



Teesside
University

Teesside University Physiotherapy Practice Educator
Handbook

2018 / 19

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❖ Introduction

Thank you for supporting our pre-registration physiotherapy students in your practice setting. This handbook provides a range of information to support you in your role as a practice educator. If you are using the handbook online then you can ctrl and click on the contents page and you will be taken directly to the specific section. Alternatively you can print all or part of the document.

Further information is available on the Teesside University Practice Support Website - <https://sohsc.tees.ac.uk/sites/practicesupport/> . This website can be easily accessed via all web browsers and does not require any passwords or login details.

Practice placements are an essential element of the BSc and MSc pre-registration physiotherapy courses. In addition to their academic modules students must successfully complete 1000 hours of practice placement to complete their degree and be eligible for registration with the Health and Care Professions Council (HCPC). On both our pre-registration courses (BSc and MSc) students undertake 6 placements to achieve the necessary 1000 hours. Practice placements are central to ensuring the students are fully prepared to meet the challenges of working in the health and social care sector and deliver care and rehabilitation that is safe, of high quality and patient centred.

Both BSc and MSc courses are structured in such a way that in each year of study placements are integrated within the curriculum between academic university based modules. This dovetailing of practice and academic modules enables students:

- To consolidate, apply, transfer and exchange their knowledge and skill between and within academic and practice settings
- To develop new skills and expertise
- To embed the clinical context within all their learning and development.

There is a requirement for students to have an HCPC registered Physiotherapist as a named educator on each placement; the practice educator. Whilst the practice educator will take the lead in planning and supporting each student's learning, they do not have to be supervising them at all times during the placement. It is good practice (when circumstance allows) for a wider team of people to be involved with supervising and supporting students. This may include; other members of the physiotherapy team, non-registered assistants and support staff, as well as health care professionals from other disciplines including other Allied Health Professionals, medical staff and nurses.

The university physiotherapy team always aim to work in close partnership with everyone involved with students on placement and can be contacted (see details below) at any time to support both educators and students. If you have any queries at all we are more than happy to discuss these and offer support to ensure everyone has a positive learning and development experience.

❖ Physiotherapy Team Contact Details

Placement Coordinators

Jill Kent Jillian.Kent@tees.ac.uk 01642 342590

Dave Grover D.Grover@tees.ac.uk 01642 344986

Supporting Learning in Practice module tutor

Jen Alexanders J.Alexanders@tees.ac.uk 01642 738653

Placement Administrators

Please note Alison and Di both cover placements so always copy both into email correspondence

Di Fisher D.Fisher@tees.ac.uk 01642 738157

Alison Lowe A.Lowe@tees.ac.uk 01642 738157

ARCPepnet (Online placement information portal)

Chantel Sanderson C.Sanderson@tees.ac.uk 01642 738122

Course Leads

Alison Ramsdale (BSc) A.Ramsdale@tees.ac.uk 01642 738268

Dan Spence (MSc) D.Spence@tees.ac.uk 01642 384975

Programme Team

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Paul Errington P.Errington@tees.ac.uk 01642 384172

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Kathy Jackson K.Jackson@tees.ac.uk 01642 384120

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❖ Organisation of placements

The role of the university

Students undertake 6 practice placements during their course of study. These are allocated by the university. The 6 placements must enable students to experience physiotherapy with a range of populations, patients and clients, and across various sectors, settings and specialisms. Placements are undertaken in a variety of organisations which may include acute hospitals, community clinics, patients own homes, specialist clinics, schools, occupational health departments and private practice. This variety is necessary to ensure students have had an appropriate breadth of experience at the point of qualification.

Placements are allocated across the region, primarily in Teesside and North Yorkshire, County Durham and Tyne and Wear.

The geographical location of placements requires some travel, and the overall volume of travel for each student over the duration course is considered when placements are allocated.

Organisation of Placements within Trusts / Organisations

Within each trust/organisation there is a designated member of staff, the placement co-ordinator, who coordinates the placements and works with the placement leads at the university.

The contact details of the coordinator for each organisation will be on ARCPepnet, and this will be the first point of contact for the students.

The coordinators are sent a full list of students allocated to their organisation before the start of the academic year. They will distribute this to the appropriate staff to ensure educators are aware when they will have a student working with them.

❖ **Placement Dates 2018-19 BSc Physiotherapy**

Cohort	Placement	Dates	Submission of assessment forms
Year 1 BSc 1809	Foundation Days PHY1022-N	Friday 1 February 2019 Friday 8 January 2019	14 February 2019
Year 1 BSc 1809	Foundation Placement PHY1022-N	20 May – 09 June	13 June 2019
Year 2 BSc 1709	2A PHY2022 - N	5 November – 9 December 2017 2018	10 January 2019
Year 2 BSc 1709	2B PHY2022 - N	21 January – 24 February 2018	7 March 2019
Year 3 BSc 1609	3A PHY3050 - N	24 September – 28 October 2018	8 November 2018
Year 3 BSc 1609	3B PHY3050 - N	25 February – 31 March 2019	18 April 2019
Year 3 BSc 1609	4 PHY3051 - N	15 April – 19 May 2019	23 May 2019

Submission date refers to the date by which students must have all their placement documentation submitted to the university assessment system

❖ **Placement Dates 2018-2019 MSc Physiotherapy**

Cohort	Placement	Dates	Submission
1 MSc 1901	Foundation Half Days	Arranged by students	
1 MSc 1901	Foundation Placement PHY1025-N	10 June – 25 June 2018	11 July 2018
MSc 1801	2A PHY2023 - N	24 September – 28 October 2018	1 November 2018
MSc 1801	2B PHY2023 - N	5 November – 9 December 2018	10 January 2019
MSc 1801	3A PHY3052 - N	15 April – 19 May 2019	23 May 2019
MSc 1801	3B PHY3052 - N	27 May -30 June 2019	4 July 2019
MSc 1801	4 PHY3053 - N	25 June – 29 July 2019	8 August 2019

Submission date refers to the date by which students must have all their placement documentation submitted to the university assessment system

❖ Preparation for Placements

Students contacting placement areas

Once the placements have been organised students access their individual placement allocation information using an online portal ARC. The student facing element of the portal is called POWnet and the clinician/ academic staff facing element is called PEPnet. Students have access to all their placement allocations for each year of study at the start of the academic year.

Students are advised to contact the placement coordinator three to four weeks prior to the start of the placement using the details on ARC. Students will then either be put in touch with their individual educator (by email) or will be given information regarding their placement by the coordinator. Please ensure that you are aware of what happens in your organisation so you will be aware when / if to expect contact emails from students

Disclosure and Barring Service (DBS)

All students have undergone an enhanced DBS checking process and will have their own copy of their DBS certificate. If a student is required to take their DBS certificate to the placement area (this is sometimes necessary when working in schools for example) then please ensure the student is made aware of this on the ARC site.

Any student who has not completed the DBS process with a satisfactory outcome cannot attend placement.

Academic preparation for the student

Prior to starting their placement students are advised to review their academic modules. Details of all academic modules for both MSc and BSc programmes can be found towards the end of this document. This information will inform you of what the student has studied at each stage of the programme.

In addition to their university modules, students should engage with any pre reading or resources they have been directed to either via the ARCPONet site or by their practice educator.

As students will be spending time in direct contact with, and/or contributing to the care of patients/clients they are expected to demonstrate professional attitudes and behaviours at all times,

working within the CSP and HCPC guidance. They are advised to refresh their understanding of these issues via the following websites

<http://www.hpc-uk.org/audiences/studentsandapplicants/conduct/>

<http://www.hpc-uk.org/aboutregistration/standards/health/>

<http://www.hpc-uk.org/aboutregistration/standards/standardsofproficiency/>

<http://www.csp.org.uk/publications/code-members-professional-values-behaviour>

<http://www.csp.org.uk/publications/quality-assurance-standards>

❖ The role of the practice educator

As a practice educator, you will play a pivotal role in the education, development and support of students. Within this role you will:

- Enable the student to complete the required placement learning hours
- Ensure the student receives a comprehensive induction to the placement area which includes all relevant policies and procedures
- Identify time for an initial meeting to discuss the student's learning needs and finalise their placement objectives
- Support the student to achieve their objectives for the duration of the placement with due consideration of their learning style
- Coordinate, liaise and communicate with the wider health and social care team to ensure an optimal learning environment and experience
- Be cognisant of the assessment tools and processes
- Provide timely feedback to the student throughout the placement with reference to the assessment criteria, module outcomes and student placement objectives
- Provide advice and guidance for the student as required
- Liaise with relevant university staff when required for the duration of the placement
- Complete all essential documentation in the requisite timeframe
- Ensure patient /client and student safety

Placement Induction

All students should receive a comprehensive induction at the start of the placement to ensure they are aware of local policies and procedures. Each placement area will have different requirements relating to induction, and in some areas a trust induction is required in addition to the local departmental / ward induction process. It is important that as an educator you are aware of your local requirements.

Prior to starting practice placements students will have completed their mandatory training including:

Manual Handling

Infection Control

Basic Life Support

Information Governance

Consent and Confidentiality

Supporting the development of students on placement

There are a range of formal learning and development opportunities (accredited and non-accredited) delivered by Teesside University to support you in your role as a practice educator. For further details of these please contact Jen Alexanders - J.Alexanders@tees.ac.uk

Additional online resources are available via the practice education website
<https://sohsc.tees.ac.uk/sites/practicesupport/>

You can also attend updates delivered at placement sites by the university academic physiotherapy team during the year.

Students will all approach placements in different ways. Whilst they are usually excited by the opportunity to apply their knowledge and skills in the 'real world' there is often an additional element of apprehension. The practice environment can be daunting, especially to those students who have limited previous experience in healthcare settings. Students will progress at different rates throughout their placements and will need varying levels of support.

At the start of the placement the baseline ability of the student should be established through observation and discussion. This will enable you to determine what learning activities are appropriate, and the level of supervision and support each individual student requires. As the student continues through the placement and they demonstrate progression the learning activities and level of support should be modified accordingly. There are many different approaches to supporting students but the common element to them working well is effective communication and feedback.

It is important to:

- Identify when and how students will be observed
- To regularly refer to the assessment criteria
- To establish how and when feedback will be given

If there are any areas of concern relating to the student it is useful to involve other members of practice staff. This may include colleagues who are already involved with the student or those who have previous experience as a practice educator. The university should also be notified at the

earliest possible time if a student is finding the placement particularly challenging so they can give appropriate support to both you and the student.

❖ **Support from the university visiting tutor**

Students will normally be visited by a member of the university physiotherapy team during placements 2A and 3A. The visit will normally take place in week 3 and be a tripartite meeting between the educator, student and university tutor.

This visit is to support both the educator and the student to optimise the learning and development opportunities on the placement. It is also a good opportunity to inform the academic team of any issues or developments within the practice area

It is useful, prior to the visit, for the student to share their placement objectives, action plan and any feedback they have received from their educator with the visiting tutor.

There should not be a significant amount of additional work for the student or the educator in preparation for the visit.

During the tripartite meeting the student, educator and visiting academic will discuss:

The student's strengths, areas for development and any identified ongoing learning needs

The student's objectives and their progress in relation to these

The student's reflection on their placement experience to date

In addition to the tripartite element of the meeting there should be an opportunity for both the student and the educator to speak to the visiting tutor on their own. It is useful (but not essential) to organise this prior to the visit, when it is arranged.

In addition to visiting the students on placement 2A and 3A the university will also visit any student who is not meeting the required standard (professional, academic knowledge, clinical skills). The university should be contacted at the earliest opportunity when issues are identified and a tutor will visit to give appropriate support including, if appropriate starting the danger of failure notification (see below) if necessary.

Supporting students who are not achieving the required standards

The university has a clear process of support when a student is not achieving the minimum required standard on placement; The Danger of Failure (DOF) process.

The DOF process is designed to ensure students are supported to have the best opportunity to succeed on practice placements. It promotes the early identification of students who are not meeting the minimum required standard and is designed to support practice educators and academic staff in their decision making.

This process can be brought into effect at any stage of the practice placement from the first to the last day.

Working together, the practice educator and university visiting tutor will decide which pathway within the process should be followed. This will vary depending on both the reasons the student is not meeting the required standard AND the time at which the process is initiated. There will be detailed discussion between the educator, university staff and student at every stage to ensure that students are given appropriate support and opportunity to succeed.

Further details of this process can be found in the section on assessment on page 23.

❖ Placement Hours

Students must successfully complete 1000 hours of placement in order to complete their degree and apply for registration with the HCPC. There are additional hours over the minimum 1000 built into the BSc and MSc course to allow for illness and absence but these are limited. Students should therefore take every opportunity to maximise their hours on each placement.

Each student will keep a record of their hours (Appendix 1) which they will share electronically with their practice educator.

Total Placement hours are comprised in the following way

Placement	BSc (Hours)	MSc (Hours)
Foundation Placement	127.5	112.5
Placement 2A	187.5 (315)	187.5 (300)
Placement 2B	187.5 (502.5)	187.5 (487.5)
Placement 3A	187.5 (690)	187.5 (675)
Placement 3B	187.5 (877.5)	187.5 (862.5)
Placement 4	187.5 (1065)	187.5 (1050)

Students must complete a minimum of 90 hours on the foundation placement and 150 hours on each 5 week placement.

Whilst on placement, students are expected to work the equivalent of a 37.5 hour week in the configuration required by a full time member of staff. This may involve long days, shift work and weekend work. It is up to individual practice educators to determine how these hours are arranged, and this will vary between different placement settings. The information regarding hours of work for each placement is included on the ARCPownet site so the students know what is required of them well in advance of their placement giving them adequate time to prepare for this.

Students may make formal requests to the university placement lead for special authorisation regarding working hours during placement. This is done on an individual basis and the placement lead will liaise with the relevant practice educator with regards to this.

We acknowledge that during placements there will be times when students are absent. It is their responsibility to maintain an accurate record of their hours and liaise with the university placement coordinators should they be falling short of the expected hours.

Additional Hours

You may offer students additional placement learning hours to:

Enable them to meet their target minimum hours following lost hours due to sickness or authorised absence

Undertake additional experiences to enhance their placement learning

We strongly recommend to students that they accept any offers of additional hours whilst on placement. Over the course of their studies students may lose hours due to illness or other unforeseen circumstances, so having some 'spare' hours will always be of benefit.

Bank Holidays (BH)

If your service works on bank holidays then there is an expectation that the student will also work on that day. This can be negotiated at the practice educator's discretion. The student may be given study time (see below) on Bank Holidays.

Study Time

You may allocate some study time for students during placements. This is at the discretion of the individual educator. The learning needs of each individual student should be considered when deciding how study time is used. For example, a student may require additional time to develop their theoretical knowledge or their placement time may be better spent learning in the practice setting.

Study time can be used for a range learning and development activities, including:

To prepare specific presentations and patient facing materials

To prepare for upcoming patient assessment and treatments

To develop a student's background knowledge

To attend training and development events

It is up to individual educators to determine how student study time is managed. Examples of when study time might be allocated include:

When an educator has time allocated to activities (often meetings) that they feel are not appropriate for the student to attend

When an educator finishes work early and the student works a longer day to achieve their required hours. This may involve study either at, or away from the placement site

When travel arrangements (public transport) are such that the student cannot start the day on the clinical site as early as the educator so has study time allocated at the end of the day when the educator has finished to ensure minimum placement hours are achieved

However study time is managed, and whatever it is used for the student must be able to demonstrate what they have achieved during their study time. This may be in a variety of ways including:

In the content and application of their assessment and treatment of patients/clients

In their ability to manage and prioritise their caseload

By their communication with patients or the wider health care team

By a formal presentation or production of materials such as a patient information leaflet

As the study time relates to placement learning then the time does contribute to the placement hours. Study time should not be given on the final day of a placement as there is no opportunity after this for a student to demonstrate their learning.

❖ Student Absence

Absence from Placement due to Illness

If students are unable to attend placement (for whatever reason) they must inform the practice placement site and practice educator by the time stated on ARCPOWnet (normally earlier than the working day start time) AND the University Student Records Office either by phone on 01642 384586 or by email absence.soh@tees.ac.uk Absence from placement during a weekend should be reported to SOHSC Student Records Office by 9am on the following Monday morning.

Please ensure that the information regarding reporting absence is correct on the ARCPOWnet site and that students are made reminded of who to contact (and when) during their placement induction.

Following a period of absence students must inform the university when they return to placement so their university absence record can be closed down.

Students must follow the local policies regarding sickness which may require them to remain away from placement for a designated period of time following some specific illnesses such as gastroenteritis. In these circumstances if they are well enough to work but not allowed back into placement setting you may (at your discretion) allocate study time and assign specific work for the student to complete whilst they are off.

In the event of prolonged sickness a student may be withdrawn from the placement by the university. This will be discussed with educators on an individual basis.

Requests for authorised absence from placement

Students may request authorised absence from placement. They are advised that this should be kept to a minimum. Final year students may need to attend for first post interviews during placement and we would always support this. We encourage students to arrange medical and dental appointments outside placement hours but sometimes this is unavoidable.

There are always a small number of students who make requests for authorised absence for other personal or professional reasons and we would make decisions about these on an individual basis and discuss the situation with the appropriate educators.

Unauthorised absence

Students must always let the placement area know if they are going to be absent for whatever reason. Should a student be absent and not inform you then please contact the university (placement office 01642 738157) as a matter of urgency so we can follow up.

❖ Assessment and Marking

Students on both BSc and MSc courses are assessed on placement at levels 4, 5 and 6. On a standard BSc course year 1 is studied at level 4, year 2 at level 5 and year 3 at level 6. The MSc students study their academic modules at level 7 but due to the course being pre-registration they study their placement modules at the same level as the BSc students.

Placement	Level	Assessment
Foundation Placement	4	Pass/ Fail
Placement 2A	5	Graded (0-100%)
Placement 2B	5	Graded (0-100%)
Placement 3A	6	Graded (0-100%)
Placement 3B	6	Graded (0-100%)
Placement 4	6	Graded (0-100%)

Students are continually assessed whilst on placement. If the student has more than one named practice educator, or they spend time with other members of the health care team, everyone involved should liaise to ensure all feedback is recognised when the intermediate and final assessment documentation is completed and the grade awarded.

Students are marked against the assessment criteria as set out on the assessment forms. This means that, at any stage of the course, a student can be awarded a mark from 0 - 100% regardless of being their first graded placement (Placement 2A), or their last (Placement 4).

The placement experience should be adapted to ensure it is appropriate to the stage of the course the student is at. A student will be expected to deal with less complex situations at level 5 (placement 2A & 2B) than at level 6 (placement 3A, 3B & 4).

Complexity does not have to relate to the patient and their diagnosis. It may relate to how the student manages their time, their caseload, and their interactions with the wider health and social care team. For example, a student at level 5 may be expected to manage a complex discharge but have significant support and time to do this whilst a student at level 6 may be asked to make less complex decisions but in a very short time frame with little time to prepare and plan and with minimal initial guidance from their educator.

Whilst towards the end of the programme some students may take on a caseload similar to that of a newly qualified member of staff they should not be compared to a Band 5 clinician when awarding the final mark. Until registration the student must be marked against the criteria appropriate to their level of study. It is not unusual for educators to tell a high performing student they are working at the level of a band 5. Whilst this is not a problem the student should not be compared with band 5 when being assessed – the assessment criteria must be used.

Intermediate Formative Feedback

About half-way through the placement time should be allocated for the educator to meet with the student to discuss their progress, allocate their half way mark and give constructive feedback. The Intermediate Practice Placement Assessment Form is the basis for this feedback and should be completed by the practice educator. Following completion of this form, students should complete the Student Summary of Intermediate Feedback Form which will encourage them to reflect on their performance and development

Please remember that to be passing the placement at half way, a pass mark must be achieved for each identified component of practice in the 40-49% band; should the student fail any component within in this band they will be deemed to be failing the placement as it is not possible to compensate across the individual components.

Final Summative Assessment

Towards the end of the placement (ideally on the last day of placement), the final assessment should be completed by the educator using the Final Assessment Form and this should be discussed with the student.

To pass the placement, a pass mark must be achieved for each identified component of practice in the 40-49% band; should the student fail any component within in this band they will be deemed to have failed the placement as it is not possible to compensate across the individual components.

Once the student has achieved a pass mark in every component in the 40-49% band then the criteria in the successive bands should be considered.

For grades 50% and above – tick the criteria the student has achieved and any statements that you have not seen evidence of achievement leave the box blank. Continue in this way through the assessment form and identify an overall mark (%).

You can identify the overall mark by finding the grade band where the student has achieved a majority of criteria. Adjust their mark within that band according to what they have achieved in the bands above and below. For example if the student has achieved all 40-49% criteria and most 50-59% criteria and a small number in the 60-69% band then they would receive a high mark in the 50's. If they have achieved all or most of the 50's and several in the 60's and one in the 70's and 80's then it may be you decide to give them a mark in the 60's.

If the student has been issued with a Danger of Failure Notification you must discuss the final mark with the visiting tutor before presenting it, and the feedback to the student. If the students has not achieved all the criteria in the 40-49 band then relevant statements should be signed in section 2b (0-39%) of the assessment form and the student will fail (refer) the placement. Please remember that a student cannot fail a placement without a Danger of Failure notification having been issued.

To complete the final assessment form you should include constructive feedback on the student's overall strengths and areas for development. Discussion of these at the final meeting will support the students' professional development and assist them to prepare for future practice experiences.

Students who are not achieving the minimum standard – Danger of Failure Process

Any student who is not achieving the minimum standard must be made aware of this at the earliest opportunity, and if after initial discussion does not make progress should be issued with a DOF notification. Danger of Failure notification can be issued to a student at any stage of a practice placement. It is a structured and supportive process that clearly identifies concerns related to the student's performance on placement.

The DOF should not be interpreted as inevitable failure of the placement, and in fact following receipt of a DOF most students go on to pass by the end of the 5/3 weeks.

The university should be informed as early as possible when there are concerns that students may not reach the required minimum standards. A member of staff will visit the placement site to support the student and educator, develop an action plan and complete all required documentation. Subsequent meetings will be arranged as necessary to monitor and support the student's progress.

Safety

In the context of student assessment on placement, a student can be deemed unsafe if they put a patient, themselves or others at risk (or potential risk) of harm. When an issue relating to safety has occurred it may be necessary follow internal organisational processes of incident reporting in addition to following the danger of failure process.

- Practice educator identifies aspect(s) of student professional behaviour, and/or communication and/or practice skills and clinical reasoning that does not meet the minimum required standard (as defined in the assessment criteria) to pass the placement
- Practice educator meets with student and gives feedback and support and agrees an action plan
- If there is an issue of safety at this stage educator contacts the visiting tutor. If they are not available then contact the Placement Lead. Following discussion it may be appropriate to issue DOF at this point

- No change in student performance
- Educator contacts the university visiting tutor. If they are not available educator contacts the named Placement Lead
- Visiting tutor / placement lead discusses the issues and meets with the educator and student at the placement location
- Danger of Failure notification documentation is completed including an agreed timeframe for review and signed by educator, student and academic.
- The review date is set appropriate to the individual student and the timeline for the placement. If the issues arise towards the start of the placement then the date set for achievement of the objectives identified on the DOF document may be prior to the end of the placement.

Objectives set for the end of the placement
Objectives met
STUDENT PASS

Short term objectives set for a date prior to the end of the placement
Objectives met
Further objectives set for the end of the placement
Objectives met
STUDENT PASS

Short term objectives set for a date prior to the end of the placement
Objectives not met or repeated unsafe / unprofessional practice
Educator contacts the visiting tutor. If they are not available contact the placement lead
Visiting tutor discusses the issues and meets with educator and student. Consideration given to the timeline of the placement and the standard of work as measured against the assessment criteria

Further short term objectives set
Objectives met
STUDENT PASS

With agreement of the academic and practice educator and if the issue relates to safe practice
STUDENT FAILS at this point all documentation completed and withdrawn from placement.
N.B. This may be prior to day 5 of week 5 of the placement

With agreement of the academic and practice educator and following continued failure to achieve the minimum standard of professional behaviour and/or communication and/or practice skills and clinical reasoning
STUDENT FAILS at this point all documentation completed and withdrawn from placement.
N.B. This may be prior to day 5 of week 5 of the placement

Students with a disability

Students are encouraged to discuss any disability or specific learning needs they may have with their practice educator prior to starting the placement so appropriate support can be given.

If a student has a significant need then the placement coordinator will liaise with the individual placement provider and educator to ensure all necessary reasonable adjustments are made.

The most common specific learning need amongst students is dyslexia. Students with this diagnosis will normally have a package of support in place which may include access to specific IT packages and individual assistance from a designated learning support tutor. If a student does identify a specific disability or learning need then it is useful to schedule time at the start of the placement for a discussion so the student can explain strategies they have developed to optimise their learning and development. Students with dyslexia often use a range of different approaches and it is important to ensure that individual differences are recognised.

You might find it helpful to access the following websites for further information and guidance on supporting students with dyslexia.

<http://www.csp.org.uk/professional-union/union-support/equality-diversity/dyslexia-resources>

<https://www.bdadyslexia.org.uk/>

<http://www.nottingham.ac.uk/nursing/sonet/rlos/placs/dyslexia1/index.html>

https://scips.worc.ac.uk/subjects-and-disabilities/physiotherapy-phys_dyslexia/

Reporting of Accidents and Incidents

Any accident or incident involving a student must be reported following local processes and using appropriate documentation (IR1, Datix). A copy of this must be sent to the Senior Administrator Kate Hutton K.Hutton@tees.ac.uk. If a student is injured during the placement then the university Placement Lead should be informed.

When incidents happen during placement students should be encouraged to reflect on the experience and record this within their portfolio to ensure they learn from the events and reduce the chances of them recurring.

❖ Student evaluations of placement

On completion of each practice placement students complete an online placement evaluation. These will be shared with you and your managers at regular intervals. If there are any issues raised within the evaluation then these will be discussed on an individual basis.

❖ Feedback to the university

If you have any feedback that you would like to share with the university then please contact the placement lead (jillian.kent@tees.ac.uk). You can also give feedback via the clinical liaison meeting which is held quarterly, and attended by placement coordinators from each placement provider organisation. If the coordinator is not able to attend then we welcome another member of staff to deputise.

This forum is an opportunity for academic and clinical staff to:

Share good practice

Discuss developments in the curricula and wider university

Review changes in service delivery across the region and consider emerging models of care

Clinical Liaison Meeting Dates 2018-19

All meetings are from 9.30-11.30 Am

Thursday 13 September 2018

Tuesday 11 December 2018

Thursday 7 March 2019

Tuesday 11 June 2019

SECTION 2 – COURSE INFORMATION

❖ **Physiotherapy Programme Structure and Overview**

This section of the handbook outlines the structure, processes and content of both BSc and MSc. There is a comprehensive overview of each module that the students on their respective courses study. This information will give you a clear understanding of what students have learned at various stages of the course.

TEESSIDE UNIVERSITY PRACTICE PLACEMENT EDUCATOR HANDBOOK

	BSc Year 1 Sept 2018 cohort	BSc Year 2 Sept 2017 Cohort	BSc Year 3 Sept 2016 Cohort	MSc Jan 2018 Cohort	MSc Jan 2019 Cohort			
24.09.18	Semester 1	Semester 1	BSc PLACEMENT 3A	MSc PLACEMENT 2A				
01.10.18								
08.10.18								
15.10.18								
22.10.18								
29.10.18			Semester 1	Semester 1				
05.11.18		BSc PLACEMENT 2A	Semester 1	MSc PLACEMENT 2B				
12.11.18								
19.11.18								
26.11.18								
03.12.18								
10.12.18		Semester 1		Semester 1				
CHRISTMAS BREAK								
07.01.19	Semester 1	Semester 1	Semester 1	Semester 1	Semester 1			
14.01.19								
21.01.19	Foundation Day	BSc PLACEMENT 2B	Semester 2	Semester 2	Semester 2			
28.01.19	Semester 2							
04.02.19		Semester 2	BSc PLACEMENT 3B					
11.02.19								
18.02.19								
25.02.19								
04.03.19								
11.03.19								
18.03.19								
25.03.19								
01.04.19		EASTER BREAK						
08.04.19		EASTER BREAK						
EASTER BREAK			BSc PLACEMENT 4			MSc PLACEMENT 3A	EASTER BREAK	
29.04.19		Semester 2	Semester 2			Semester 2	Semester 2	Semester 2
06.05.19								
13.05.19								
20.05.19	BSc FOUNDATION PLACEMENT			MSc PLACEMENT 3B	MSc FOUNDATION PLACEMENT			
27.05.19								
03.06.19								
10.06.19								
17.06.19								
24.06.19								
01.07.19				MSc PLACEMENT 4				
08.07.19								
15.07.19								
22.07.19								
29.07.19								

Placement Dates 2018-19 BSc Physiotherapy

Cohort	Placement	Dates	Submission of assessment forms
Year 1 BSc 1809	Foundation Days PHY1022-N	Friday 1 February 2019 Friday 25 January 2019	February 2018
Year 1 BSc 1809	Foundation Placement PHY1022-N	20 May – 09 June	June 2018
Year 2 BSc 1709	2A PHY2022 - N	5 November – 9 December 2017 2018	19 January 2018
Year 2 BSc 1709	2B PHY2022 - N	21 January – 24 February 2018	23 February 2018
Year 3 BSc 1609	3A PHY3050 - N	24 September – 28 October 2018	3 November 2018
Year 3 BSc 1609	3B PHY3050 - N	25 February – 31 March 2019	6 April 2018
Year 3 BSc 1609	4 PHY3051 - N	15 April – 19 May 2019	21 May 2018

Submission date refers to the date by which students must have all their placement documentation submitted to the university assessment system

Placement Dates 2018-2019 MSc Physiotherapy

Cohort	Placement	Dates	Submission
1 MSc 1901	Foundation Half Days	Arranged by students	
1 MSc 1901	Foundation Placement PHY1025-N	25 June – 15 July 2018	3 August 2018
MSc 1801	2A PHY2023 – N	24 September – 28 October 2018	November 2018
MSc 1801	2B PHY2023 – N	5 November – 9 December 2018	December 2018
MSc 1801	3A PHY3052 – N	15 April – 19 May 2019	May 2019
MSc 1801	3B PHY3052 – N	27 May -30 June 2019	July 2019
MSc 1801	4 PHY3053 – N	25 June – 29 July 2019	August 2019

Submission date refers to the date by which students must have all their placement documentation submitted to the university assessment system

BSc Course Structure

Students study over 3 academic years with each year starting at the end of September and ending around the end of May / beginning of June. Each year the students have Christmas (winter) holiday usually of 3 weeks and an Easter (spring) holiday usually of 2 weeks.

The year is divided into 3 Semesters:

Semester 1 – September 24 to January 19 (Includes the Christmas Holiday)

Semester 2 – January 22 to May 18 (Includes the Easter holiday)

Semester 3 - May 21 to August 24

Most of the course (university based modules and placements) are delivered in semester 1 and 2. The 3 week Foundation Placement at the end of Year 1 is undertaken at the start of semester 3.

Students study, and are assessed at different levels in each year of the course. The different levels are reflected in the assessment criteria.

Year 1 – Level 4

Year 2 – Level 5

Year 3 – Level 6

In each year of study students are assessed in their academic modules either at the end of either semester 1 or 2. The course is structured in such a way that students should not be conflicted between prioritising their academic and placement learning. Whilst on placement they should be focussing on their learning related to the placement and not distracted by other academic module assessment pressures.

Students receive unratified feedback on their university assessment of academic modules within 4 weeks of submission of their work. At this stage the mark is subject to change, though this happens very infrequently. All marks and feedback are then considered by an assessment board (held in June) when the ratification process is completed (including verification by the external examiners who review a significant sample of all assessments). After this point the mark cannot change. The assessment board will make the decision about reassessment opportunities for any student who has referred (failed) a module (including placement modules). This is why student will occasionally need

a placement in July / August. There is a standard resit week for the university academic modules which is usually around the second week in August.

All students complete 6 assessed placements during the 3 years of their course. All placements must be passed to enable students to accumulate 1000 hours of placement experience and apply for HCPC registration. During placements students undergo continual assessment and are allocated a final assessment grade (pass /fail) or mark (0 -100 %) at the end of each 3/5 week block.

TEESSIDE UNIVERSITY PRACTICE PLACEMENT EDUCATOR HANDBOOK

SEMESTER 1 September to February		SEMESTER 2 February to May			SEMESTER 3 May to August	
YEAR 1						
Foundations of Functional Anatomy for Physiotherapy Practice		Foundation skills for Physiotherapy practice				
Introduction to Physiology for Physiotherapists						
An introduction to Contemporary Physiotherapy practice					Foundation Placement	
YEAR 2						
The role of physiotherapy in early phase rehabilitation *	Placement 2A	*	Placement 2B	The role of physiotherapy in early phase rehabilitation		
Physiotherapy and rehab in established and long-term conditions **		**		Physiotherapy and rehab in established and long-term conditions		
Applied concepts of Health & Wellbeing ***		***		Dissertation preparation for Physiotherapy		
YEAR 3						
Placement 3A	Physiotherapy Research & Dissemination			Placement 3B	Placement 4	
	Integrated management of clients with complex needs					
	Contemporary issues in physiotherapy					

BSc Module Information**Year 1**

Students study 4 modules in year 1.

All underpinning anatomy and physiology teaching and assessment is completed in semester 1.

Introduction to Contemporary Physiotherapy practice is taught over semester 1 and 2. The students undertake a written assessment at the end of semester 2 and then complete the Foundation placement that sits within this module at the very start of semester 3.

Foundation Skills for Physiotherapy practice is completed and assessed in semester 2 prior to the Foundation Placement along with all mandatory training.

The following section outlines the content of each of the modules.

Foundations of Functional Anatomy for Physiotherapy Practice

This module provides a foundation of functional anatomical knowledge and biomechanical principles, which underpin normal movement and the neuro musculoskeletal components of clinical physiotherapy practice. Structural anatomy is related to common movement tasks. Clinical biomechanical principles governing functional movement are presented and applied to the structural anatomy focusing on arthrokinematics (joint motion) and muscle activity and their impact on normal movement and function

Content of the module includes:

Applied anatomy and biomechanics of the musculoskeletal system

Surface anatomy of major anatomical landmarks, upper limb structure and function (shoulder, elbow, wrist and hand), lower limb structure and function (pelvis, hip, knee foot and ankle), head and neck thorax and trunk

Planes and axes of motion

Levers and Pulleys -mechanical advantage, mechanical disadvantage

Centre of gravity line of gravity base of support Lines of force

Friction Balance and equilibrium

Biomechanics of tissues, joints and muscle, collagen ligaments, tendon and bone

Muscle work analysis: Fibre arrangement, range of muscle work type of muscle work

Observational analysis of simple normal movement patterns including gait

Introduction to Physiology for Physiotherapists

This module introduces students to the basic processes, principles and concepts of human physiology and pathophysiology. Musculoskeletal, nervous, cardiovascular, respiratory and renal systems are explored along with healing and repair with reference to physiotherapy practice.

Content of the module includes:

Organisation of the body (cells, tissues, organs)

Osmosis, diffusion & principles of homeostasis

Inflammation, tissue repair

Nervous system

Muscles, Bone and Joints

Cardiovascular System

Respiratory System

Excretory System (with reference to kidneys)

Foundation Skills for Physiotherapy Practice

This module introduces students to the core clinical skills of assessment, physiotherapeutic interventions and the use of appropriate outcome measures. These skills will be taught and developed using the theoretical principles and evidence-base that underpin their use. The module enables students to integrate and apply knowledge of pathology, exercise, rehabilitation and health promotion with that of anatomy and physiology, whilst relating the knowledge and understanding gained in the Introduction to Contemporary Physiotherapy module.

Content of the module includes:

Principles of assessment: Analysis of normal movement patterns using observational skills and applying the appropriate measurement tools.

Principles of exercise, exercise prescription and health promotion:

Specificity of exercise

Exercise for health and optimal functional activity

Developmental milestones

Concepts of health, impairment, functional activity and participation

Evaluation of intervention using outcome measures and patient-centred goals

The relevance and importance of incorporating Health Promotion into the Physiotherapy management strategies

Musculoskeletal pathologies: Fractures Joint disease Soft tissue injury

Neurological pathologies: Cerebro-Vascular Accident (CVA) Parkinson's Disease (PD) Multiple Sclerosis (MS)

Cardiorespiratory Pathologies: Obstructive disorders of the respiratory system Restrictive disorders of the respiratory system

Exercise therapy and prescription in the normal and its application to dysfunction

Soft tissue mobilisation

Joint mobilisations

Facilitation and re-education of movement patterns

Re-education of postural control and balance

Gait re-education Management techniques to optimise secretion removal and the control of dyspnoea

Techniques to optimise lung function

Application of anatomical and biomechanical principles to health and safety during handling and application of therapeutic interventions

Communication skills

An Introduction to Contemporary Physiotherapy

This module facilitates the development of the students' understanding of the role of the Physiotherapist in the delivery of contemporary health and social care within an interagency working environment. The module provides a core underpinning of professional issues relevant to health and social care, facilitating the development of professional behaviour and preparing the student for the demands of physiotherapy practice. Service users and carer led sessions facilitate the development of professional behaviour and the students understanding of a patient-centred approach to health and social care.

Students will acquire an understanding of the importance of evidence-based practice in health and social care provision and will develop the skills required to access the evidence-base. In this module the student will be introduced to the tools to facilitate this process through the use of a professional development e-portfolio.

Content of the module includes

Communication skills
 Consent and confidentiality
 Value-based patient-centred care,
 Shared decision-making
 The impact of social, cultural, economic and psychological factors on the individual,
 Working with people with behaviours that challenge,
 Ethical issues in healthcare
 Culture, diversity and equality,
 Continuing Professional Development/Life Long Learning/Portfolio development
 HCPC and CSP Professional standards/codes of conduct
 Concepts of Physiotherapy Assessment
 Professional documentation Health Promotion and Health Education
 Research methodologies, evidence-based practice and practice effectiveness
 Health and Safety Issues
 Risk assessment
 Manual handling
 Basic Life Support
 Infection Control Safeguarding
 Conflict resolution Information Governance
 Transition to Higher Education, academic writing skills, reflection and self-analysis practice
 placement experience

Year 2

Students begin the year with 7 weeks of university based learning building on their knowledge and skills developed in year 1. There is a mix of theoretical and practical based learning to enable the students to develop their understanding of patient management and to support them to succeed on their placements. Following their first 5 week graded placement (2A) the students return to the university for 3 weeks to consolidate their learning from placement and prepare for further learning and development on placement 2B. During these 3 weeks students are encouraged to meet with personal tutors and reflect on their progress to date.

Applied Concepts of Health and Wellbeing

This module is delivered in semester 1. It enables students to develop the knowledge and skills required for client-centred physiotherapy practice promoting shared decision-making, client education and wellbeing. It explores models of health and disability and develops students' knowledge and understanding of psychosocial and behavioural science theories which underpin rehabilitation and the promotion of health and wellbeing.

The module considers the role of physiotherapy within the context of increasingly unhealthy lifestyles and people with long term conditions. It will enable students to consider social, psychological, cultural and environmental factors during both the assessment and the management process in order to improve quality of care and enhance participation of individuals. Students will explore their personal and professional attitudes, beliefs and values and how these may influence the balance of power within the professional/client relationship. They will also explore theories of behaviour and motivation to promote lifestyle behaviour change.

Content of the module includes:

Models of health and disability

Patterns of health and illness

Impact of lifestyle choices on health and wellbeing across the lifespan

Models of Client-centred Rehabilitation

Holistic management of the client within the context of lifestyle choices and management of long-term conditions

Patient voice Adherence and concordance and motivation

Shared decision-making

Ethical Decision Making Medico legal issues Safeguarding

Transition, Loss and Counselling Skills

Bio-psychosocial aspects of pain

Explicit and implicit values and attitudes in relation to clinical practice

Application of models of reflection and clinical reasoning

Continual professional development/preparation for practice

The Role of Physiotherapy in Early Phase Rehabilitation

This module, delivered over semester 1 and 2 prepares students to contribute to the physiotherapy management of service users in the acute to sub-acute, or early phases of rehabilitation across cardiovascular, respiratory, neurological and musculo-skeletal practice. Students will explore the

impact of acute and early onset problems on the various systems and an individual's functional ability in disease and dysfunction. Students will be expected to rationalise the use of physiotherapeutic interventions and critically analyse the role of the physiotherapist in the management of early phase problems.

Content of the module includes :

Assessment, evaluation and treatment planning including communication in an acute setting

Major trauma

Critical illness including cardiovascular and respiratory care

Acute management of spinal cord injured patient

Acute management of head injured patient

Ventilation and supplementary oxygen

24-hour postural management

Acute neurological conditions

Surgery and impact upon physiotherapy management

Neurosurgery

Human factors

Inter-disciplinary team working in an acute setting

Relevant policies frameworks and guidelines

Physiotherapy and Rehabilitation in Established and Long Term Conditions

This module, delivered in semester 1 and 2 focuses on the skills and attributes necessary to manage patients with established health needs. An emphasis on an integrated approach to management, based on clinical problem-solving and an exploration of the related evidence base underpinning practice will be used to develop a holistic approach to clinical decision-making. Throughout the module an emphasis will be placed upon core physiotherapeutic skills such as therapeutic handling, manual therapies and therapeutic exercise. These will be applied to a variety of clinical conditions reflecting contemporary physiotherapy practice, such as work and lifestyle related pathologies, obesity and long-term conditions. Management of service users with co-morbidities and conditions of increasing complexity will be introduced.

The Content of the module includes:

The impact of biopsychosocial factors on physiotherapy intervention

Posture and practical movement analysis

Passive movement

Soft tissue lengthening strategies and techniques

Integrated management of balance and proprioception in practice

Integrated functional stability in movement dysfunction

Applied exercise physiology for physiotherapy practice

Group exercise design development and leadership

Principles and practice in the management of dysfunction of the spinal column and trunk

Principles and practice of management strategies in patients with spinal cord injuries

Long-term management of acquired brain injury

24-hour postural management in paediatrics and learning disabilities

Year 3

This year begins with placement 3A followed by 14 weeks of university based learning. During this time the students complete their research dissertation and develop their knowledge and understating of contemporary health care including preparation for their first post interviews.

Alongside this students develop their understanding of the management of more complex patient and clients including those with mental health problems, life limiting conditions and learning difficulties.

Contemporary Issues in Physiotherapy Practice

This module has been designed to assist students in the preparation for the demands and expectations of post-qualifying contemporary health care practice. Within this module current health and social policy, statutory and professional policy will be critically explored, providing students with an understanding of the impact of these policies with respect to patient care, professional practice and service delivery. There will be strong emphasis on personal and professional development with an exploration of the theories and concepts underpinning continuing professional development, leadership and service improvement. Students will be required to provide evidence of their personal and professional development to date via their e-portfolio, and to critically reflect on how their development to date could be used to seek and obtain employment in both traditional, and non-traditional settings

Content of the module includes:

Contemporary Health and Social Care Policy
Statutory and Professional Policy and Guidelines
Continuing Professional Development
Leadership and self-awareness
Mentoring and coaching
International perspectives in physiotherapy practice
Service development and improvement
Business, enterprise and marketing in physiotherapy
Employability

Integrated Management of Clients with Complex Needs

This Level 6 core module is designed to draw on and develop knowledge and understanding from the Level 5 modules and the physiotherapy students' clinical experience. It will focus on developing an understanding of the individual person and their lived experience and the impact on the role of physiotherapy in overall health care. Students will be encouraged to look beyond the disease approach to health care and rehabilitation to consider the impact of psychological, cultural and social needs on care and care delivery.

The module will address issues and practices of physiotherapy management for service users with co-morbidities and complex needs including children, older people, people with dementia, people with learning disabilities, mental health problems and those requiring end-of-life care. The module will enable students to critically assess issues surrounding vulnerable groups of people and evaluate the role and contribution of physiotherapy to the whole care management pathway. Throughout the module students will have opportunity to build on their practical physiotherapeutic skills to enhance their practice.

The content of this module includes:

Lifestyle/wellbeing across the age span
Overuse, disuse and misuse
Occupational health and ergonomics
Stress management
Sexual health, women's health and continence
Movement and exercise for health
Consideration of cultural and social needs

Movement Disorders

Movement observation

Learning disabilities

Mental health related physical disorders

Dementia and age related physical disorders

Cerebral palsy

Managing progressive acquired disorders

Managing service users with a terminal diagnosis

Managing service users with a congenital/genetic life-limiting condition

Managing service users in palliative/ end-of-life care

Physiotherapy: Research and Dissemination

This module is designed to enable the undergraduate student to plan, implement, analyse and disseminate a live research project. The module builds on clinical and research related knowledge and skills developed during the programme and focuses their application to a specific research question relevant to contemporary practice or education; which has been developed by the student.

Content of the module includes:

Writing and dissemination in research

Preparing a poster for presentation

Retrieval and critical review of literature and information from a range of appropriate sources

The use of appropriate statistical packages

Qualitative data analysis

Research Ethics and Governance

Project Management

Liaison with a project supervisor

❖ MSc Physiotherapy

Student on the accelerated MSc course start their studies in January and complete in February just over 2 years later. In terms of academic time frame there are the same 3 semesters as the BSc course.

Semester 1 – September 24 to January 19 (Includes the Christmas Holiday)

Semester 2 – January 22 to May 18 (Includes the Easter holiday)

Semester 3 - May 21 to August 24

The course is divided into 3 stages. All academic modules in each stage are assessed at level 7 (MSc level)

Whilst the overall qualification is at MSc level due to the programme being pre-registration the placement modules are assessed at the same level as the BSc programme

Foundation Placement – level 4

Placement 2A and 2B – level 5

Placement 3A, 3B and 4 – level 6

As with the BSc students should not have to focus on completion and submission of assessed work for academic modules whilst on placement. MSc students will receive unrated feedback on their assessment of academic modules within 4 weeks of submission of their work. At this stage the mark is subject to change, though this happens very infrequently. All marks and feedback are then considered by an assessment board (held in February and June) when the ratification process is completed (including verification by the external examiners who review a significant sample of all assessments). After this point the mark cannot change. The assessment board will make the decision about reassessment opportunities for any student who has referred (failed) a module (including placement modules). This is why student will occasionally need a placement in July / August. There is a standard resit week for the university academic modules which is usually around the second week in August.

All students complete 6 assessed placements during the 3 years of their course. All placements must be passed to enable students to accumulate 1000 hours of placement experience and apply for HCPC registration. During placements students undergo continual assessment and are allocated a final assessment grade (pass /fail) or mark (0 -100 %) at the end of each 3/5 week block.

SEMESTER 1				SEMESTER 2		SEMESTER 3		
STAGE 1								
				Induction	Integrated Physiotherapy practice	Placement preparation	Foundation Placement	
					Applied anatomy and Biomechanics for Physiotherapy practice			
					The Physiotherapy Professional			
STAGE 2								
Placement Preparation	Placement 2A	Placement 2B	*	Physiotherapy in the Management of life limiting and long term conditions *	Placement 3A	Placement 3B	Placement 4	
			**	Practical research Methods for Physiotherapists **				
STAGE 3								
Major Project (Dissertation)				Major Project				

Stage 1

Students begin the programme with 3 academic modules which are all taught and assessed in Semester 2. The student then completes their 3 week foundation placement in semester 3.

Integrated Physiotherapy Practice

This semester long, Level 7 MSc Physiotherapy (Pre-registration) core module will prepare the physiotherapy student to contribute to the physiotherapy management of clients of all ages, with neurological, musculoskeletal, cardiovascular and/or respiratory dysfunction, in a variety of public and independent sector primary, and secondary care settings.

Content of the module includes:

Observation of simple normal movement patterns in relation to cardiovascular/respiratory and neuro musculoskeletal assessment

Principles of assessment of human movement and function.

Develop a problem-based approach to patient management.

Applied exercise

Practical skills to promote rehabilitation

Therapeutic handling to facilitate functional movement

Integrated use of outcome measures in the evaluation of individual progress and service provision.

Related aspects of health education and health promotion including early recognition of the deteriorating patient

Consideration of application across a range of settings, client groups and ages

Critical understanding of national guidelines and protocols

Applied Anatomy, Physiology and Biomechanics for Physiotherapy Practice

This semester long, Level 7, MSc Physiotherapy (Pre-Registration) core module will introduce and develop functional anatomical and physiological knowledge, establishing the dynamic relationships of neuromuscular, musculoskeletal, cardiovascular, and respiratory systems. Biomechanical principles underpinning normal human movement and function will be presented and applied in the context of physiotherapy practice.

The student will be required to take responsibility for identifying their own learning needs and use

their graduate skills acquired from their previous degree-level study to meet the learning outcomes for the module.

Musculoskeletal, neurological, cardiovascular, respiratory and renal systems will be introduced and explored with reference to physiotherapy practice. Healing and repair processes will also be introduced.

Consideration of all systems will be devolved from observation and analysis of the requirements of normal movement tasks of increasing complexity.

Content of the module includes:

Applied anatomy, physiology and clinical biomechanics of the cardiovascular and respiratory system

Applied anatomy, physiology and clinical biomechanics of the neural (central, peripheral and autonomic) systems

Applied anatomy, physiology and clinical biomechanics of the musculoskeletal system

Principles of normal movement

Growth and aging related to the cardiovascular, respiratory, neural and musculoskeletal system.

Tissue trauma and repair

The Physiotherapy Professional

This module will explore the role and scope of the physiotherapist in the multi-agency management of clients within health and social care. The module also aims to develop students' critical understanding and awareness of the principles underpinning professional behaviour in practice, and to facilitate critical reflection of students' own personal and professional attitudes, values and beliefs and how they might impact upon the therapist/client relationship. Within this module it is anticipated that students will spend four half days in the care home environment communicating with residents with dementia and communication difficulties. Students will be encouraged to complete the Open Dementia E-learning package provided by the Social Care Institute for Excellence prior to visiting the care homes.

Students will also be introduced to reflective practice, Continuing Professional Development (CPD) and lifelong learning and the tools and methods that can be used to evidence this. Students will be introduced to the e-portfolio which they will use throughout the physiotherapy programme

and which will be based around the domains within the CSP Physiotherapy Framework. This module will also introduce the concepts of mastery and critical thinking as applied to physiotherapy practice

Content of the module includes:

Academic skills - mastery and critical thinking

Role of the physiotherapist within the multidisciplinary team

Continuing Professional Development and e-portfolio development

HCPC/CSP Professional Standards/Codes of Conduct

The NHS Constitution

Professionalism Communication and interpersonal skills

Professional documentation, advocacy and consent

Professional and ethical decision-making in health and social care

Care and compassion and the 6C's

Patient safety Behaviours that Challenge e.g. Dementia, Autism Equality, diversity and culture

Person-centred care

Models of health, wellbeing, disability and rehabilitation

Stage 2

Stage 2 begins in the September (of year1). Students begin this stage with Placement 2A and 2B and then return to the university to study academic modules. Following the assessment of these modules students return to placements completing 3A, 3B and 4.

Physiotherapy in the Management of Long Term/Life Limiting Conditions

This module will enable students to develop a systematic and critical understanding of the issues surrounding vulnerable groups of people and develop a critical awareness of the impact of normal and pathological development on the lifespan continuum. This module particularly examines the integrated physiotherapy management of people with long-term or life-limiting conditions which will include children, older people, women's health, people with a learning disability or mental health problem and people requiring end-of-life care.

This module aims to develop the student's understanding of the individual person and their lived experiences to allow the student to respect their unique needs, preferences and values, and encourage autonomy and independence.

This will encourage students to look beyond the disease approach to health and rehabilitation to consider multi-factorial issues that impact on health and wellbeing including their psychological and socio-cultural needs to enable them to synthesise and critically evaluate the contribution that a physiotherapist can make. It will aim to emphasise the importance of an interagency approach to clients in the promotion of health, wellbeing and rehabilitation. Students will explore current themes and concepts around service delivery and provision based on current initiatives in health and social care and relate them to their professional physiotherapy practice.

Content of the module includes:

Lifespan continuum - development and ageing (physiological and pathological)

Vulnerable people - ethical dilemmas in practice and safeguarding

Exploration of common long-term conditions/life-limiting conditions and palliative care - across the lifespan and their physiotherapeutic management which include:

Mental health

Common mental health conditions:

Dementia Depression Anxiety Schizophrenia Eating disorders

Learning Disabilities: Downs syndrome, Autism, Cerebral Palsy

Paediatrics - common complex conditions

Older people - common issues - i.e. falls

Women's health - pregnancy, common issues - stress incontinence, pelvic pain

Critical care - recognising the deteriorating patient, understanding ventilation, physiotherapeutic management strategies

Exploration of spinal pathology/conditions - acute, chronic, inflammatory and degenerative conditions

Co-morbidity management

Amputee rehabilitation

Integrated management - rehabilitation; health and wellbeing promotion

Preventative health strategies for life-limiting conditions - which may include: Stress and effects on LTCs/relaxation strategies

Chronic pain

24 hour postural care management

clinical reasoning

Practical Research Methods for Physiotherapists

This module is designed to provide physiotherapy students with the necessary knowledge and skills to design and manage both empirical and review-based research projects relevant to practice in physiotherapy. Indicative content is focused upon key aspects of the design of quantitative and qualitative studies including practical data collection, management and analysis, as well as systematic reviews of literature and documentary analysis. Aspects surrounding the scientific and ethical credibility of key research paradigms will be addressed. Students are expected to already have a research question in mind when the module starts.

Content of the module includes:

Evidence-based practice and the research process
 Developing research questions and literature searching
 Critical appraisal of research evidence
 Primary research methods: quantitative and qualitative research approaches
 Quantitative and qualitative data collection, management and analysis
 Secondary research methods: systematic reviews, secondary analysis of existing data
 Vignettes (clinical scenarios)
 Ethical issues
 Project management
 Presentation skills
 Preparing and writing a primary or a secondary research proposal

Personal and Professional Development in Physiotherapy Practice

In this module, contemporary health, statutory and professional policy will be critically explored, providing students with an understanding of the impact on service users, professional practice and service delivery. There will be a strong emphasis on personal and professional development with an exploration of the theories and concepts underpinning professional development, leadership and service improvement. Students will be encouraged to generate a variety of evidence of their personal and professional development for their e-portfolio. They will be encouraged to reflect critically on how their development to date could be used to seek and obtain employment in both traditional and non-traditional settings.

Content of the module includes

Continuing Professional Development and development of E-Portfolio

Leadership and self-awareness
Change management theory - emotional impact, valuing differences
Mentoring and coaching
Contemporary health and social care policy
NHS Constitution
Enterprise and business
planning
Service development and improvement
Employability
International perspectives in physiotherapy

Stage 3

During stage 3 of the course students the sole focus is the students' major project.

Major Project for Pre-registration Physiotherapists

The module provides students with the opportunity to carry out a piece of research and complete a research paper over the course of approximately 14 weeks. It also requires them to defend their area of research through an oral defence of a poster. The module enables learners to demonstrate advanced capabilities in retrieving, critically appraising and developing knowledge and understanding in a topic related to their relevant area of health care practice. The module will develop skills in the consideration of ethical issues pertaining to the student's research and facilitate demonstration of advanced skills in presentation of health care research. Evidence of planning, managing and evaluation of the research process will be encouraged through individual tutorials and through a mid-point formative feedback session approximately six weeks through the process.

Content of the module includes:

Writing and presenting for research at master's level.
Statistical advice/qualitative data analysis/critical review
working in a research team and with a Supervisor.

❖ PLACEMENT LEARNING OUTCOMES

These outcomes will inform students and clinicians to enable them to develop appropriate placement objectives and appropriate activities for each placement. They can be achieved in any placement setting. For each placement the outcomes are in 4 categories relating to different aspects of learning and development; knowledge and understanding, cognitive and intellectual, practical and professional skills, transferrable skills.

Foundation Placement Learning Outcomes

Knowledge and Understanding

Identify and explain the key elements of the foundation knowledge and concepts of contemporary physiotherapy practice

Cognitive and Intellectual

Gather record and describe, with guidance, data and evidence from a range of sources
Construct supported arguments and justify conclusions in defined contexts

Practical and Professional Skills

Practice safely, ethically, effectively and compassionately in accordance with relevant statutory, national and professional policies, guidelines, standards, codes of conduct and ethics, considering the needs of individual clients.

Act with limited autonomy, under direction or supervision within defined guidelines within the practice setting.

Key Transferrable Skills

Demonstrate skills of client-centred care

Communicate effectively using appropriate methods in the practice setting.

Demonstrate professional values, attitudes and behaviours.

Identify and respond to your own learning needs and professional development.

BSc and MSc Placement 2A and 2B Learning Outcomes**Knowledge & Understanding**

Demonstrate a detailed knowledge of pathological processes and how they impact on clinical decision-making.

Apply a detailed knowledge of assessment and treatment approaches across a range of health care problems.

Cognitive & Intellectual Skills

Analyse and interpret best available evidence for own practice and contribute to clinical decision-making.

Employ balanced logical and supported arguments in a range of contexts.

Practical & Professional Skills

Work within the ethical and legal framework of the Chartered Society of Physiotherapy, the Health and Care Professions Council and the National Health Service.

Access, and record clinical data and make reasoned clinical judgements.

Demonstrate development of autonomy and effectiveness of practice, whilst working safely within the limitations of competence.

Demonstrate a holistic, client-centred approach to the development and application of core physiotherapy skills across the lifespan, environments, culture and diversity of users.

Operate ethically in the promotion of lifestyle choices to optimise health and wellbeing.

Key Transferable Skills

Demonstrate a critically reflective approach to the planning and management of personal and professional development as part of a life-long learning strategy.

Communicate effectively in a variety of formats, adopting a professional approach to critical discussion, being sensitive to the differences required within the wider health care team.

Contribute to the effective working of a team, able to modify and evaluate their own personal effectiveness within the team.

BSc MSc Placement 3A and 3B Learning Outcomes**Knowledge & Understanding**

Critically appraise and synthesise knowledge of pathological processes and how they impact on clinical decision making.

Evaluate comparative treatment approaches across a range of health care problems.

Analyse and evaluate the impact of service issues on practice.

Cognitive & Intellectual Skills

Synthesise, appraise and evaluate data/evidence from appropriate sources to make reasoned independent judgements

Demonstrate application of theory to practice through confidence and flexibility in their decision-making.

Practical & Professional Skills

Work within the ethical and legal framework of the Chartered Society of Physiotherapy, the Health and Care Professions Council and the National Health Service.

Access, analyse, evaluate and record clinical data and make reasoned clinical judgements.

Evaluate evidence of the effectiveness of their physiotherapy intervention.

Demonstrate ability to act autonomously within agreed guidelines.

Demonstrate a holistic, user-centred approach to the development and application of physiotherapy skills across the lifespan, environments, culture and diversity of users.

Demonstrate an Interprofessional approach to health care

Operate ethically in the promotion of lifestyle choices to optimise health and wellbeing

Prioritise and organise own work schedule to meet deadlines and manage time efficiently with consideration for the effective running of the physiotherapy service, collaborating and delegating where appropriate.

Key Transferable Skills

Demonstrate a critically reflective approach to the planning and management of personal and professional development as part of a life-long learning strategy.

Communicate effectively in a variety of formats, adopting a professional approach to critical discussion, being sensitive to the differences required within the wider health care team.

Contribute to the effective working of a team, able to modify and evaluate their own personal effectiveness within the team.

BSc MSc Placement 4 Learning Outcomes**Knowledge & Understanding**

Critically appraise and synthesise knowledge of pathological processes and how they impact on clinical decision-making.

Evaluate comparative treatment approaches across a range of complex health care problems.

Analyse and evaluate the impact of service issues on practice.

Cognitive & Intellectual Skills

Synthesise, appraise and evaluate data/evidence from appropriate sources to make reasoned independent judgements.

Demonstrate application of theory to practice with confidence and increasing flexibility in decision-making.

Practical & Professional Skills

Work within the ethical and legal framework of the Chartered Society of Physiotherapy, the Health and Care Professions Council and the National Health Service.

Access, analyse, evaluate and record clinical data and make reasoned clinical judgements.

Critically evaluate evidence of the effectiveness of their physiotherapy intervention.

Act autonomously within agreed guidelines.

Demonstrate a holistic, user-centred approach to the development and application of physiotherapy skills across the lifespan, environments, culture and diversity of users.

Demonstrate an Interprofessional approach to health care.

Operate ethically in the promotion of lifestyle choices to optimise health and wellbeing.

Prioritise and organise own work schedule to meet deadlines and manage time efficiently with consideration for the effective running of the physiotherapy service, collaborating and delegating where appropriate.

Key Transferable Skills

Demonstrate a critically reflective approach to the planning and management of personal and professional development as part of a life-long learning strategy.

Communicate effectively in a variety of formats, adopting a professional approach to critical discussion, being sensitive to the differences required within the wider health care team.

Contribute to the effective working of a team, able to modify and evaluate their own personal effectiveness within the team.

TEESSIDE UNIVERSITY PRACTICE PLACEMENT EDUCATOR HANDBOOK

Placement Record of Attendance		Key To Cell Colour Coding														
Student Name		Less than 80% of target hours			80-89% of target hours			90-100% of target hours								
Cumulative Record	Placement												Total			
	Foundation	PHY2022-N 2a			PHY2022-N 2b			PHY3050-N 3a			PHY3050-N 3b			PHY3051-N 4		
		0												0		
Placement code (number)		Foundation Placement (1)														
Date	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Weekly Total	
	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm		0
															0	
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															0	
															0	
Total placement hours															0	
Placement code (number)		PHY2022-N (2a)														
Date	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Weekly Total	
	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm		0
															0	
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															0	
															0	
Total placement hours															0	
Placement code (number)		PHY2022-N (2b)														
Date	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Weekly Total	
	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm		0
															0	
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															0	
															0	
															0	
Total placement hours															0	
Placement code (number)		PHY3050-N (3a)														
Date	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Weekly Total	
	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm		0
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															0	
Total placement hours															0	
Placement code (number)		PHY3050-N (3b)														
Date	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Weekly Total	
	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm		0
															0	
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															0	
															0	
Total placement hours															0	
Placement code (number)		PHY3051-N (4)														
Date	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday		Weekly Total	
	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm	am	pm		0
															0	
															0	
															0	
															0	
															0	
Total placement hours															0	

