

RONC Clinical placement learning responsibilities

(adapted from Quality Standards for Practice Placements, SoR document)

Clinical placement learning relies on clear, agreed working arrangements between Sheffield Hallam University, the placement provider and the student. In order to facilitate such a working arrangement, guidelines that outline the roles and responsibilities of the parties involved can be found below. Placement learning providers and the placement learning tutors work with respect to the Health and Care Professions Council (HCPC) and The College of Radiographers (CoR) Standards of Education and Training and relevant Codes of Ethics.

HEI responsibilities:

- Ensure that learning is current and evidence-based
- Support the philosophy of lifelong learning through emphasis on key skills and learning strategies during the preparation of learners for practice, with reinforcement of these throughout the programme of study
- Ensure that the academic standards of their awards are consistent and at the appropriate standard
- Audit the quality and the capacity of clinical learning provision
- Audit the quality and consistency of clinical placements. Where risks are identified, they should be jointly addressed with the practice placement provider
- Ensure that their staff involved in practice placement learning are appropriately qualified, resourced and competent to fulfil their roles
- Have effective measures in place to monitor and assure the proficiency of their staff involved in the support of the relevant work-based and practice placement learning
- Review patterns of practice placement allocation to optimise use of available capacity across the year and across the working day/week
- Provide designated member(s) of the academic teaching team to be easily contactable should a query arise about a learner's curriculum or progress
- Ensure that an identified academic tutor/lecturer or similar supports learners
- Put in place arrangements to ensure that all learners have equity in learning opportunities without compromising the quality of clinical service delivery or clinical education and training provision
- Ensure that mechanisms are in place for the evaluation of the clinical education provision which encompasses input from learners and clinical staff, as well as the education provider.
- Ensure students have all the required immunisations and completed all professional issues requirements including mandatory training prior to placement
- Ensure that students undergo a DBS check on commencement of the course and sign annual declarations of their unchanged status
- Provide additional support for the student and mentor in the event of a student failing to progress
- Facilitate communication with placement educators to keep them informed of issues pertinent to course delivery and practice education

Placement provider responsibilities:

- Ensure that there is clear guidance on the management of learners' during practice placements
- Ensure that all clinical staff understand the importance and value of having learners within the clinical environment and that they are all required to assist in the learners' development
- Reflect the roles of clinical assessor/mentor/practice educator or similar in job descriptions
- Promote equality, diversity and inclusion (EDI) in all aspects of the practice placement
- Determine the maximum number of learners that the practice placement can manage and support effectively in advance of the next recruitment cycle. Consideration also needs to be given to the number of learners that can be associated with individual examination or treatment rooms where it is expected that two or more learners will be rostered simultaneously.
- Promote the importance of interprofessional learning, facilitating effective team working and promoting mutual understanding of roles and responsibilities
- Demonstrate ongoing staff training, to include a robust programme of staff development
- Work in partnership with the University to ensure that a satisfactory audit has been completed and is valid for the duration of student placements
- Ensure mentors are supported in their work to take students on placement
- Work with the university placement learning tutor to make reasonable adjustments for students with disabilities
- Ensure learners are provided an induction to the placement / department
- Inform the university immediately if any issues of concern about the student arise during the placement
- Report accidents, incidents or concerns to the university in collaboration with placement learning tutor, following the university reporting policy
- Liaise with relevant parties to gain feedback relating to the student's performance on placement
- Ensure that student progress during the placement is recorded, including details pertaining to any concerns about professional conduct or suitability

Student / Learner responsibilities:

- Always behave in a professional manner
- Be proactive in identifying their own learning needs and to articulate these clearly
- Contribute in the achievement of their learning outcomes
- Take responsibility for planning and auditing their own learning and progress in conjunction with the clinical staff and their educational provider
- Be conversant with the curriculum of their own programme of study, including methods of assessment and the role played by the clinical supervisor in the assessment process
- Take a proactive approach in contributing to their own learning and the learning of others. Students need to work together with academic and clinical colleagues to ensure that they understand what is expected of them and how their success will be assessed
- Be aware of, and compliant with local rules, practice placement providers' policies, statutory and professional regulations and codes of conduct and behaviour
- Be aware of their direct responsibilities for the safety of patients in their care at all times
- Know their limitations

- Maintain confidentiality at all times
- Raise any valid concerns about the practice placement experience, via appropriate supportive or reporting mechanisms
- Inform the educational provider of any changes to personal circumstances. This includes illness and disclosure and barring service (DBS) status
- Maintain high levels of attendance and punctuality. If learners are unable to attend their practice placement, it is their responsibility to inform both the education provider and the practice placement and the university
- Attend their practice placement in a uniform that complies with workplace regulations and standards and the placement and education providers' requirements.
- Attend the compulsory placement preparation sessions including mandatory training and PebblePad sessions.
- Complete up to date and accurate records of placement attendance and progression via their placement report books and competency book.

Mentors and supervising team responsibilities

Mentors and supervising teams are responsible for the day to day supervision of students , working with and supporting learners during their rotation and providing input in their assessment tasks. In most cases this would be qualified therapeutic radiographers but may include other professionals depending on the location of the rotation. Staff ensure that they:

- are familiar with the programme curriculum and design
- understand the standards and achievements expected at each level of training
- offer a level of supervision appropriate to the competence and experience of the individual learner; both learner and supervisor should at all times be aware of their direct responsibilities for the safety of patients in their care
- act as a resource for learners seeking information, guidance and learning opportunities
- communicate with the learner to establish a supportive relationship,
- enable the learner to discuss: their learning objectives, opportunities on the placement, assessment requirements, any problems identified, feedback and areas where additional assistance or development may be needed.
- assist the student in optimising their time on placement by acting as a facilitator to learning, making the most of learning opportunities as they arise
- Assess students appropriately for their professional development including competency (knowledge, understanding and skills) and professional behaviour, working as a team to gain appropriate insight from supervisors, and as a minimum recording these outcomes at the end of each rotation
- Provide regular, honest and constructive feedback to ensure learners are aware of their strengths and areas for development. This should include ensuring students are given an accurate indication of their performance and guidance for further development
- Recognise that feedback should be: clear, specific, a 2-way process to ensure it is understood, offered in a way that maintains dignity, consider the purpose to the person receiving it, be given with the intention of helping the learner, and is most effective when given as close to an event as possible with further opportunity to demonstrate changes
- Discuss any concerns firstly with the person involved (e.g. the student) where possible
- Report any accidents, incidents or concerns to their practice educator for awareness, and be aware that this may need to be reported in line with local and university policies.

Practice educator (PE)

The Practice Educator is a clinical college in the Radiotherapy department who acts as educator for students: coordinating, advising, and assisting in the clinical learning for that placement. They support links between the learners, clinical department and the HEI. Good practice guidance from the College of Radiographers recommends that practice educators are accredited with the College.

- Work within HCPC guidelines
- Responsible for delivering training/teaching (if required) appropriate to supporting clinical placement learning and ensure learners are aware of what to expect and their responsibilities within the department
- Responsible for planning and keeping accurate records of local trust mandatory training for students (if required) and ensuring staff undertake regular mentorship training and updates as provided by the HEI
- Promote an effective learning environment
- Empower and motivate staff and students to undertake educational activities
- Ensure local and HEI health and safety procedures and processes are followed, including necessary risk assessments and audits
- Assist with local recruitment and future workforce planning
- Attend and participate in meetings as required including providing feedback and disseminating information within the department as appropriate
- Provide a contact point for clinical staff regarding the support of learners in department, to include raising of concerns and supporting failing students and raising staff development needs
- Confirm continued competence for students at the end of their final placement
- Manage external visits, work experience and MDT students.

Placement Learning Tutors (PLTs)

The PLTs are academic members of the course team that have responsibility for a specific clinical placement site. The scope of the role is responsive to the needs of the students in the specific department and covers several themed areas including:

- Providing a link between the University and the Clinical Department
- Work within professional guidelines
- Provide support and guidance for PE's, including providing PEs with clinical mentor training so they can support their staff
- Provide regular student contact through the year (may include a range of activities, online or in person, and with peer groups or 1:1 support)
- Monitor sickness and absence of students and report accordingly
- Aid development of student resilience, confidence and ability to address complex problems
- Support mechanisms to integrate theory into practice
- Support completion of student rota with department PE (together ensuring this remains up to date)
- Facilitate the continued completion of clinical audits and agreements together with the department (PE / management) to ensure these remain in-date
- Feedback to the course team: any comments about individual students, aspects of the programme and issues within the department that may impact on student training

- Occasional site visits to the Radiotherapy departments to provide appropriate support: may include facilitated workshops for peer support, reflective learning, clinical debrief and appropriate referrals and other identified support needs as required / appropriate to the department

Shared responsibilities (PE & PLT)

- Keep accurate records of training/competency for students and staff
- Induction / preparation of new students into the department
- Assist in the prompt resolution of complaints. To participate in the investigation of incidents / complaints as required, including preparing reports/letters as required
- Collaboratively design, implement and monitor the student placement rota - taking into account individual student needs, opportunities and overall numbers of students

Clinical lead

The Clinical Lead is a member of the Radiotherapy and Oncology team who:

- supports and coordinates the PLT team
- acts as a key point of contact for clinical practice beyond a departments PLT
- has an awareness of strategic issues and policy relating to work-based and placement learning
- consults with PLTs and practice educators to support timely completion of quality assurance placement audits
- identifies key issues resulting from student evaluations and clinical debriefs and disseminates to the relevant PLT to support students and placement providers.
- ensures that all PE/ PLTs and students adhere to the SHU concerns or complaint procedures
- collaborate with all interested parties to identify, influence, develop and embed innovations for enhancing placement learning and employability for students
- maintain the placement learning information website and subject area specific placement learning resources (this may also include mentor training resources and a handbook)
- ensure that partners are informed of student allocations and any changes (via PLTs as appropriate)
- ensure that services are made aware of changes to the curriculum that impact on them
- provide up to date information and ongoing support for practice educators/ assessors to ensure their capacity to supervise and assess students and assure the quality of practice learning
- liaise with the head of placements and other AHP clinical leads to implement / co-ordinate required processes for assurance of quality placement learning opportunities.
- Keeps the course leader and course team informed of any issues related to placement activity, policy and innovation
- works alongside the course leader and year leaders where concerns relate to a student's progression on the course
- supports the Associate Head as required with: stakeholder engagement (department manager engagement), and advising placement providers in relation to responding to changes in the pattern of service delivery that may affect the availability and/or suitability of areas for student placements, whether temporarily or permanently