

## **ALLIED HEALTH PROFESSIONAL TEAMS PLACEMENT LEARNING EXPECTATIONS**

Clinical education of AHP students is a partnership arrangement between the student, clinical staff and Placement Tutors. This document clarifies the expectations and responsibilities of all those involved, including some of the requirements outlined in the Learning Development Agreement. The aim is to ensure that students are prepared to be fit for purpose as registered AHP professionals.

### **Clinical Staff have the right to expect:**

1. That students behave in a courteous and respectful manner at all times.
2. Students to make an appropriate contribution to patient/client care while flexibility is ensured to meet negotiated individual learning needs.
3. Students to conduct themselves in a professional manner as defined by the HCPC and in keeping with clinical placement policies.
4. Students to undertake their role as a learner in accordance with their competency level and in adherence to the relevant university and clinical placement policies and procedures.
5. The Placement Team to ensure that clinical areas have three weeks advance notification of student placements where possible.
6. Students to report sickness and absence immediately to the clinical placement and the university.
7. Students to contact the clinical placement to which they have been allocated at least one week prior to the start of the placement.
8. Students to have an understanding of the assessment of practice documentation and be able to provide the appropriate assessment of practice documentation relating to the clinical placement throughout their allocation.
9. Students to be flexible in using available learning opportunities to experience twenty four hour care and care pathways.
10. A Placement Tutor to actively support the learning environments in accordance with local and national standards.
11. Regular communication with the University to discuss course structures, assessment procedures and evaluation of clinical placements.
12. Dedicated time within the working environment to facilitate their role as a Practice Placement Educator and to have access to appropriate training, annual updating and on-going support for staff.
13. Students to complete a placement evaluation and be accountable for their feedback. Placement Tutors and Placement Provider Education Lead will review the evaluations after each placement allocation.
14. An Educational Audit will be undertaken as per HEE requirements and 'Best Practice'. As part of the yearly educational audit, student evaluations will be discussed and reflected on by the HEI/Placement Provider Education Lead/PLF.
15. Re-auditing will be undertaken in any practice learning environment from which students have been temporarily removed.

### **Students have the right to expect:**

1. Courtesy and respect, and to be treated as a valued member of the multi-disciplinary team.
2. Three weeks' notice of a continuous placement allocation, where possible.
3. Access to individual practice learning environment profiles that reflect current services and programme placement requirements.
4. A clinical placement that, will have no more than the optimum number of students.

5. Practice Placement Educators (PPEs) to be available to reflect on clinical practice with the student, to discuss student's progress and to identify areas for development for the student and to complete the assessment documentation.
6. A safe and supportive environment that is conducive to meeting identified individual student learning needs commensurate with their competency level and clinical practice needs.
7. A flexible collaborative approach that acknowledges and responds to the individual learning needs of the student, wherever possible.
8. Appropriately prepared and experienced PPEs to work with students as specified by HCPC guidelines.
9. Flexibility within reason regarding working patterns, which will be negotiated and agreed by the PPE and/ Practice Placement Education Lead and the Student.
10. Access to learning resources.
11. Placement Provider to provide the student with an orientation to the placement setting.
12. Placement areas to provide access to relevant policies and procedures including health and safety audit, protecting vulnerable groups, lone worker [community], risk assessment and accident and incident reporting.
13. The opportunity to evaluate their placement with appropriate action being taken in response to their feedback.
14. A working environment that meets health and safety regulations.
15. Consideration/reasonable adjustments to be made as identified by the Disability Coordinators following disclosure of a disability/long term health condition.
16. To be on a placement with a satisfactory education audit that meets HCPC standards and cognisant of reports by bodies including CQC and Monitor, which report on the quality of care provided to service users.
17. To be informed of the importance of, and process for, raising and escalating concerns when on practice placements, during each practice placement induction.
18. To be supported in the process of raising and escalating concerns when on practice placements.
19. To be supported and safely reallocated should their temporary removal from a practice learning environment be necessary.

**The University and Lecturers have the right to expect:**

1. Courtesy and respect at all times.
2. Placement providers to cooperate with quality assurance processes.
3. Clinical staff to liaise with University staff regarding the progress of students on placement.
4. Clinical staff to notify Placement Tutors/University Student Support Officers as soon as there is concern about a student's progress.
5. To be notified if a student is involved in any situation that may require the student to produce a statement so that the appropriate support can be provided.
6. The Placement Team to inform them of student placements three weeks prior to start of placement, wherever possible.
7. Students to notify their academic supervisor if experiencing problems whilst on placement.
8. Mentors who have been appropriately prepared for their role.
9. Students will follow the processes outlined on the placement learning information website.
10. Dedicated time to undertake the Placement Tutor role.
11. Opportunities to liaise with clinical staff to discuss educational issues.

**Patients and Carers have the right to expect:**

1. To be fully informed of the student's role in their care.
2. To be fully informed of their right to decline student care.
3. Respect for their rights, dignity and privacy, equality and diversity in all practice learning environments.

4. Safe, effective and compassionate care in all practice learning environments.
5. That students will be aware of the importance of, and process for, raising and escalating concerns in the practice environment.

**The ultimate aim of this document is to ensure that patients/clients and carers receive the best possible care by AHPs of the future who are fit for purpose.**