

Practice placement learning education of health students is a partnership arrangement between the student, placement provider staff and SHU placement link tutors. This document clarifies the expectations and responsibilities of all those involved, including some of the requirements outlined in the HEE Education Contract and University placement learning Service Level Agreements.

The ultimate aim of this document is to ensure that students will be fit for purpose as future health professionals at the point of professional registration.

Practice placement staff have the right to expect:

1. Students must attend the placement for the whole period that they have been allocated to their placements. Students must be present for the whole day/shift on all dates assigned to them by their placement provider.
2. Students to behave in a polite, respectful and courteous manner at all times.
3. Students to conduct themselves in a professional manner as defined by the Professional Statutory and Regulatory Body (PSRB), university and provider policies.
4. Students to make an appropriate, positive and valuable contribution to patient/client care.
5. Students to work within their competency level and scope of practice and adhere to associated university and provider policies and procedures.
6. The Placement Team to endeavour to ensure that placement areas receive the maximum notice possible of student placement allocations.
7. Students to contact the placement to which they have been allocated at least one week prior to the start of the placement **and / or** in accordance with course guidance.
8. Students to report sickness and absence immediately to the placement provider and the university in accordance with relevant university and placement provider policies.
9. It is the student's responsibility to ensure that placement providers have access to appropriate placement assessment documentation and take responsibility to ensure that the relevant sections are completed as per course requirements.
10. Students to engage with flexible learning opportunities available, working the hours of the service providing their placement, including different shifts and rotas.
11. Students to be flexible in using available learning opportunities to experience twenty-four hour care and care pathways, where appropriate.
12. To receive support from the university as identified in course information in accordance with local and national standards.
13. Opportunities to be involved in collaborative work to inform course development.
14. Dedicated time from their employers to facilitate their role as a Supervisor/ Assessor/ Educator and enable them to attend training and updates.
15. Students to complete a placement evaluation at the end of each placement block, providing constructive feedback that complies with professional expectations and GDPR. These will be reviewed and actions created as appropriate/necessary.
16. An Educational Audit will be undertaken in partnership between the university and the placement provider in accordance with PSRB, Health Education England (HEE) and university requirements and 'Best Practice'. As part of the educational audit process, student evaluations will be discussed and reflected on and actioned as appropriate/necessary.
17. A review of the Educational Audit will be undertaken in any practice learning environment from which students have been temporarily removed or where there are significant concerns identified.

18. Participate in the review of the Education Audit following an incident/accident/concern being reported in relation to a student placement; or following a change to the service delivery.

Students have the right to expect:

1. Students must attend the placement for the whole period that they have been allocated to their placements. Students must be present for the whole day/shift on all dates assigned to them by their placement provider.
2. Courtesy and respect, and to be included as a valued member of the multi-disciplinary team.
3. The maximum notice possible of their placement allocation.
4. Relevant information about their placement requirements and placement profile.
5. Supervisors/ Assessors/ Educators to be available to reflect on placement practice, to discuss student's progress and to identify areas for development for the student and to complete the assessment documentation. **Nursing and Midwifery students must maintain supernumerary status at all times while on placement.**
6. A safe and supportive environment that is conducive to meeting learning needs which are appropriate to the expected competency level of the student
7. A flexible collaborative approach which considers the individual learning needs of the student, wherever possible.
8. That Supervisors/ Assessors/ Educators will have been suitably prepared to supervise and assess students, supported by the HEI when required.
9. Appropriately prepared and experienced staff to work with students as specified by PSRB guidelines.
10. Flexibility where appropriate regarding working patterns, to be negotiated locally by the placement provider and the student.
11. Access to learning resources.
12. Placement provider to provide the student with an orientation to the placement setting and record this in the student's assessment of practice documentation.
13. Placement areas to provide access to relevant policies and procedures including health and safety audit, protecting at risk individuals, agile and/or lone working, risk assessment, reporting of accidents and incidents and raising and escalating concerns.
14. The opportunity to evaluate their placement with appropriate action being taken in response to their feedback.
15. A working environment that meets health and safety regulations.
16. Consideration/reasonable adjustments to be made for individual/additional needs as appropriate/where possible.
17. To be on a placement with a satisfactory Education Audit that meets PSRB standards.
18. To be supported in the process of raising and escalating concerns when on practice placements.
19. To be supported and safely reallocated if possible should their temporary removal from a practice learning environment be necessary.

The University and Lecturers have the right to expect:

1. Courtesy, respect and professional behaviour at all times, in line with professional standards.
2. Placement providers to co-operate with quality assurance processes in a timely manner; e.g., Educational Audit, responding to student placement evaluations.
3. Placement staff to communicate collaboratively with University staff regarding the progress of students on placement, and notify Link Lecturers/University staff as soon as there is concern about a student's progress
4. To be notified if a statement from a student is required, so that the appropriate support can be provided by the university.

5. To be notified of any concerns or issues which may impact on the quality of the placement learning environment.
6. The Placement Team to provide the maximum notice possible of student placement allocations.
7. Students to notify the link lecturer/link team/academic advisor if experiencing problems whilst on placement.
8. Support for students from Supervisors/ Assessors/ Educators who have been appropriately prepared for their role.
9. Students to follow the appropriate, validated course processes outlined on the placement learning information website.
10. Dedicated and sufficient time to undertake the Link Lecturer / Liaison role.
11. Opportunities to liaise with practice staff to discuss educational issues.

Service Users, Patients and Carers have the right to expect:

1. To be informed of the student's role in their care.
2. To be informed of their right to consent to or decline student involvement in their care.
3. That students will be appropriately supervised while on practice placements and delivering care.
4. Respect for their rights, including confidentiality dignity and privacy, equality and diversity in all practice learning environments.
5. Safe, effective, respectful and compassionate care from students working under supervision in all practice learning environments.
6. That students will be aware of the importance of, and process for, raising and escalating concerns in the practice learning environment.
7. That they have the right to provide feedback or raise concerns about a student.
8. That they can engage in providing testimonies on the care provided by a student if they wish.

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