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| **Placement Audit for 3rd Sector Organisations**  **(SHU OT Programme - Contemporary Practice PPL3, PL4 and PE3)** | | | | | | | | |
| **PLACEMENT AREA DETAILS** | | | | | | | | |
| **Placement Name** |  | | | | | | | |
| **Address** | AS PREVIOULY SUPPLIED (if new area, or address changed, overtype here) | | | | | | | |
| **Postcode** | AS PREVIOULY SUPPLIED (if new area, or address changed, overtype here) | | | | | | | |
| **Tel Number** | AS PREVIOULY SUPPLIED (if new area, or address changed, overtype here) | | | | | | | |
| **Fax Number** | AS PREVIOULY SUPPLIED (if new area, or address changed, overtype here) | | | | | | | |
| **Placement Hours** |  | | | | | | | |
| **Description** | Please type a brief description of the placement here (including client age range) | | | | | | | |
| **ONSITE SUPERVISOR/ MANAGER DETAILS (PRACTICE)**  ***(note the system can only hold one per placement)*** | | | | | | | | |
| **Name** |  | | | | | | | |
| **Job Title** |  | | | | | | | |
| **Email Address** |  | | | | | | | |
| **Tel Number** | SAME AS PLACEMENT NUMBER ABOVE (if different, overtype here) | | | | | | | |
| **Postal Address** | SAME AS PLACEMENT NUMBER ABOVE (if different, overtype here) | | | | | | | |
| **VISITING TUTOR / LINK LECTURER/ PROFESSIONAL DEVELOPMENT FACILITATOR DETAILS (HEI)**  ***(note the system can only hold one per placement)*** | | | | | | | | |
| **Name** | |  | | | | | | |
| **Audit Completion Date** | |  | | | **Audit completed in partnership between HEI and Placement Provider?** | |  | |
| **Mentor/Practice Educator/ Supervisor/ Assessor Information Completed** | |  | | | | | | |
| **AUDIT ACTION PLAN DETAILS** | | | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **Is this placement suitable for student allocation?** |  | **Earliest action plan date** |  | |  | | **Date earliest action plan was completed** |  | | **Are there Action Plans to be completed in the Audit?** |  | **Next action plan date** |  | | | | | | | | | |
| **ALLIED HEALTH STUDENT CAPACITY DETAILS**  **(please check subject group by clicking in box)** | | | | | | | | |
| Occupational Therapy | | | | | | | |  |
| **Overall preferred max number of students at any one time** | | | | | | | |  |
| **Existing Audit Available** | | | | **Yes** | | **Date** | | |
| SHU Audit | | | |  | |  | | |
| HEI / Other Institution | | | |  | |  | | |

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| **Support and Supervision** | | | | | | | | | |
| Professional supervisor (long arm) provides student/learner support that meets the requirements of their statutory body? | | | | Yes |  | | (If you are unable to confirm, please give details in Action Plan) | | |
|  | | | | | | | | | |
| FOR OFFICE  USE ONLY | Date Received |  | SI Code | | |  | | Actioned By |  |
|  | Date Uploaded to SI |  | Uploaded to PEARS By | | |  | | | |

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| **Placement Provider Health & Safety Checklist** | |
| **Section 1: Health & Safety Policy** | **Yes** |
| Do you currently employ 5 or more staff, including placement students? (*If* ***no*** *then the student is unable to complete their placement with you unless you have Employer and Public Liability Insurance*) |  |
| Do you have a written health and safety policy? |  |
| Are all your staff aware of the health and safety policy and is it accessible? |  |
| **Section 2: Student Induction** | **Yes** |
| Will you provide placement students with the necessary and timely information, instruction and training for health and safety purposes? |  |
| Will you ensure that the student is made aware of safety requirements and specific dangers e.g. relating to chemicals, machinery, gases; to enable them to conduct their proposed activities safely? |  |
| Will the students be advised who the Safety Officer is, how to access First Aid and report incidents? |  |
| **Section 3: Insurance** | **Yes** |
| Do you hold Employer Liability Insurance which extends to placement students and will be in date during the placement period? |  |
| **Section 4: Risk Assessments** | **Yes** |
| Will the workplace risks encountered by the student on placement be risk assessed and controlled? |  |
| Are your Risk Assessments kept under regular review? |  |
| Are the results/findings of the Risk Assessments implemented? |  |
| Will you communicate the results of your Risk Assessments to the students? |  |
| Do you have effective control measures in place to reduce the risks? |  |
| **Section 5: Accidents and Incidents** | **Yes** |
| Will you provide the University with feedback on any accidents, incidents or health and safety issues which involve placement students?  *Details of all accidents involving students should be reported in accordance with the guidance 'Accidents or Incidents on Placement - Process Map' on our website at* <https://www.shu.ac.uk/health-social-placements/policy-library/student-guidance-policies> |  |
| Is there a formal procedure for reporting/recording accidents and incidents in accordance with the RIDDOR and/or other legislation, as appropriate? |  |

Please note that if you cannot tick any one or more of these questions then, due to Health and Safety requirements, student placements with your organisation/agency will not be possible.

**Contact Personnel**

**Responsible for Health and Safety Checklist**

**Name:**       **Position:**       **Tel No:**

**The above statements are true to the best of my knowledge and belief**

**Signed:**        **Position:**       **Date:**

(*Please refer to the SHU Health and Safety procedure on our website at* [*https://www.shu.ac.uk/health-social-placements/policy-library/student-guidance-policies*](https://www.shu.ac.uk/health-social-placements/policy-library/student-guidance-policies)

**Risk assessment of student placement**

**Please use the attached risk factor guidance (Appendix A) to complete the following.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Risk Assessment of job role.** | **Risk to student** | | | |
| **Initial risk to student**  **(High, Medium or Low)** | **If Medium or High Risk - please detail the Specific Risk to student (Provide basic details)**  **If Low please leave blank** | **If Medium or High, are Risk Control Measures in place? (Provide basic details)** | **Final risk to student after control measures are applied.**  **(High, Medium or Low)** |
| **Work Related Factors e.g. could there be any time that the student may be left alone on the premises?** |  |  |  |  |
| **Travel and Transportation Factors** |  |  |  |  |
| **Location and/or Regional Factors** |  |  |  |  |
| **Individual Student Factors For students with any individual** | **For students with any identified individual factors, a personal action plan will be agreed between the placement provider and the student.** | | **Agree** |  |
| **Disagree** |  |
| **Overall assessment of risks** |  |  |  |  |
| **Are the risks tolerable?** | **Yes** | | |  |
| **No** | | |  |

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| **Contact Personnel: Responsible for Health and Safety Management/Student Placements**  **The above Risk Assessment has been completed to the best of my knowledge and belief**  **Name:**       **Position:**       **Tel No:**  **Signed:**       **Position:**       **Date:** |

You can access SHU's Lone Working policy from our website at

<https://www.shu.ac.uk/health-social-placements/policy-library/student-guidance-policies>

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| **Standards** |

**Please click the boxes below to give details about Standards (note to undo the selection of a box, click it again)**

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| --- | --- | --- |
|  | | YES |
| **Domain 1 - Learning Environment and Culture** | |  |
| Q.1.1 | Learners are in an environment that delivers safe, effective, compassionate care that provides a positive experience for service users |  |
| Q.1.2 | The learning environment is one in which education and training is valued and learners are treated fairly, with dignity and respect, and are not subject to negative attitudes or behaviours |  |
| Q.1.3 | There are opportunities for learners to be involved in activities that facilitate quality improvement (QI), improving evidence-based practice (EBP) and research and innovation (R&I) |  |
| Q.1.4 | There are opportunities to learn constructively from the experience and outcomes of service users, whether positive or negative |  |
| Q.1.5 | The learning environment provides suitable educational facilities for both learners and educators, including space, IT facilities and access to quality assured library and knowledge |  |
| Q.1.6 | The learning environment promotes interprofessional learning opportunities |  |
| **Domain 2 - Educational Governance and Leadership** | |  |
| Q.2.1 | The educational governance arrangements measure performance against quality standards that are actively responded to when standards are not being met |  |
| Q.2.2 | The educational leadership uses the educational governance arrangements to continuously improve the quality of education and training |  |
| Q.2.3 | The educational governance structures promote team-working and a multi-professional approach to education and training where appropriate, through multi-professional educational leadership |  |
| Q.2.4 | Education and training opportunities are based on principles of equality and diversity |  |
| Q.2.5 | There are processes in place to inform the appropriate stakeholders when performance issues with learners are identified or learners are involved in patient safety incidents |  |
| **Domain 3 - Supporting Learners** | |  |
| Q.3.1 | The learners receive educational and pastoral support to be able to demonstrate what is expected in their curriculum or professional standards to achieve the learning outcomes required |  |
| Q.3.2 | Learners are supported to complete appropriate summative and formative assessments to evidence that they are meeting their curriculum, professional standards or learning outcomes |  |
| Q.3.3 | Learners feel they are valued members of the healthcare team within which they are placed |  |
| Q.3.4 | Learners receive an appropriate and timely induction into the learning environment |  |
| Q.3.5 | Learners understand their role and the context of their placement in relation to care pathways and patient journeys |  |
| **Domain 4 - Supporting Educators** | |  |
| Q.4.1 | Those undertaking formal education and training roles are appropriately trained as defined by the relevant regulator or professional body |  |
| Q.4.2 | Educators are familiar with the curricula of the learners they are educating |  |
| Q.4.3 | Educator performance is assessed through appraisals or other appropriate mechanisms, with constructive feedback and support provided for role development and progression |  |
| Q.4.4 | Formally recognised educators are appropriately supported to undertake their roles |  |
| **Domain 5 - Developing and Implementing Curricula and Assessments** | |  |
| Q.5.1 | The planning and delivery or curricula, assessments and programmes enable learners to meet the learning outcomes required by their curriculum or required professional standards |  |
| Q.5.2 | Placement providers shape the delivery of curricula, assessments and programmes to ensure the content is responsive to changes in treatments, technologies and care delivery models |  |
| Q.5.3 | Providers proactively engage patients, service users and learners in the development and delivery of education and training to embed the ethos of patient partnership within the learning environment |  |
| **Domain 6 - Developing a Sustainable Workforce** | |  |
| Q.6.1 | Placement providers work with other organisations to mitigate avoidable learner attrition from programmes |  |
| Q.6.2 | There are opportunities for learners to receive appropriate careers advice from colleagues within the learning environment, including understanding other roles and career pathway opportunities |  |
| Q.6.3 | The organisation engages in local workforce planning to ensure it support the development of learners who have the skills, knowledge and behaviours to meet the changing needs of patients and service |  |
| Q.6.4 | Transition from a healthcare education programme to employment is underpinned |  |

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| **Educational Audit: Action Plan** |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Action 1** |  | **Date of Entry** |  | **Review Date** |  | **Action Sign off Date** |  |
| **Owner** |  | | | | | | |
| **Action Summary** |  | | | | | | |
| **Action Detail** |  | | | | | | |
| **Outcome** |  | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Action 2** |  | **Date of Entry** |  | **Review Date** |  | **Action Sign off Date** |  |
| **Owner** |  | | | | | | |
| **Action Summary** |  | | | | | | |
| **Action Detail** |  | | | | | | |
| **Outcome** |  | | | | | | |

***(Note - boxes above will automatically expand when text is entered)*** *If more than 2 action points are required, please use the final box which will allow you to enter multiples.*

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| **Educational Audit: Checklist** |

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| First Auditor | Name: |  | |
|  | Job Title: |  | |
|  | Organisation: |  | |
| Second Auditor | Name: |  | |
|  | Job Title: |  | |
|  | Organisation: |  | |
| **Check list Item** | | | **Y/N?** |
| CQC / OFSTED Report checked if applicable | | |  |
| Health & Safety check list completed | | |  |
| Risk Assessment table completed | | |  |
| Standard Statements Q1.1 - Q6.4 completed | | |  |
| Action plan completed (where necessary) | | |  |
| Placement availability form completed | | |  |
| Approval Status | | |  |

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| **Submission Instructions** |

**Once all relevant sections are completed (including additional documents if necessary, as shown on page above), please save the document(s) and attach to an email which should then be sent for HEI records as below.**

|  |  |
| --- | --- |
| **Allied Health** | Please submit to: [HWLSPlacementsAdmin@shu.ac.uk](mailto:HWLSPlacementsAdmin@shu.ac.uk) |

**Please also ensure a copy of the completed audit is retained within the placement area and it is advisable for the HEI member of staff to also save the file for their records.**

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| **Contact Details** |

**If there are any queries about the process, or technical aspects of the documentation, please email the mailbox above for Allied Health. If there are any queries about the content or detail within the documentation, please contact Heidi Cheung, Director of Placement Learning at Sheffield Hallam University** [**h.cheung@shu.ac.uk**](mailto:h.cheung@shu.ac.uk)

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| **RISK FACTOR GUIDANCE**  *Please use this table for reference when profiling the risks associated with the student(s) placement* | | | | |
| **RISK** | **WORK RELATED FACTORS** | **TRAVEL & TRANSPORTATION FACTORS** | **LOCATION AND/OR REGIONAL FACTORS** | **HEALTH FACTORS** |
| **HIGH**  **RISK**  *Examples of situations which may contribute to a placement being*  **HIGH**  **RISK** | Working directly with hazards that could cause serious injury or death.  Examples: -   * Construction site work (not admin or management roles). * Operation of hazardous machinery. * Laboratory work with hazardous chemicals. * Farm work. * Working directly with dangerous animals. * Dangerous activities requiring a high level of competence, skill or specialist qualifications (e.g. diving, rope access work, firefighting) | Difficult, lengthy or complex travel to reach the placement from the UK, involving long-haul flying plus overland or ship travel, where student is not accompanied  Placement role likely to require significant travel in or to remote locations, without escort  Placement likely to require significant travel where transport infrastructure is known or expected to be poor  Student required to drive as part of placement, where the traffic flow is opposite what the student is used to (e.g. driving on the right, for a British student)  ***NOTE: These risks are reduced considerably if the student is familiar with the host country and/or the language*** | Civil unrest, war, rioting or other known conflict in area, region or country close to the placement location  **In all relevant cases, the UK Foreign and Commonwealth Office website should be consulted and used as a benchmark to aid in decision making**  Known outbreak of serious disease in immediate region. E.g. Ebola outbreak in some West African countries.  Medical and emergency service infrastructure poor or likely to be unavailable quickly or locally  Communication likely to be difficult or impossible | The student has known chronic health factors which may cause episodes of illness (e.g. epilepsy, diabetes)  The student has known personal factors (e.g. health, disability, linguistic or cultural) which may foreseeably increase the risks at work, even with adjustments  The student’s knowledge, understanding, and skills are known or suspected to be below the standard required for the type of work expected |
| **MEDIUM**  **RISK**  *Examples of situations which may contribute to a placement being*  **MEDIUM RISK** | Proximity to the type of hazards listed above - but not directly working with them.  Examples: -   * Work on construction sites (e.g. in admin or managerial roles) * Work where for there is foreseeably an increased potential for crime or violence (e.g. work with drug abusers, psychiatric patients, young offenders) * Photography in urban areas at night * Placement likely to involve significant lone working | Student required to drive as part of the placement  Student likely to have to commute late at night (e.g. bar work or similar) | Placements in countries where cultural, linguistic or religious expectations are strict and differ significantly from what the student may be used to, and where transgressions may cause serious offence and/or attract sanction or punishment.  Placements in 'undeveloped' countries or regions, or in wilderness or rural areas where infrastructure and healthcare access is likely to be poor | The student has personal factors (e.g. health, disability, pregnancy, linguistic or cultural) which may require specific adjustments or support during work or in social interactions at work |
| **LOW**  **RISK** | * Office or shop working * Schools, colleges, medical treatment centres * Daytime community activity | * No significant travel risks * Student not required to drive as part of the placement | Placements in the UK or abroad where there are no foreseeable regional or local risks | No known health, disability or other individual risk factors |