on clinical placement the following must be implemented:

1. Establish the area(s) of concern in the student's performance with clear and specific examples.
2. Inform the student and link tutor of the potential failure as soon as issues arise – do not wait until the mid-way visit. The PLF may also be contacted to offer additional support and advice to the practice educator(s), student, and link tutor.
3. The student and practice educator(s) should set specific goals and objectives to enable the student every opportunity to improve their performance and pass the placement to a satisfactory level.
4. Regular contact via telephone or MS Teams between the practice educator(s) and link tutor is essential to offer support and advice. The student may then progress at an acceptable rate and pass the placement.
5. Extra meetings arranged by the link tutor to discuss issues in more depth with the practice educator(s) and student will be required. The student may then improve, and progress as expected, or areas of concern may continue. These discussions can be recorded in the CPAF document under Record of Warnings Given.
6. Clearly document a negotiated action plan in discussion with the student and link tutor.
7. Give weekly feedback to the student and this should be clearly documented in the weekly feedback section of the CPAF.
8. Remember that the link tutor will support both the educator and the student during this process.
9. Clearly document within the assessment documentation and ensure that the practice educator, student, and link tutor all sign and date each form.

Failing a placement is rare but can be extremely upsetting for the student and sometimes the practice educator(s) too. Be aware that you may need additional support in this situation, and there are measures you can take to reduce the stress of this situation. It may be helpful to involve a third party, and to seek support from colleagues and the PLF. The link tutor will be available to offer support and advice to the student and practice educator(s).

The student will have an opportunity to re-sit the placement later in the academic year and a reassessment may be in a similar clinical area but not in the same team. The reassessment mark will be capped at 40%. In summary:



Failing Can Be Beneficial.

- Students are often able to re-sit the placement.
- Can help focus the student (realistic expectations)
- Can provide students with the opportunity to identify what aspects they are failing in and an opportunity to rectify this with support.
- Increases personal and professional confidence.

Consequences Of Giving the Benefit of The Doubt

- Challenges the integrity of the practice educator(s)
- Compromises professional standards.
- Puts vulnerable people at risk and significant implications for protection of patients.
- In the long run – is it doing the student a favour or a disservice?
- Gives students a false impression of their capabilities.
- Expectations of students are increased as placement journey progresses.

- Ensuring that students achieve specified standards is essential in creating a safe and competent physiotherapist.
- Reputation of the profession / university / trust may be compromised.

Factors That May Impact Learning.

- Concerns about risk of discrimination linked to protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity)
- Concerns regarding accessibility/access adjustments
- Social or family circumstances such as living environment, caring responsibilities, or travel issues.
- Health or wellbeing issues relating to physical and/ or mental health/anxiety/depression/disabilities.
- Financial issues such as travel costs or access.
- Religious or cultural beliefs, values, or practises.
- Previous problems encountered during placements.
- Previous experiences such as bereavement, personal or family health or wellbeing issues that may be relevant to how the learner experiences the placement setting.
- Internal Factors - own mindset, readiness, focus, reasoning to do it.
- External Factors - Environment, access to information, language, peer behaviour
- Confidence – over/under
- Students feeling part of the team.
- Opinions valued and respected.
- Relationship with educator(s)
- Educators teaching style.
- How teaching presented – relevance/ right level
- Objectives and goals are not specific/clear/achievable.
- Educator – attitude, supportive, enthusiasm, willingness, flexible in approach.

It is important to recognise these to support the student and negotiate an appropriate strategy. Whilst some students may wish to share underlying factors affecting their

performance, others may not. You will need to negotiate an appropriate strategy in line with the information available. Offer the student timely feedback which is specific and relates to the learning outcomes. Try and keep comments and feedback constructive and encourage the student to share their views on their performance/progress.

[Fitness to Practice](#)

To ensure students have the skills, knowledge, and health, they need to practise their profession in a safe, effective, and competent manner. Changes in practice or a cease in practise, may be required if a student's physical or mental health affects judgement or performance or puts others at risk. Physiotherapy students are expected work within the HCPC Standards Of Proficiency (HCPC, 2023).

Life events happen on placement and other factors (physical and mental wellbeing) occur that may affect a student's ability to progress on placement. LBU Fitness to Practise process is designed to protect the public from those who are not fit to practise and this policy will be initiated if appropriate [Fitness to practice](#)

Fitness For Practice & Engagement

Uniform and Appearance

Occupational Health

Risk Assessments

Mandatory Training

For students to attend practice-based placements, all Health and Social Care students must engage with the [pre-professional practice learning requirements](#)

All students are expected to:

- Engage and attend with pre-professional learning requirements – in person or online - and engage with questionnaires, assessments, and support.
- Let the university know if something is affecting their engagement or if they are unable to attend organised requirements due to illness, disability, or other good reason.
- Be familiar with their practice learning handbook or other course documentation which provides more information on specific requirements relating to pre-professional practice learning engagement.

Clinical Uniform and Appearance

As part of the induction onto the Physiotherapy courses at LBU, students will need to pre-order a uniform from the external uniform supplier. Sessions will be arranged during the induction and uniform issuing information can be found on the Health and Social Care Placement Hub. Further instructions, sizing guides and an online questionnaire will be sent to students to complete.

There will be a definitive closing date to ensure delivery of uniform is on time for placement. Failure to complete the questionnaire will mean that your uniform will not arrive in time for your placement. If a student needs to replace a uniform that they have damaged or lost or need a resize, they may order additional items of uniform from the contractor's online store. This information can be found on the community page under: Placement Information - Uniform and the Policy - How to order more uniform.

During placement, students are expected to wear suitable shoes and a freshly laundered and ironed uniform for each shift while on placement to reduce the risk of cross infection ('fashion' trainers and canvas shoes are not acceptable). It is essential that the uniform complies with the policy of the trust/organisation so please do check and have those discussions with the educator(s).

Uniform must be smart, clean, and tidy, long hair tied back and up off the collar and jewellery kept to a minimum, only small ear studs and wedding/civil partnership rings are acceptable. Watches should be removed. These requirements are also there for students' own safety as long hair and jewellery can constitute a danger when working with people and machinery.

If students have any religious, cultural, or personal concerns regarding their uniform, they need to contact the placement coordinator(s) before starting placement to discuss these to identify if their individual requirements can be accommodated.

Except in certain community placements where changing facilities are not available, students must not wear uniform to travel to and from practice placements or to visit shops, banks etc., even if it is covered with a coat or travelling in a car. This increases the risk of spread of infection and may facilitate the development of resistant bacteria. Students are expected to always present a professional appearance, as personal presentation and infection control are very important in a healthcare environment. Some departments will have changing facilities, but lockable facilities are often minimal. Students are therefore advised to keep personal belongings to a minimum when on placement.

[Uniforms in Pregnancy](#)

If you require uniforms in pregnancy, you should contact your placement coordinator(s) who will arrange for a maternity risk assessment; following this uniform can be arranged. For new uniforms, please see the information on the Health and Social Care Practice Learning Hub. Please be advised that some cost may be involved, but this will be highlighted to you.

[Use of Mobile Phones](#)

The use of mobile phones within hospitals is prohibited unless agreed as a means of communication within the team you are working in so ensure you know the policy. It is inappropriate to make or receive personal telephone calls whilst on duty except in exceptional circumstances. NHS trusts have strict imaging policies regarding consent and use, therefore digital devices e.g., mobile phones should not be utilised for this purpose. If you are

in breach of this, it would result in failure of your placement and appropriate university policies instigated.

Name Badges / ID and IT Access on Placement

Students should always wear a name badge unless this poses a risk to them or the patient/service user. Some NHS Trusts provide students with temporary I.D. badges to wear instead of the University badge. These must be returned at the end of the placement.

You will be provided with a name badge prior to starting placement by the University or your Employer. Leeds Beckett Student ID cards should be always on your person; holders are available from the course administrator. You will also be issued with a Smartcard which is a plastic card containing an electronic chip (like a chip and PIN credit card) that is used to access NHS systems for updating patient records while on placement. These need to be kept safe and more information can be found under [Professional Practice Learning Requirements](#)

Leeds Teaching Hospitals NHS Trust (LTHT)

Students working on placements at Leeds Teaching Hospitals Trust (LTHT) require specific IT access to use several digital patient care systems. To access these systems, the Practice Learning Team will inform the Trust of your enrolment and you will receive an email with details of how to register on the Digital Learning System (DLS) using your university email address. **This training must be completed before you start your placement.**

You will receive details of your NHS email address details via your university email – please check your junk folder if the email has not arrived as expected and update your DLS records to reflect this. Anyone who is found to have accessed the Digital Care Systems using log in details belonging to another person will be in breach of Information Governance which is a professional concern and compromises patient safety and confidentiality. This will be addressed by the Fitness to Practice policy.

If you have had access previously, for example as an employee or student, but are experiencing difficulties with login, contact: informaticsservicedesk.lth@nhs.net or Telephone 0113 3926655.

If you have current access as a bank/ agency worker, please email the Practice Learning Facilitators to update your record: leedsth-tr.practicelearningfacilitator@nhs.net

You must regularly log in (at least every two months) to your NHS email account to keep your access working and therefore it is essential that between placements you do so.

Occupational Health

For physiotherapy students, as part of their fitness for practice requirements, they are required to complete a health questionnaire for our Occupational Health provider Heales. Non-completion of the form will prevent students from going into practice. Any appointments with Heales should be attended; any nonattendance without following the cancellation guidance will incur a charge of £25. This charge is set by Heales and is non-negotiable; further appointments cannot be booked until the charge is paid. For more information please look under the [Pre-enrolment Requirements](#)

Risk Assessments

You may require a risk assessment to be undertaken due to either a pre-existing condition, or for reasons related to your physical or mental health. These may be completed in conjunction with an Occupational Health referral or support from Disability Services, and reasonable adjustments made where possible in line with any recommendations made.

Statutory and Mandatory Training

Each year, students are required to attend/undertake annual statutory and mandatory training to ensure they are safe and prepared for the practice environment. Leeds Beckett University uses a combination of face-to-face training and online resources to ensure that students have completed the required training.

Online training platform is provided via the University. Students will receive an email with a link to the training and login details. Face to Face training will be arranged and students will be informed of this training via My Beckett announcements via the course page or module page and an email where appropriate. Attendance is compulsory.

There will be a definitive deadline date for completion of all statutory and mandatory training to ensure all requirements have been completed by the student in time to start placement. Failure to complete the training will mean that students will not receive details of their placement and thus may not be able to attend the placement.

Incidents on Placements & Raising and Escalating a Concern (REC)

[Incidents on Placement](#)

If an incident or near miss occurs on practice placement premises or at any other premises involving a student, the student and practice educators will be required to complete an incident form, and the practice educator(s) must document any incidents in the student's assessment document. Please refer to the section: Appendix 1: Incident Reporting Forms in the CPAF document.

If the incident is a direct result of student activity (risk of safety for example) the link tutor must be informed immediately, documented within the CPAF and appropriate action will be taken by the university.

[Raising and Escalating a Concern \(REC\)](#)

Most of the care provided by Health and Social Care professionals and organisations is of a high standard enabling service users to reach their full potential, in a way that provides them with dignity and respect and protects the right to privacy and confidentiality. The clinical environment also needs to adequately enable a supportive and effective learning experience.

When patient care and/or the clinical learning environment do not meet this expectation, staff and learners have a duty to report their concerns so that they can be investigated. If a student or practice educator wishes to raise a concern regarding the placement experience, you will need to liaise with the link tutor and the placement coordinator.

If there is a need to report an incident to persons outside of the direct placement supervisory team, a PLF is employed in some placement areas to produce this independent person and the university has a formal raising and escalating concerns (REC) process to support such situations. For students, information about raising a concern can be found on the MyBeckett course page under the placement information tab and through the Practice Learning Hub

[Raising Concerns](#)

[Freedom To Speak Up Guardians \(FTSUG\)](#)

The School of Health at Leeds Beckett University has appointed Freedom to Speak Up Guardians (FTSUG) for students on NHS Healthcare and Social Work and Social Care courses. Their role is to help to protect the safety of patients and support high quality care delivery, improving experiences for students and learners through promoting learning and

improvements. The FTSUG is another person who can support you to raise practice related concerns. For Physiotherapy, our FTSUG is Claire Price who can be contacted on 0113 812 2613 or Email: C.E.Price@leedsbeckett.ac.uk

Training Grant and Travel and Dual Accommodation Expenses (TDAE)

Training Grant

Students can apply for an NHS Learning Support Fund (LSF) if they are on the physiotherapy pre-registration, undergraduate or postgraduate courses.

If students are eligible, they can get:

- A training grant of £5,000 per academic year. The Training Grant is a non-means tested grant of £5,000 each academic year for all eligible students. You can apply for the [Training Grant](#) through your online NHS LSF account.
- Parental support of £2,000, if you have at least one dependent child under 15 years, or under 17 years if registered with special educational needs
- Money back for excess travel and temporary accommodation costs (Travel and Dual Accommodation Expenses) while you're on your practice placement.
- Students experiencing financial hardship (Exceptional Support Fund)
- All guidance is available on the Student Services NHS Learning Support Fund pages [Guidance](#)

Placement Travel and Dual Accommodation Expenses (TDAE)

Students wishing to use their own vehicle on placements must fill out a vehicle authorisation form (appendix 4) prior to each placement. This needs to be submitted to the placement coordinators in conjunction with a copy of the up-to-date certificate of insurance. This process is required prior to the start of each placement.

NHS commissioned students in receipt of a bursary may be entitled to have the cost of journeys between their term time residence and the placement site reimbursed. This applies when the cost of travel to the placement site is greater than the normal travel cost from their term time residence to university. Students may also be able to claim the cost of accommodation if required (please see details within the guidance provided by TDAE).

A claim form must be completed by the student for each placement then signed and stamped by the course administrator, before being sent to the TDAE for processing.

For students who are not eligible for a NHS Student Grant bursary, students can apply for the NHS Learning Support Fund.

Students should ensure that all tickets/receipts for public transport, parking and accommodation are kept as evidence in the event of a claim being made and these need to be sent to the course administrator.

Claim forms and information sheets with full details of how to claim are available from the Travel and Dual Accommodation Expenses (TDAE) website [TDAE](#)

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Appendices

Appendix One

Summary of Modules for the BSc (Hons) Physiotherapy Programme

Level 4

Module Title	Module Summary and Aims	Module Content
Exercise Prescription	<p>Exercise Prescription for the healthy and those with health issues is a corner stone of physiotherapy. The module will cover fundamental exercise prescription theories in relation to evidence base for those with and without health issues in a one to one and group-based scenarios.</p> <p>Aim: To develop theoretical and practical knowledge of exercise as a health intervention and the broader role of exercise in health promotion as a physiotherapy service. To understand the social nature of healthcare and factors influencing health with individuals and targeted groups.</p>	<p>Baseline fitness testing for the healthy individual. Methods of exercise modification in relation to patients with health issues. Application of evidence-based exercise rehabilitation in relation to physiological adaptations. Appreciation of the wider impact of exercise on social development, mental health, and society in general. Principles of verbal and nonverbal communication with patient in an exercise environment. Link to government and global policies on health promotion. Exercise in different settings. Use of digital technology in exercise prescription/promotion.</p>
The Human Cardiovascular and Respiratory System	<p>This module will introduce the student to the fundamental anatomical and physiological principles that underpin physiotherapy practice in the cardiovascular client groups.</p> <p>Aim: This module aims to provide the student with a foundation in the physiological and anatomical structures, functions, and principles in relation to the human cardiovascular and respiratory systems</p>	<p>Introduce theoretical concepts that form the basis of an understanding of physiology, pathophysiological processes and the physiological principles underpinning physiotherapy skills. Structure and function of specific musculoskeletal structures: The spinal regions: Joints and muscles Physiology of the ageing process in relation to CVR Case studies will be used to introduce students to a range of pathologies related to CVR conditions. Skills: Assessment and the application of a range of modalities/ therapeutic interventions related to the cardiovascular and respiratory systems. Manual skills of palpation, passive movement, and surface marking of related thoracic anatomical structures.</p>

<p>The Human Musculoskeletal System</p>	<p>This module will introduce the student to the fundamental anatomical and physiological principles that underpin physiotherapy practice in the musculoskeletal client groups.</p> <p>Aim: This module aims to provide the student with a foundation in the physiological and anatomical structures, functions and principles in relation to the human cardiovascular and respiratory systems</p>	<p>Structure and function of specific musculoskeletal structures: Main upper limb joints and muscles. Main lower limb joints and muscles. Manual skills of palpation, passive movement, and surface marking of anatomical structures.</p> <p>Homeostasis and homeostatic control applied to the major body systems. Gross and histological structure of musculoskeletal system. General pathology: Inflammation; infection and pain mechanisms. Osteology, arthrology, myology.</p> <p>Physiology of the ageing process.</p> <p>Case studies will be used to introduce students to a range of musculoskeletal pathologies, injury and fractures. Scenarios will be given context to reflect the current healthcare environment, and demographic in the UK. Practical sessions will develop physiotherapy skills in both assessment and the application of a range of modalities/therapeutic interventions.</p> <p>Skills: to improve range of motion, manage pain, promote healing, and improve function.</p>
<p>The Human Neurological System</p>	<p>This module will introduce the student to the fundamental anatomical and physiological principles that underpin physiotherapy practice in the neurological client groups.</p> <p>Aim: This module aims to provide the student with a foundation in the physiological and anatomical structures, functions, and principles in relation to the human neurological system.</p>	<p>Introduce theoretical concepts that form the basis of an understanding of anatomy and physiology, pathophysiological processes and the physiological principles underpinning physiotherapy skills.</p> <p>Factors producing and influencing human movement. Observation, description and recording and analysis of movement. Biomechanics; including kinetics and kinematics (Osteokinematics and Arthrokinematics). Newtons laws of motion; Centre of mass; stability. Mechanical properties of tissues; muscle mechanics</p> <p>Assessment of function and physiology of the ageing process in relation to the neurological system</p> <p>Case studies will be used to introduce students to a range of pathologies related to neurological conditions.</p> <p>Skills: Manual skills of palpation, passive movement, surface marking, balance, coordination, and function.</p>
<p>Introduction to Evidence Based Practice</p>	<p>To develop an understanding of the context of evidence-based practice in physiotherapy, literature searching, critical analysis of different types of literature, use of relevant tools and databases.</p> <p>Aim: To develop students understanding of the evidence base in the context of physiotherapy practice.</p>	<p>What is evidence?</p> <p>Introduction to research designs</p> <p>How to find evidence: Search engines/databases</p> <p>How to read evidence: How to be critical</p> <p>Introduction to PEDRO/CASP/critique tools</p> <p>Bringing evidence together- The literature review</p> <p>How to be transparent: The Search strategy</p> <p>Skills: Literature searching and the Harvard referencing system; critical evaluation of quantitative and qualitative published research.</p>

<p>Shaping the Professional</p>	<p>This module will equip the learner with the necessary academic skills to manage the demands of study in Higher Education. The learner will develop skills of appropriate information retrieval, academic writing and how to avoid plagiarism. Students will also learn what it means to be a professional with an understanding of the HCPC and CSP professional values and standards including continuous professional development and lifelong learning. Personal and professional skills will also be developed through verbal and non-verbal communication skills, components of assessment and documentation. Mandatory training for clinical placement will also be undertaken.</p> <p>Aim: To develop the professional skills required to be an effective physiotherapist</p>	<p>Students will be introduced to higher education; personal and professional skills; lifelong learning and continuous professional development; professional socialisation and the HCPC and CSP standards of professionalism.</p> <p>Verbal and non-verbal communication skills will be introduced.</p> <p>The process of assessment; informed consent, recording of interventions, subjective and objective patient examination; clinical reasoning, coping strategies and developing resilience in practice.</p> <p>Skills: Mandatory training (MH, infection control, child protection, information governance H&S, BLS, e-learning).</p> <p>Team working, communication skills, use of reflective practice tools: PebblePad and portfolios; Harvard Referencing, Turnitin, academic integrity (including a graded quiz for formative monitoring), POMR/SOAP notes.</p> <p>Experience of clinical simulation.</p>
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Level 5

Module Title	Module Summary and Aims	Module Content
<p>Cardiovascular and Respiratory Physiotherapy</p>	<p>To prepare students to work effectively with clients presenting with a wide range of problems affecting the cardio –vascular and respiratory systems.</p>	<p>Develop concepts of key applied physiology.</p> <p>Common cardiovascular and respiratory conditions/pathologies.</p> <p>Application of the clinical reasoning process.</p> <p>Assessment and treatment techniques and skills pertinent to the patient with cardiovascular and/or respiratory problems; increased work of breathing, increased secretions, reduced lung volumes, pulmonary rehabilitation, cardiac rehabilitation, amputee clients, the critically ill patient, burns and plastics and paediatrics.</p> <p>Problem identification, treatment planning and modification, goal setting and outcome measurement. Evaluation and progression of physiotherapeutic intervention, to include discharge planning.</p> <p>Consideration of clients across the age-span.</p> <p>Pharmacological implications to physiotherapeutic management.</p>

		<p>Psychosocial implications of cardiovascular and respiratory problems for the individual, carers, and health care professionals.</p> <p>Students will be expected to participate in practical and theoretical learning activities and complete appropriate pre-reading as directed by the module tutor.</p>
Musculoskeletal Physiotherapy	<p>This module will introduce students to the related anatomy, physiology, skills, and knowledge required to work effectively with clients presenting with a range of musculoskeletal disorders. Students will develop theoretical and practical skills of assessment and management for a wide variety of musculoskeletal conditions. Case studies will be used to prepare students for clinical experience.</p>	<p>Content drawn, as appropriate, from an evidence-based approach. Students to critique the literature to assist in their assessment and clinical reasoning process to implement patient management. Content will be drawn from evidence-based sources (inclusive of research and policy) to assist in the assessment and clinical management of patients. Students will develop an understanding of:</p> <ul style="list-style-type: none"> Exercise prescription Advice and education Manual therapy Therapeutic adjuncts (for example, electrophysical agents) Biopsychosocial care The clinical management of common musculoskeletal pathologies and disorders. Pelvic Health
Neurological Physiotherapy	<p>The module will provide an overview of neurological physiotherapy by identifying the underlying relevant principles of rehabilitation and introducing assessment and treatment ideas for the uni- and multi-disciplinary team.</p>	<p>Current theories and principles of neurological rehabilitation related to motor control and motor learning. Neurological pathologies include: CVA, MS, TBI, PD, GBS, with specific reference to key structures within the central nervous system, their function, and key relationships with other areas of movement control. Specific management and intervention guidelines of key pathologies will be explored to allow the development of physiotherapeutic rehabilitation. The development of clinical reasoning and therapeutic handling skills with respect to analysis of movement dysfunction, balance and posture, tonal changes, alignment, and sensory and proprioceptive rehabilitation will be developed. Specific areas that will be considered include movement analysis, postural control, locomotion, the upper limb, and painful shoulder, reach and grasp, goal setting, treatment planning, outcome measurement and functional rehabilitation. Advice and health education, fitness and appropriate patient self-management strategies based on patient activity and participation. Psychosocial issues will be explored from both a patient perspective as well as a carer perspective. Pharmacological implications to physiotherapeutic management will also be discussed.</p> <p>Lectures will be used to introduce key concepts and provide material for critical thinking and problem solving. A variety of student-centred activities to facilitate autonomy in learning based on tutorials/seminars/guided independent study/use of computer packages and My Beckett activities. Group work to facilitate ability to work</p>

		<p>5 collaboratively with use of case studies and video analysis and where possible client groups, which highlight the complex nature of multidisciplinary working. Practical sessions to develop practical skills of assessment/analysis/problem-solving and treatment application through which students will be encouraged to justify and reason their chosen rehabilitation strategies. Throughout the module students will be encouraged to use current evidence to support their decision-making process and this will be led through example in the key-note lectures. The module is very interactive and will use practical sessions, video, and case studies to illustrate the topics. Service user involvement will enhance the students understanding of individual issues. Physiotherapy Clinical specialists in Neurology will also supplement the University tutor sessions. Patient demonstrations of assessment and treatment will be used when practical. My Beckett will be used to deliver some module content, provide discussion forums and additional resources such as DVDs and patient voices. As the assessment of the module is practically based, the learning methods of the module reflect a high proportion of practical input.</p>
Research Methods	<p>To develop the key knowledge underpinning and strategies involved within health-based research. The module will develop students' awareness of and capability in understanding and undertaking research. The concept of evidence-based practice introduced in level 4 will be applied and developed further.</p> <p>Aim: To prepare students to understand, analyse and to be able to undertake healthcare-based research.</p>	<p>Research theories and concepts to include Research Designs: quant/qual/mixed methods/reviews. Ethical considerations for research Methods of data collection Data Analyses-SPSS + Qualitative data (eg thematic analysis) How to write a research proposal</p>
The Complex Patient	<p>This module will enable students to build on their knowledge and skills gained within the core modules: cardiovascular and respiratory physiotherapy, neurological physiotherapy, and musculoskeletal physiotherapy. Students will integrate their learning to enable development and modification of communication skills with individuals, groups, and teams within the varied clinical settings. Students will start to critically evaluate the available evidence in relation to understanding and justifying different physiotherapy interventions within the wider specialist population groups, to enable them to further develop their understanding of the care and</p>	<p>Consideration of more complex patient and client groups for example: Oncology, Mental Health, Burns and Plastics, Dementia and Marginalised Populations. Problem based learning and small groupwork sessions, with specialist lectures and support tutorial will enable students to explore these areas in depth around their practice-based learning experiences.</p>

	<p>management of different groups of patients within a clinical setting.</p> <p>Aim: This module will complement and build upon students' studies and experience in the core areas of physiotherapy practice. It will enable students to adopt a reflexive and flexible approach to future practice through the development of strategies to identify and undertake appropriate professional learning and personal development.</p>	
<p>Placement 2.1 and 2.2</p>	<p>This module prepares students for practice-based learning, providing them with a range of experiences and skills that represent the breadth of physiotherapy in both patient and non-patient facing environments. In the theory to practice transfer, students will be able to apply, integrate and build upon knowledge, skills, and physiotherapeutic techniques to gain a breadth of experiences in a variety of settings. This will enable them to further develop their understanding of care and management of patients in a diverse range of settings, in line with the rapidly changing healthcare environment. The placement provides students with the opportunity to attain a minimum of 216 clinical based practice hours to complete the required minimum 1000 hours at the completion of the course.</p> <p>Aim: To enable the student to consolidate and apply appropriate evidence based and theoretical knowledge and skills within a practice-based learning environment</p>	<p>This module provides students with an opportunity to develop their knowledge, understanding and skills related to the breadth of physiotherapy practice through a variety of learning opportunities and assessments provided by a service-based Practice Educator in a supportive learning environment. In accordance with professional body recommendations, a qualified and experienced practitioner [Practice Educator] will provide learning opportunities, management, and supervision with support from a named University tutor.</p> <p>Each student will negotiate SMART goals with their educator, related to the specific area of practice they are on placement in to achieve the set learning outcomes for the module and in the standardised placement documentation. The goals will be developed based on the experience offered by the placement and the learning needs of the student appropriate to the level of the student's performance at this stage of training. Students will be supported via on-line My Becket resources and group seminars pre and post. placement. The University will provide additional support mechanisms to the Practice Educator and student. via midway contact from a named University Tutor. Placement learning is related to continuous assessment throughout the placement. Such assessment will be formative through weekly recording on the standardised placement assessment document and verbal feedback until the final summative assessment.</p>

Level 6

Module Title	Module Summary and Aims	Module Content
<p>Advancing Practice</p>	<p>This module will enable students to build upon their level 5 physiotherapy practice and clinical experience enabling further development of clinical reasoning and their personal communication skills. This will be through a greater self-awareness, looking at philosophy and its relevance to clinical practice, examining and debating ethical decision making in the wider clinical reasoning framework and exploring healthcare communication models with exposure to the patient’s perspective of healthcare in complex and marginalised population groups. Students are encouraged to maintain a professional development portfolio throughout their placement experience. Personal and professional development through reflection will be undertaken throughout the module to prepare students for qualified practice.</p> <p>Aim: This module will enable students to build upon clinical practice experience and enhance their own skills and development. It will enable students to further develop their clinical reasoning and communication skills, debate key issues in current physiotherapy practice and provide a sound base for autonomous evaluation of their own practice beyond graduation.</p>	<p>The module is designed to integrate course content with learning from clinical practice placements. The module will equip students with additional skills required for a career in healthcare and to facilitate a greater understanding of the more complex patients/clients/service users and organisations students may encounter. There will be blocks of planned teaching sessions in the university or Online in between or around your clinical practice placements. Most of these weeks will be structured around the building greater self-awareness, looking at Philosophy and its relevance to physiotherapy clinical practice, examining and debating ethical decision taking in the wider clinical reasoning framework, and through exploring healthcare communication models with exposure to the Patient’s perspectives of healthcare in complex and marginalised groups and examining our own reasoning and clinical decision making. Students need to maintain a professional development portfolio throughout this module which will be used to evidence the assessment. This will be used to inform and evidence their personal and professional growth throughout the learning experience. Personal and professional development will be undertaken through critical reflection throughout the module in preparation for qualified practice. Creativity is encouraged and above all, critical thinking, to support self-evaluation and reflection.</p>
<p>Leadership in Healthcare</p>	<p>To develop students’ understanding of the changing healthcare environment: NHS policy, organisation, leadership, business, innovation, and enterprise agendas as they impact on current and future physiotherapy practice. An enquiry-based ethos, clinical managers, specialist speakers and professional body representatives will enable</p>	<p>The NHS in the 21st Century - policy changes and initiatives Clinical and ethical governance Clinical Leadership theory and context Change management models and use Managing service quality - performance, regulation, outcomes, and audit. Innovation, service and social enterprise, private practice and 3rd sector</p>

	<p>the student to prepare for employability and future physiotherapy practice. Aim: To develop students' understanding of changing NHS policy, organisational, leadership business & enterprise theory as it impacts on physiotherapy practice.</p>	<p>Employability, interviews, personal statements and CV development Problem Based Learning tutorials using case methods and videos, keynote lecturer resource sessions from subject specialists such as service user group: PALS, careers service, local therapy managers, enterprise team and private practitioners will all be involved in the delivery of this module.</p>
Research in Context	<p>This module will complete the research thread that started in level 4. Students will demonstrate the conceptualisation of a project that has relevance in the health and social care environment. Students are expected to produce a piece of work that explains and justifies the proposed process of the 'research enquiry' and its application to practice. Aim: To develop the skills required to identify and select appropriate methodology to prepare a research project related to Physiotherapy practice in a safe and ethical manner.</p>	<p>Expertise from staff across the school will be sought to support particular areas for example, data analysis, data collection and the use of computer aided learning. For the research project each student will be assigned a supervisor from the academic team. The role of the supervisor will be to advise, support and encourage the student to self- manage their completion of their project. Supervision may be individual or in groups.</p>
Placements 3.1, 3.2 and 3.3	<p>This module prepares students for practice-based learning, providing them with a range of experiences and skills that represent the breadth of physiotherapy in both patient and non-patient facing environments. In the theory to practice transfer, students will be able to apply, integrate and build upon knowledge, skills, and physiotherapeutic techniques to gain a breadth of experiences in a variety of settings. This will enable them to further develop their understanding of care and management of patients in a diverse range of settings, in line with the rapidly changing healthcare environment. The placement provides students with the opportunity to attain a minimum of 216 clinical based practice hours to complete the required minimum 1000 hours at the completion of the course. Aim: To enable the student to consolidate and apply appropriate evidence based and theoretical knowledge and skills within a practice-based learning environment</p>	<p>This module provides students with an opportunity to develop their knowledge, understanding and skills related to the breadth of physiotherapy practice through a variety of learning opportunities and assessments provided by a service-based Practice Educator in a supportive learning environment. In accordance with professional body recommendations, a qualified and experienced practitioner [Practice Educator] will provide learning opportunities, management, and supervision with support from a named University tutor. Each student will negotiate SMART goals with their educator, related to the specific area of practice they are on placement in to achieve the set learning outcomes for the module and in the standardised placement documentation. The goals will be developed based on the experience offered by the placement and the learning needs of the student appropriate to the level of the student's performance at this stage of training. Students will be supported via on-line My Becket resources and group seminars pre and post placement. The University will provide additional support mechanisms to the Practice Educator and student via midway contact from a named University Tutor. Placement learning is related to continuous assessment throughout the placement. Such assessment will be formative through weekly recording on the standardised placement assessment document and verbal feedback until the final summative assessment.</p>

Appendix Two

Summary of Modules for the MSc pre-registration Physiotherapy Programme

Year 1

Module Title	Module Summary and Aims	Module Content
Foundations of Physiotherapy	<p>This module will develop the foundations of key physiotherapy skills of communication, note keeping, critical thinking, reflection on clinical and academic performance. Students will undertake related mandatory training covering different settings of healthcare delivery.</p> <p>Aim: The module will introduce students to key skills required as a Physiotherapist which underpin clinical practice and learning across all modules.</p>	<p>Content will, as appropriate, be drawn from an evidence-based approach linking to professional standards expected of a physiotherapist working in a variety of healthcare settings. Students will review team working, communication styles, modes of reflection and reflection to aid patient care. Key clinical reasoning and practical skills required for working in healthcare environments will be introduced and applied in relation to ethical, scientific and philosophical standpoints.</p>
Musculoskeletal Physiotherapy	<p>This module will introduce the student to the related anatomy, physiology, skills and knowledge required to work effectively with clients presenting with a range of musculoskeletal related problems. Students will develop theoretical and practical skills of assessment and management of a wide variety of musculoskeletal conditions. Case studies will be used to prepare students for clinical experience.</p> <p>Aims: The module aims to prepare students to work effectively with clients presenting with a wide-ranging problem that affect the musculoskeletal system. Students will develop skills of independent assessment, clinical reasoning, problem solving and evidence-based practice to facilitate the diagnosis and holistic management of individuals with a range of musculoskeletal conditions/presentations.</p>	<p>Content will, as appropriate, be drawn from an evidence-based approach and cover:</p> <ul style="list-style-type: none"> Joint and region-specific related anatomy and physiology. Assessment and clinical reasoning skills related to spinal and peripheral joints. Common musculoskeletal approaches will be discussed e.g. those of Maitland, McKenzie, Cyriax, and Mulligan. Implement clinical management of common Adult and Paediatric MSK pathologies. An understanding of the importance of self-management and the biopsychosocial approach but with an appreciation of the application of manual therapy, electrotherapy, and exercise prescription. Psychosocial implications of musculoskeletal disorders for the individual, carers and health care professionals will be discussed. SMART goal setting and outcome measurements will be explored in line with current best practice, clinical guidelines, and relevant health care agendas.

<p>Neurological Physiotherapy</p>	<p>The module will provide an overview of neurological physiotherapy by identifying the underlying relevant principles of rehabilitation and providing an introduction to assessment and treatment ideas for the uni- and multi-disciplinary team.</p> <p>Aims: The module aims to introduce students to the field of neurological rehabilitation, focusing on the physiotherapy assessment and management of patients with neurological illness.</p>	<p>Content will, as appropriate, be drawn from an evidence-based approach and cover: Related Anatomy, Physiology and Pathology of clinical presentation and prognosis of common neurological conditions. Functional neuroscience as a basis for understanding and managing neurological disorders. Principles of treatment in neurological physiotherapy. Theoretical basis of evidence-based interventions for neurological disorders. The development of clinical reasoning and therapeutic handling skills with respect to analysis of movement dysfunction, balance and posture, tonal changes, alignment and sensory and proprioceptive rehabilitation. Management of residual and progressive disability. Advice and health education, fitness and appropriate patient self-management strategies based on patient activity and participation. The use of assistive technology for people with disabilities. Multi-disciplinary team will be discussed in context. Pharmacological implications to physiotherapeutic management will be discussed along with psychosocial implications of neurological disorders for the individual, carers and health care professionals.</p>
<p>Developing Clinical Practice (DCP)</p>	<p>To synthesise knowledge and skills, integrating course content with learning within clinical practice placements. Students will develop in critical reflective practice to facilitate development as an effective practitioner and autonomous learner. Students will enhance their understanding of the care and management of the more complex patients, furnishing them with the ability to embark on a career in healthcare as a clinician educated to master's level.</p> <p>Aim: The module aims to provide a reflective platform for placement and academic experiences from which to enable a deeper understanding of theoretical and practical concepts related to the uni- and inter-professional management of complex patients.</p>	<p>Continuous professional development (CPD): personal development planning and the use of portfolios and e-portfolios; reflective practice. Clinical management skills: caseload management; health education and secondary prevention; client centred management, empowerment and advocacy; uni- and inter-professional management issues; cross cultural, religious and societal structural issues that affect care, to include the 'at risk' and 'vulnerable' groups. Medical and social models of disability; the International Classification of Functioning, Disability and Health; quality of life issues. Professional issues and national policy: developing skills of self and practice management; preparation for employment and career development (to include interview preparation and skills); clinical governance; leadership and management models; National Health and social policy; ethical and legal frameworks; role emerging practice and adapting to new and novel work settings. Such learning will develop clinical reasoning skills against the backdrop of the physiotherapeutic intervention of complex clinical caseloads. Examples may include: paediatrics; care of the older person; dementia; oncology; terminal illness and palliative care principles; issues of bereavement and loss; having difficult conversations; women's health; men's health; mental health; learning difficulties;</p>

		<p>challenging behaviours; spinal injury; burns and plastics; hands and plastics; at risk/vulnerable groups/populations.</p> <p>The module includes the 'Inter-Professional Learning' (IPL) workshop being the cross-schools initiative that encourages collaboration in health and social care.</p>
<p>Cardiovascular Respiratory Physiotherapy</p>	<p>This module will introduce the student to the skills and knowledge required to work effectively with clients presenting with a range of cardio-vascular or respiratory related problems. Students will develop theoretical and practical skills of assessment and management for these client groups. Case studies will be used to prepare students for clinical experience.</p> <p>Aim: The module aims to prepare students to work effectively with clients presenting with a wide range of problems affecting the cardio-vascular and respiratory systems.</p>	<p>Content will, as appropriate, be drawn from an evidence-based approach to enable students to:</p> <p>Critique the literature to assist in their theoretical and practical assessment skills and clinical reasoning process to implement clinical management based on goal setting, effective treatment planning and outcome measures.</p> <p>Develop an understanding of the importance key concepts of applied anatomy and physiology to common cardiovascular and respiratory conditions/pathologies will be explored and include in addition to medical conditions: the effect of surgical procedures on the respiratory system; multi organ systems; amputation.</p> <p>Risk factors and clinical features will be discussed and considered in context. Through application and evaluation of assessment findings, client centred problems will be identified.</p> <p>Further critical evaluation of current evidence-based practice will enable treatment planning, evaluation and progression of physiotherapeutic intervention, to include discharge planning.</p> <p>SMART goal setting and outcome measurements will be explored in line with current best practice, clinical guidelines and relevant health care agendas.</p> <p>Specific assessment and treatment techniques and skills pertinent to the patient with cardiovascular and/or respiratory problems.</p> <p>Consideration of clients across the age-span will take place including dealing with chronic disability in the young and old.</p> <p>Multi-disciplinary team will be discussed in context.</p> <p>Advice and health education, fitness and appropriate patient self- management strategies based on patient activity and participation.</p> <p>Psychosocial issues will be explored from both a patient perspective as well as a carer perspective.</p> <p>Pharmacological implications to physiotherapeutic management will also be discussed.</p>
<p>Clinical Rehab</p>	<p>This module will develop students' skills to critically justify and apply evidence based clinical rehab in a wide range of settings with a wide range of patient groups.</p>	<p>Content will, as appropriate, be drawn from an evidence-based approach to cover key areas.</p> <p>Students will explore different theories and approaches to clinical rehab in a wide range of settings and with a wide range of patient groups, such as (but not limited to)</p>

		Group rehab, Hydrotherapy, high level rehab/return to play, and include management of specialist groups such as (but not limited to) Falls, Frailty, Obesity, Long COVID / Chronic fatigue syndrome, Complex orthopaedic and spinal surgeries. Students should be able to provide a scientific basis for understanding and studying health and health-related states, outcomes, determinants, and changes in health status and functioning.
Research Foundations	<p>This module will develop students' knowledge of research design including qualitative, quantitative and review methodologies. It will provide students with the foundations for which to plan and propose a research study relevant to the scope or breadth of physiotherapy practice.</p> <p>Aim: This module will aim to provide students with the foundations for which to plan and propose a research study relevant to the scope or breadth of physiotherapy practice.</p>	<p>Content will, as appropriate, be drawn from an evidence-based approach and will cover:</p> <ul style="list-style-type: none"> Research Paradigms/philosophy Research Ethics Research design Critical appraisal, reading and writing. Qualitative research – theory, methods of data collection and analysis Quantitative research – theory, methods of data collection and analysis Review methodology Writing a research proposal Research supervision

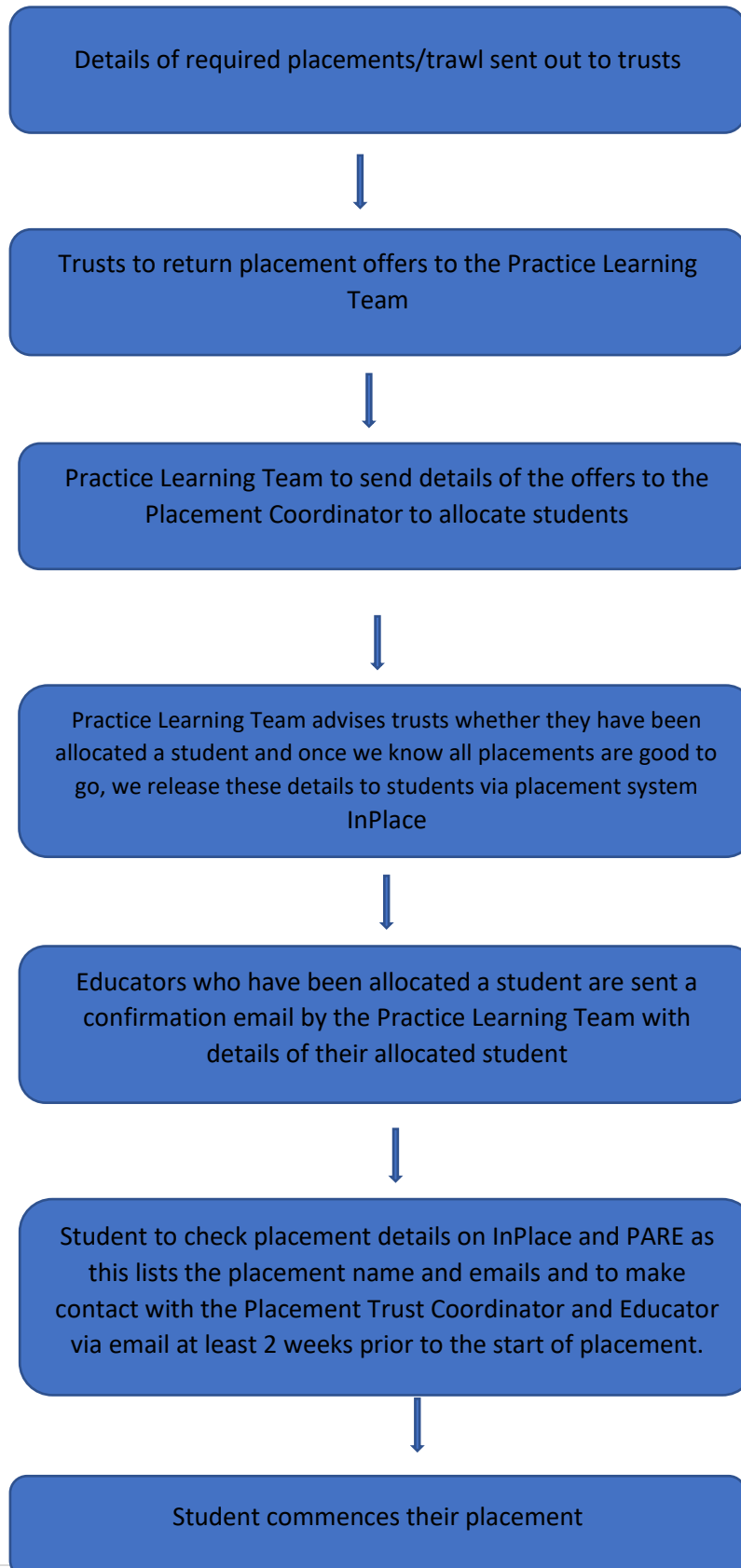
Year 2

Module Title	Module Summary and Aims	Module Content
Clinical Placement 1-5	<p>This module prepares students for clinical experience and then provides them with a breadth of supervised physiotherapy experience in the clinical setting. In the theory practice transfer students will be able to apply, integrate and build upon knowledge, skills and physiotherapeutic techniques, health promotion and client empowerment. This will enable them to further develop their understanding of care and management of patients.</p> <p>Aim: This module aims to enable the student to consolidate and apply appropriate theoretical knowledge within</p>	<p>This module provides students with opportunity to develop their knowledge, understanding and practical skills related to an area of physiotherapy practice. Learning opportunities and assessments provided by a service-based Practice Educator in a supportive learning environment. In accordance with professional body recommendations a qualified and experienced practitioner [Practice Educator] will provide learning opportunities, management, and supervision with support from a named University tutor. Each student will negotiate SMART goals with their educator, related to the specific area of practice they are on placement in to achieve the set learning outcomes for the module and in the standardised placement documentation. The goals will be developed based on the experience offered by the placement and the learning needs of the student appropriate to the level of the student's</p>

	<p>physiotherapy practice in supervised, health and social care settings.</p>	<p>performance at this stage of training. Practice Educator will be provided with a placement handbook providing information on the course and module structure and process of assessment. Students will be supported via on-line My Beckett resources and group seminars pre-and-post placement. The University will provide additional support mechanisms to the Practice Educator and student via midway contact from a named University Tutor. Placement learning is related to continuous assessment throughout the placement. Formative feedback through verbal and written means will be provided. A halfway review of the learning agreement will be documented in the standardised placement document providing a clear evaluation of performance at that time point. A final summative assessment using the document will occur at the end of the placement period</p>
<p>Sports and Exercise Medicine Foundations – (Option Module)</p>	<p>This module will give and insight into the role of a physiotherapist working in sport and recreation. The module will give student practical skills of assessment and management of common sporting injuries and management of trauma scenarios. Students will review evidence-based assessment of the athletic population. Aim: This module will aim to prepare students with theoretical and practical skills of pre participation screening, match day preparation and management and return to play testing of a range of athletics populations.</p>	<p>Content will, as appropriate, be drawn from an evidence-based approach for: Identification of injuries and health issues in the fields of recreational and high-performance sport. Students will cover principles of epidemiology to further their understanding of common pathologies to help them prepare an individual or team player for sport participation. Practical sport trauma assessment skills will be covered to include the management of life and limb threatening injuries sustained during sports participation in line with current guidance. Students will demonstrate a critical awareness of evidence-based return to play guidance with reference to theories of rehabilitation.</p>
<p>Shaping Healthcare – Management of Long-term Conditions (Option Module)</p>	<p>This module will review contemporary physiotherapeutic modalities and advancements in care with use of technology and advances in scientific knowledge. The module will also aid students in developing additional skills related to management and treatment of cohorts from emerging communities. Aim: This module aims to develop the skills of enquiry and application of new emerging skills related to technological and scientific advancements to a range of cohorts.</p>	<p>Content will, as appropriate, be drawn from contemporary physiotherapy practice. Students will explore innovations in healthcare for the long-term sustainable global health management through different modes of enquiry. Students will discuss and debate the challenges in meeting the healthcare demands of diverse hard to reach populations. Content will include holistic management skills of health conditions.</p>
<p>Research Project</p>	<p>This module and its assessment provide students the opportunity to conduct a master’s level research project and disseminate the findings. Students carry out an independent research project based on a research proposal</p>	<p>Content will, as appropriate, be drawn from an evidence-based approach and will cover: Research Paradigms/philosophy Research Ethics</p>

	<p>form the research foundation module in a defined topic area. Studies usually require a successful application for research ethics followed by a period of data collection and analysis. The results of the study are written up in the form of a dissertation report and defended at viva voce with support from a research poster. The students receive one-to-one or small group research supervision.</p> <p>Aim: This module will provide the opportunity for students to conduct a substantive piece of research related to the scope or breadth of physiotherapy practice</p>	<p>Research design Critical appraisal, reading and writing. Qualitative research – theory, methods of data collection and analysis Quantitative research – theory, methods of data collection and analysis Review methodology Writing a research proposal Research supervision</p>
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Appendix Three
Allocation Process for BSc (Hons) and MSc (Pre-Registration)
Physiotherapy



Appendix Four
Motor Vehicle Authorisation Form

NOTIFICATION OF AUTHORISATION TO USE A PRIVATE MOTOR VEHICLE FOR A PLACEMENT

Name of Student:

(USE CAPITAL LETTERS)

Course:

Year:

I need to use my own private motor vehicle whilst on placement because

.....
.....
.....
.....

Student Signature:

Date:

I confirm authorisation for this student to claim mileage for the use of their own private motor vehicle whilst on placement for the reason(s) stated above.

Tutor Signature:

Date:

NB: You also need to complete and return the attached Declaration of Insurance form before any expenses can be claimed.

DECLARATION OF INSURANCE – STUDENT PLACEMENTS

If you travel to placement in your own motor vehicle, it is your responsibility to ensure that you have the correct class of insurance for all risk associated with its use. You should check with your insurer that your policy covers commuting to your place of work, and business if using your vehicle for purposes of work. Students travelling to and from their placement site in their own vehicle do so at their own risk. The reimbursement of the costs of travel by private motor vehicle do not constitute any acceptance of liability by your University, the NHS Business Services Authority or any other NHS body

DECLARATION REGARDING INSURANCE COVER OF STUDENTS USING THEIR PRIVATE VEHICLES FOR JOURNEYS UNDERTAKEN IN THE COURSE OF A PLACEMENT, AS PART OF THE WORK INVOLVED IN THAT PLACEMENT.

I certify that I have produced this Declaration to my Insurers who confirm that I am insured against claims in respect of: -

- (i) Bodily injury to or death of third parties
- (ii) Bodily injury to or death of any parties
- (iii) Damage to the property of third parties
- (iv) Damage to or loss of the vehicle

My insurance cover also provides

- (a) for the use of the vehicle on the above journeys
- (b) that the receipt of a mileage allowance will not be deemed to constitute use for hire or reward
- (c) indemnification of Leeds Beckett University against all third party claims including those concerning passengers

I confirm that I have included and shall maintain in my policy of insurance the above requirements for so long as I am in receipt of an allowance for the use of my vehicle on journeys of the kind specified above.

I undertake not to seek recovery from Leeds Beckett University of any amount I may be called upon to pay as a result of the operation of any excess clause in my policy (in so far as this does not prejudice my Common Law rights against the corporation).

Please sign below.

SIGNATURE:

NAME:

(BLOCK CAPITALS PLEASE)

COURSE & YEAR:

DATE:

INSURANCE COMPANY:

Once completed please return this form with a photocopy (not the original) of your car insurance document to the Placement Administrator.

Appendix Five Learning Support Agreement

CONFIDENTIAL

STUDENT PLACEMENT SUPPORT AGREEMENT (PSA)

These are likely to be supported under the relevant Equality Legislation

To try to ensure that you are fully supported on placement and that any reasonable adjustments can be implemented please complete this form in consultation with your Tutor. This complements your University Reasonable Adjustment Plan (RAP) if you have one and may include well-being support.

Student Full Name	
University Email	
Physiotherapy Course	
Placement Co-Ordinator	
Visiting Tutor if known	
Academic Advisor	
Date Form Completed	

Please give a brief description of your learning difference (this could be health or learning related).

Please provide details of how you think this might impact on your day to day activities on placement and any support or reasonable adjustments that could be made that will help you to perform your duties.

Please provide details of any specific assistive technology, equipment or furniture which has been identified in your RAP or by Disabled Student Allowances (DSA).

Student Statement

By submitting this plan I consent to its being shared on a 'need to know' basis with potential placement providers, and Disability Advice

You are encouraged to share this with your Practice Educator.

Please send the completed form to the placement co-ordinator d.knibbs@leedsbeckett.ac.uk who will forward it onto: s.caden@leedsbeckett.ac.uk before your next placement

Appendix Six

The Induction Checklist

Task 1: The placement	<u>Date completed</u>
Introduced to key members of staff and their roles explained	
Location of toilet, staff room, dining room, other staff facilities	
Place of work	
Dress code	
How to answer telephone, transfer calls, make calls (internally and externally)	
How to escalate concerns within organisation	
Establish & if relevant discuss, any pertinent student health issue /placement support agreement	
Task 2: Health and Safety	
Safety policies received or location known	
Location of first aid box/crash trolley	
First aid arrangements	
Fire procedures and location and use of fire extinguishers	
Accident reporting process	
COSHH regulations and procedures	
Display screen equipment regulations/procedures	
Manual handling procedures	
Protective clothing arrangements (if appropriate)	
Instructions on equipment you will be using	
Summoning help on the wards and in the dept etc. e.g. location of crash trolley, emergency call bells etc.	
Procedure for obtaining help from security	
Additional tasks	
Emergency contact details exchanged (use form on page 51)	
SMART Card activation	
Student presented mandatory training record to educator	
Identification of absence reporting systems (pg 44)	
Placement Learning Support Agreement shared with educator. <i>(if applicable)</i>	

Appendix Seven

Physio Daily Activity Log

This activity log is intended for students who are predominately on a face-to-face clinical placement but may have practice-based learning activities to complete/undertake away from the clinical setting (i.e. at home) as part of their ongoing learning and development (i.e. due to self-isolation or planned study days). This form will be submitted along with the rest of the paperwork as evidence of activity away from the clinical setting.

Student: please complete this daily learning activity schedule for the virtual/home-based element of the placement (not to be used on Connect Health) and send to your educator for sign off.

Name of Student:

Name of educator(s):

Setting:

Date:

Time of Day	Activity undertaken	Comment on / link to any evidence of work prepared/completed
<i>Example: 0800-1100</i>	<i>Wrote a case study for a patient I am treating in preparation to present to my practice based / clinical educator. Wrote a reflection and attached evidence of learning to my educator.</i>	<i>Email to my educator Reflection Case study presentation</i>
0800-0900		
0900-1000		
1000-1100		
1100-1200		
1200-1300		
1300-1400		
1400-1500		
1500-1600		
Total number of hours		Signature Educator Signature Student