



**Plymouth University Peninsula Schools of Medicine and
Dentistry**

School of Biomedical and Healthcare Science

BSc Healthcare Science

PTP Quick Reference Guide for Students and Mentors

September 2013

The following information is made available as a 'quick reference guide' for students and mentors. It covers some key aspects of the main programme guide and placement handbook and will be available (along with updates) on the student work placement module sites and also on the POPPI pages. Please refer to the programme handbooks for more detailed information.

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1.1 Workplace learning is integral to the academic learning at University

Work placements commence in the academic Term 2, they are integral to the Healthcare Sciences programme and are required for progression to the following year. Year 1 placements usually begin at the end of May for 8 weeks (CVRS pathways) and 10 weeks (Life Sciences pathways). Year 2 placements are for 15 weeks commencing in April for CVRS and May for Life Sciences students. Year 3 placements will commence in January for all students for a period of 25 weeks. Students will be designated a 'host trust' which will be the main placement learning trust for the duration of their degree programme. Students with extenuating circumstances may enable the placement to be conducted in a certain region / trust area but must advise the programme team at the start of the degree program. Students will be advised to gain appropriate accommodation close to the trust to enable integration and settling into the work force team.

Additional resources and updates can be found on the

POPPI pages under the Healthcare Sciences tab:

<http://www.plymouth.ac.uk/pages/view.asp?page=29783>

The **ARC** system holding student and placement information can be accessed at:

<http://www.plymouth.ac.uk/pages/view.asp?page=29785>

The **Profile online portfolio** system can be accessed at: <http://www.rags.profile.ac.uk/>

1.2 Workplace Learning and Mandatory Attendance

Workplace Learning will take place in NHS Trusts across the South West Peninsula and travel to these placement areas is a feature of the programme. This will have financial implications for students. Successful completion of the work placement element of the programme is mandatory for progression to the following year. Students are required to complete the full term (100%) of the placement and are required to remain on site for the period of study, even when mentors have designated a period of 'self directed study'.

Successful completion of 100% of the work placement term, as well as satisfactory completion of learning outcomes and associated tasks within the learning guide are required for progression. Where exceptional circumstances have occurred for example due to illness, students must submit extenuating circumstances which will cover a maximum period of up to 10% of the full placement term. Students failing to attend placement for at least 90% of the placement term will have to retake the placement module at the next available opportunity. Where valid exceptional circumstances have been confirmed by the university due to an extended period of illness and where the student fails to meet 90% of the placement term, NHS mentors may liaise with the programme team to facilitate additional

training but this is strictly subject to availability of training within the clinical area (section 2.3.9 Programme Handbook).

Where absence / illness does occur, students are required to inform their workplace mentor(s) as well as the university programme team. Work placement activity is integral to the degree programme, attendance is required similar to all timetabled sessions on the academic curricula. Students on placement are observed as members of the NHS clinical team and may be subject to internal trust disciplinary proceedings should repeated / unexplained absence occur. Students must ensure to inform **both workforce mentors and the programme team for any period of absence** to ensure this is documented correctly as this may be regarded as non-professional behaviour and subject to fitness to practice proceedings (see programme handbook appendix 3).

1.3 Workplace Learning: Managing Expectations

Work placements in years 1,2 and 3 of the degree are essential and integrated components of PTP programme and development as a Healthcare Science Practitioner. During this time students will have the opportunity to integrate academic, practical and interpersonal aspects of the profession and to develop skills, including problem solving and reflection on practice. Work placement activity is designed to consolidate the academic learning with the skills and experiential learning gained in clinical practice. Senior Healthcare Scientists in their role as Workplace Educators provide both formative and summative assessment of student performance during placements. Students will be advised to manage their time effectively and productively.

1.4 Completing Learning Outcomes

The initial few days of the placement will allow the student to familiarise with new colleagues and the training environment; some mandatory training may be required for the trust / training area. It is anticipated that the first half of the placement will be spent gaining skills, expertise and knowledge with the clinical skills and techniques that the student will be required to perform as a healthcare professional. Students should aim to be gaining confidence and competence in the first half of the placement term with a view to completing the learning outcomes (LO's) in the second half of your placement (Fig 1). The student is responsible for the completion of the LO's and they are required to inform their mentor in advance that they would like to complete a learning outcome and be tested for competency. It is the students responsibility to drive their own progression. Students will be informed that it is wise to be aware of any additional information that will help consolidate **knowledge, skills or professionalism** associated that competency. The mentor may allow you some time in placement to look up this information, but this is solely dependent on the training area and clinical schedule. Students may need to look up additional material in the evenings or weekends and be prepared to complete their online portfolio outside usual working hours.

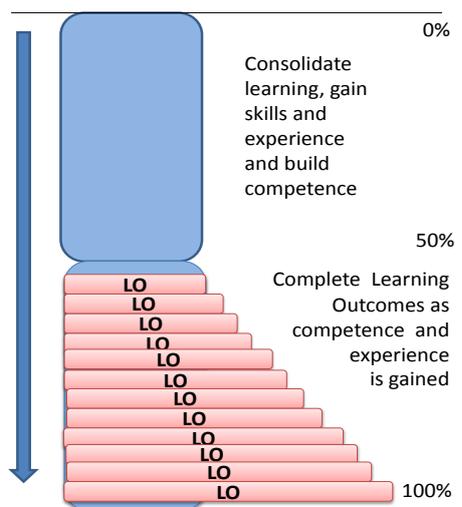


Fig 1 Managing your work placement activity.

Students should gain confidence and competence with skills, knowledge and professionalism in the first half of placement activity and aim to start completing learning outcomes early in the second half of placement.

Students are responsible for completion of the learning outcomes and will need to advise their mentor in a timely manner to be assessed.

1.5 The Learning Agreement should be completed at the start of each placement term. This 'sets the scene' for the activity, progression and expectations of the student for the placement term.

Example of a Learning agreement

*During the training period within ****, the student will be based in one of the Centres under a designated Training Officer/Mentor and Line Manager. The student will rotate through all clinical / scientific areas of ***** which may require time away from the base Centre. The rotational training programme has been designed to offer the student with a well balanced, informative, enjoyable though challenging training experience which is appropriate to a Healthcare Science Practitioner Career. We aim to provide the student with support and encouragement, during regular review and feedback sessions, towards the completion of the Healthcare Science PTP Work based training Portfolio.*

*It is expected that the Placement Provider, ***** Organisation and Workforce Development, will:*

- Provide the student with a rotational placement plan which covers all scientific areas of clinical training for the PTP portfolio*
- Provide the student with sufficient study time throughout the year in order to work towards completion of the portfolio*
- Provide the student with a work-based Training Officer/Mentor who can be contacted at any time during the placement period for both workplace and academic advice*
- Provide the student with contact details of other 'key' department members throughout the rotation who will also offer help, guidance and support as appropriate*
- Provide the student with courses, tutorials, seminars, and written assignments to ensure theoretical and technical knowledge accompanies the applied practice gained during the placement rotation*

It is expected that the Training Officer will:

- *Be responsible for the students placement rotation and training arrangements*
- *Meet with the student on a monthly basis (minimum) and assess the students' progress against the portfolio standards of competence*
- *Sign off sections of the portfolio when they have been adequately completed*
- *Attend feedback events with other Training Officers within the trust post rotation and with the University via the feedback forum and training meetings*
- *Complete the supervisor's feedback at the end of the placement period*

It is expected that the Placement Student will:

- *Adhere to the learning agreement fully or risk termination of the contract*
- *Adhere to employee confidentiality guidelines as per induction training*
- *Adhere to employee Health and Safety guidelines as per induction training*
- *Adhere to all trust policies and follow departmental procedures as shown to them at all times*
- *Report for work in a fit and timely manner, or provide reason for not doing so at the earliest opportunity*
- *Take annual leave by mutual agreement with the Line Manager and the rotational department Supervisor and arrange an alternate suitable time to make up the full placement term*
- *Work within the limits of the training and experience provided and never work unsupervised*
- *Be expected to work alongside other staff as an integral member of the clinical laboratory team*
- *Be expected to structure the subject specific learning around the placement rotation provided and is encouraged to treat the completion of the portfolio as a priority*
- *Keep a reflective diary throughout the rotational placement*
- *Be expected to follow the feedback provided from the Training Officer/Mentor*
- *Inform the Training Officer/Mentor and/or Line Manager of any difficulties experienced during the training as soon as possible so that extra support can be provided as required*
- *be expected to maintain contact with Plymouth University through the Link / Visiting Tutor whilst on placement*
- *Complete the feedback questionnaire at the end of the placement*

Our NHS trust expects all its trainees to be proactive and self motivated and encourages self-directed learning. We believe the more a trainee is prepared to put into the year the more they are likely to gain from the experience.

1.6 Reflective Log

The purpose of the student's reflective journal is to capture all aspects of the placement experience and to document their own learning as it occurs. The reflective journal should be written throughout the placement period. The reflection does not need to be on a daily basis, but at a minimum we would suggest weekly entries. In the journal, the student will document the experiences of placement as

well as evaluating and analysing their own perspective on these experiences. Students should attempt to document what they have learnt, what they need to learn and how they intend to learn this in the future. Capturing the placement experience in this manner is an excellent way to accumulate evidence of one's own learning, and as such, reflection can be used as evidence, either for this portfolio or for future portfolios.

In particular students should report their own personal view of their performance, whether they felt competent and confident with a technique or procedure, aspects which they need to improve or gain confidence and potentially identify specific attributes that would enable improvement. In some instances, students may reflect where they have 'mishandled' a situation and may need additional advice from colleagues or mentors on how best to manage in a professional manner. At the end of the placement term, student should be able to provide an overview of their 'learning experience'. Students are expected to discuss their evidence and competencies achieved in their reflective journal. There should be reference to primary literature within the reflective journal, and a properly formatted reference list should be included, in Harvard or Vancouver styles.

Your **reflective journal** should be **uploaded onto the profile system**.

For year 1 Life Sciences, this should be uploaded at:

Introduction to Work Based Training:

KLO 2: Work in accordance with Good Scientific Practice and the standards expected by the Health and Care Professions Council.

Competence: Reflect on your practise during this period of work based training and generate a reflective diary that demonstrates how you take responsibility for your learning and utilise the skills required of an independent learner.

For year 2 and 3 Life Sciences, this should be uploaded at:

Life Sciences:

KLO 11 : Adheres to appropriate standards of professional practice as defined in Good Scientific Practice.

Competence: **Reflect on your practise and generate a reflective diary that demonstrates how you take responsibility for your learning utilise the skills required of an independent learner and your commitment to your continuing professional development.**

For Year 1 Physiology:

You will need to reflect separately on your Cardiac and Respiratory rotation. You should upload the documents at:

- 1) Introduction to Respiratory and Sleep Sciences and

KLO 3 : Adhere to appropriate standards of professional practice as defined in Good Scientific Practice.

- 2) Introduction to Cardiovascular Sciences

KLO 3 : Reflect on your practise during this period of work based training and generate a reflective diary that demonstrates how you take responsibility for your learning utilise the skills required of an independent learner.

For Physiology years 2 and 3:

For both specialisms within Physiology, in each module, there will be a section that requires to you to reflect on your practice. You should complete each section individually. E.g.

KLO 3 : Reflect on your practise during this period of work based training and generate a reflective diary that demonstrates how you take responsibility for your learning utilise the skills required of an independent learner

1.7 Placement visit / evaluation.

Feedback is vital to improve the organisation and operation of your work placements. At the end of each placement the student and also the mentor should complete the placement visit / evaluation. This allows constructive feedback for both the student in training and training area for subsequent placement practice.

To complete your placement feedback evaluation, please scroll down the main page on the profile system. At the bottom of this page is a section marked as:

Year 1 placement visit form.

Year 2 placement visit form.

Year 3 placement visit form.

Click on your name, and then fill in the appropriate section for student or mentor.