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Lothian AHP Student Placement Planning Toolkit

February 2024

NHS Lothian Allied Health Profession (AHP) Services Practice Education



A Toolkit to support AHP teams, practice educators and placement coordinators in planning, preparing for and providing student placements in Lothian.

Allied Health Profession (AHP) Services

- Art Therapy
- Occupational Therapy
- Diagnostic Radiography
- Orthotics
- Prosthetics & Orthotics
- Paramedicine
- Podiatry
- Physiotherapy
- Speech and Language Therapy
- Dietetics
- Drama Therapy
- Music Therapy
- Therapeutic Radiography



Introduction & Key Messages

Practice Based Learning (PrBL) or placement is an essential part of an AHP students' journey to qualification in their chosen profession. A PrBL experience or placement is where students apply and consolidate their learning by bringing together academic theory and workplace practice to develop the skills and competencies needed to register.

An important part of our role as Allied Health Professionals is to work alongside Higher Education Institutions (HEIs) to facilitate student placements. By doing so we are supporting and developing our future AHP workforce and also have an opportunity for our own skills development.

We want to offer meaningful learning opportunities for students to develop the necessary knowledge and skills. As clinicians we tend to focus on the provision of student learning in the Clinical Practice pillar but it is important to remember that placements can and should meet student learning needs across the [4 pillars of practice \(see Fig.1\)](#) as well as employability skills underpinned by [NHS Lothian values](#).



(Fig.1) The four pillars of practice

The Practice Education Team can offer support and advice about practice based learning/ placements. Please contact AHPpracticeeducation@nhslothian.scot.nhs.uk if the answer to your question is not in this information pack or if you want to discuss any issues further!



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Section 1 – Being a practice educator

Practice Educator Training- “Being and becoming an AHP Practice Educator”

Turas ‘Being and Becoming an AHP Practice Educator’ modules are available to support practice educators to take on the role of supporting student learning and is relevant for new and experienced practice educators.

This programme was developed in collaboration between Edinburgh Napier University, Glasgow Caledonian University, Queen Margaret University, Robert Gordon University and Strathclyde University so is relevant for practice educators taking on students from any of these universities. Each HEI has a named representative trained as an administrator.

You will need to sign in to your [Turas Learn](#) account and search for ‘being and becoming an AHP practice educator’ to find it.

Completion of all 4 units equates to the previous 1-day training provided annually. Each unit takes approximately 1-2 hours to complete, and you can work at your own pace.

- If you are new to practice education, it is recommended that you complete all units.
- For a returning practice educator, it is recommended that you visit the units to determine your learning needs and work through units as required.
- Included within this resource are reflective activities to add to professional portfolios.

For more information and resources please see: [AHP practice educator | NHSScotland Careers](#)

University/ course specific information

Awareness of the learning outcomes and paperwork related to specific university courses is also required to prepare you for your role as practice educator. You should be able to access information and learning around this through the university your student is attending.

Additional training/ facilitation may be available from the university.

Useful Information and links

Lothian Practice Based Learning uni-professional groups and networks

Within Lothian, Practice Educators should have a Student Coordinator within their area of work. A Student Coordinator is an experienced Practice Educator responsible for the coordination of placement delivery and supporting practice educators in their delivery of Practice Based Learning (PrBL) within that area of health and social care.

Each Student Coordinator sits on their uni-professional Practice Based Learning Group. These groups meet 3-4 times a year in order to develop, improve and maintain the delivery of quality Practice Based Learning experiences across Lothian for their profession. This group also works to share the responsibility of PrBL delivery and prevent cancellation of placements through this shared responsibility.

The chair of each uni-professional group then sits on the Lothian **AHP PrBL Network** which comes together quarterly to share learning, collaborate and problem solve for all AHP professions.

See Appendix 1 for your profession’s representatives.



NES Resources

Visit the [NES AHP Practice Education website](#) where there is lots of information and ideas about delivering Practice Based Learning experiences/placements for students.

HCPC Resources

HCPC have created a [student hub](#) which provides guidance and learning materials for learners which you can check out and also direct students to.

Learning Styles

It is generally accepted that learners have a preference in how they like to learn. As an educator you can discuss with the student how they feel that they learn best.

[Honey and Mumford's learning styles](#) as well as [Visual- Auditory- Kinaesthetic \(VAK\)](#) learning styles and the [associated questionnaire](#) can be useful to consider.

Although it is important to recognise where their preference and style lies it is also important that they are open to incorporating other approaches when it is appropriate (e.g., at some point on placement they will need to do 'hands on' elements regardless of their learning style but how best can you support them to prepare for this and to reflect on it in a way that suits them). It is helpful to be aware of your own learning style as a Practice Educator so that you don't try to impose yours on a student and assume it should work!

Cancellation of placements

We understand that circumstances change and can impact on placement provision however cancellation of placements should be a last resort after **all** other solutions have been explored. You can try and problem solve within your own team or contact your uni-professional group representative to discuss alternative arrangements within your wider profession (see Appendix 1 for **your profession's representatives**).

You can also contact the PEL team for support if there is a potential cancellation and we will try to help. Cancellation needs to be signed off by our NHS Lothian AHP Director- see [the national policy](#).



Quality Standards for Practice Based Learning (QSPL)

The [Quality Standards for Practice Based Learning \(QSPL\)](#) have been created so that learners and those individuals and organisations who support them understand their responsibilities and expectations in relation to practice based learning. These replace the more familiar Quality Standards for Practice Placements (QSPP).

For more information see the [Indicators for QSPL](#) and [Guidance around QSPL](#).

Information gathering

***The AHP audit tool for the QSPL is currently under development. Until this is ready, please see guidance below regarding current process. ***

In order to ensure we meet standards and provide high quality placement opportunities, there is an audit process in place. The audit cycle is essential to ensure the continuous improvement and development of PrBL opportunities within Lothian.

1. Information for **Section 1** is gathered by students completing the online [Lothian Student Evaluation of Placements](#). (QR code will bring you to this). All students should complete this evaluation prior to the end of their placement. A report will be shared with practice educators 3 times a year. [See here for a poster version with the QR code and survey link for downloading and sharing.](#)



2. Section 2 is completed every two years by each department and a copy is held by the Student Coordinator. Main points and action plan are shared at the uni-professional Practice Based Learning Group meetings and should also be discussed with local managers and shared with the whole staff group to encourage awareness of and participation in student PrBL. Please find a link to a word document version of this section of the QSPP audit [here](#). **This should still be used until the QSPL audit tool is available.**

3. Section 3 is completed every 2 years by each profession within a board area. This allows the different practice areas to come together to discuss how they support the learning environment and share resources and evidence. This can be carried out at a uni-professional PrBL Group meeting.

4. Section 4 is completed every 3 years at board level with representation from HEIs. Senior management, AHP and Nursing colleagues, NES, and organisational development.

5. Section 5 is a new section so timescales for this audit cycle are unclear at this time.



Section 2 – Practical information and tools for placement provision

Placement Planning

Pre-placement planning and communication helps to establish a mutual transparency of expectations between student and educator.

Setting up a virtual pre-placement informal meeting on **MS Teams** is a great way to do this and provides an opportunity for both sides to ask questions. It also gives everyone the opportunity to try out **MS Teams** together if that is going to be a form of communication during the placement.

Here's a breakdown of the [process of a AHP placement experience](#) with some relevant links which may help in your planning (click the image to enlarge and use links).

NHS LOTHIAN
Allied Health Profession
(AHP) Services
Practice Education

NHS
Lothian

AHP PRACTICE EDUCATION

AHP Placement Process

- 01** Practice educators (PEs) get familiar with specific course resources.
- 02** **Student information** is provided to PEs before placement.
- 03** **Student's 1st day of placement** - Induction to location and team, PE and student agree learning objectives. Please see [AHP Induction Checklist](#).
- 04** PE and student **organise regular check-in sessions** throughout placement to discuss and monitor progress.
- 05** **Student maintains records** of reflection & learning. The Turas [AHP Professional Portfolio](#) can be used as a resource.
- 06** Student and PE organise a **mid-placement review** to ensure learning outcomes are being met and to assess further learning needs.
If you have concerns about student performance contact the university as soon as possible.
- 07** **Final review** at end of placement and PE signs competencies.
- 08** **Student completes JISC survey** (scan or click the QR code).

For more details see the [AHP Student Placement Planning Toolkit](#).



Timetable

It is helpful to draw up a timetable of activities that the student will engage in if possible so that you both know what is happening, where to be and who the student is with.

You will see an example timetable for a PAL placement in **Appendix 2**.

Blank templates are available via these links for:

- [1:1 Placements](#)
- [PAL Placements](#)

Digital need

Depending on the working circumstances of your team/ department it may be that working from home is part of the student placement. If this is the case, it is important to consider:

- How you will communicate with the student when they are offsite
- Student completing timely notes on site if applicable
- If the student will engage in remote consultations and how to organise this
- The working from home environment being appropriate to maintain confidentiality when in remote consultation or during client discussions.



Student Induction Checklist

When your student arrives it is suggested that you go through the updated [AHP student induction checklist](#). There may also be profession/ site specific information to share. There are links to within the document for relevant sections.

Additional information

Student Complaint/ Third person

The Practice-based Learning Agreement states that clear processes are established to address student complaints during placement including ensuring that a senior member of staff, other than the named Practice Educator, is identified to each student.

It is recognised that in the majority of cases this will be the service manager / team lead, however it is important that an appropriate person is identified to the student on the first day of placement.

Whistleblowing (See Appendix 4 for the Whistleblowing Standards Guidance Flowchart)

There is [National Whistleblowing Guidance for Allied Health Profession \(AHP\) students in Scotland](#) from NES which details considerations and potential routes for raising a concern and is intended to be used by AHP students in Scotland whilst undertaking practice-based learning. This guidance related to the [Independent National Whistleblowing Officer \(INWO\) Whistleblowing Standards](#).

This process came into place in April 2021 and should be highlighted to students so they are aware what to do should they want to raise concerns about patient safety, working conditions or wrongdoing. There is also an [INWO document specifically related to students](#). Turas training on the whistleblowing standards is available [here](#).

Where possible the student should raise concern directly with Practice Educator/ Team manager/ identified 3rd Person. Where this is not possible or the student feels uncomfortable doing so, they can raise the issue with the Practice Education team via Claire Matheson: Claire.matheson2@nhslothian.scot.nhs.uk, or Speak Up Advocate: SpeakUP@nhslothian.scot.nhs.uk.

Removal of a student from the Board Premises

The Practice-based Learning Agreement states that the board has the authority to remove a student from its premises if the student fails to comply with the board's policies.

If this situation arises the Practice Educator should inform their Line Manager and the HEI contact. The AHP Director should also be informed via the [Practice Education Leads](#). Discussion will take place whether to allow the student to continue with their placement.



Student Conduct and Ethics

Health and Care Professions Council (HCPC) has set out [Guidance on Conduct and Ethics for Students](#).

Fitness to practice is monitored by the HEI's, and upon application for an AHP programme, applicants must sign a health declaration and must comply with the Disclosure Scotland regulations regarding criminal convictions.

There are Practice-based Learning Agreements held between NHS Lothian and each of the Scottish Universities providing under-graduate AHP placements. These agreements highlight that it is the HEIs responsibility to ensure that the students are educated appropriately about their conduct whilst on placement. If an issue arises during the placement the students HEI tutor should be contacted in the first instance.

Student Wellbeing

Considering student wellbeing is important to ensure students and PEs get the most out of their time together on placement.

Queen Margaret University has created a resource to help support students before, during and after placement, with practical hints and tips, and signposting to further help and resources. Although created for QMU students, the information provided is useful for any AHP student to use and carry with them through their placement journey. Access the [QMU Student Placement Wellbeing Toolkit here](#) (make sure to open it as a PDF for full interactivity). Perhaps it's something you want to signpost to during induction.

Reasonable adjustments

NES has provided guidance on a generic statement for practice education providers to use to ask about any adjustments that may be required, and this is stated in the induction checklist. It is also helpful to ask in advance of the placement starting, and the following wording is suggested-

“Please let your practice educator know in advance of arriving for your practice-based learning if there are any adjustments required in terms of your health or learning requirements to help you participate to your full potential.”

For more [information and advice about reasonable adjustments see the NES website](#) and scroll to the appropriate section.



Student IT Access

An interim process is currently in place for student IT access. This means universities are responsible for submitting the IT access forms and practice educators should no longer do so.

If you need to grant a student access to a shared drive then please do so via the e-health self-service portal (<http://e85050.luht.scot.nhs.uk/LogACall.html>) once they have already gotten their log in information. This could be discussed in the pre-placement conversation so that you have this detail.

In the long term we are moving towards an online system with our IT colleagues.

Please see the following relevant local documents:

- [The NHS Lothian Digital IT Security policy](#) exists to comply with NHS Scotland Guidance in addition to ensuring that NHS Lothian continues to treat IT assets and personal identifiable data with due care and diligence. This policy applies to all staff as well as students on placement in NHS Lothian.
- [NHSL Digital Communications Guidance](#) has helpful information about accessing and using these programmes.
- [MS Teams in Educational Group Settings](#)
- [Student IT FAQs](#)

Please remind students that they cannot access their own, family members or friends' records on TRAK.

Like staff, they can only access clinically relevant records of patients who they are involved in the care of. There is a monitoring system in place and any activity outwith this will be highlighted and reported.



Use of Near Me for Practice Based Learning Opportunities

As service provision evolves and there is increasing use of digital technologies to support and deliver safe, effective, and timely person-centred care, there is a need to ensure that students are exposed to and able to work in this way. Remote clinical consultations may also serve to enhance student exposure to a clinical environment and reduce footfall in patient care centres.

For the most recent information and guidance on the use of near me for student placements please follow the link below:

[Guidance for Practice Based Learning Experiences using Near Me](#)

Often clinicians are concerned that students are not getting the 'right' experience through using digital platforms for client contact but it is important to remember that digital consultations are now embedded in AHP practice so these are important skills for our future workforce to develop as well as the more traditional client contact skills.

Students carrying out digital elements to their PrBL experience have the opportunity to develop skills in the following areas:

Active Listening	Observation	Professionalism	Leadership Behaviours
Communication	Clinical Reasoning	Data governance & protection	Decision making
Digital literacy	Effective questioning	Digital solution awareness	Subjective assessment



Reflection & Feedback

Importance of reflection opportunities for students

Opportunities for support and supervision while on placement are important to help students consolidate their knowledge and build the skills we want in our workforce- reflective, problem solving, and confident staff.

As adult learners it is important that they have the opportunity to learn from their experiences and to consider what aspects they should do again or what they might need to change in the future. As a practice educator you can facilitate this process through providing time and space within their timetable.

It is also important that you feel confident in facilitating discussion about their performance and encouraging them to identify appropriate actions. Visit [here](#) for some more information about support and supervision that might be of benefit in thinking about these skills.

Models that might be helpful (see **Appendix 5**):

- Driscoll's Model of Reflection
- Gibbs Model of Structured Reflection

Resources that might be helpful to look at:

- [AHP Professional Portfolio](#)- provides templates for reflection and a way of recording learning and development. Is available to students and registered staff.
- [Reflective practice](#)- HCPC highlights the importance of the skill of reflection for AHP practice.

Feedback

Giving constructive and balanced feedback is important throughout a placement to support development of knowledge and skills. Information provided at mid-way or the end of a placement should not be a shock to the student as there should have been opportunities for constructive feedback and reflection to help shape their knowledge and skills throughout the placement.

Models which may be helpful for providing constructive feedback include (see **Appendix 6**):

- Balanced Objective Observed Specific Timely (BOOST)
- What worked well/ Even better if?



Student Datix Reporting

Any AHP student involved in an incident and/or adverse event should complete the Datix form with support or be present during the completion of the Datix form as part of the learning process.

- The practice educator and/or the student coordinator as well as the student's HEI must be informed of any incident or adverse event involving a student, whether directly or indirectly.
- The AHP student and/or practice educator should inform the Academic Tutor of the incident/adverse event as soon as possible after the event, within 72 hours of the incident/adverse event occurring.
- The AHP PEL receives notification of all Datix that mention 'AHP student' and these are reviewed by the AHP PEL Team within 72 hours of the Datix report being submitted.
- The AHP PEL Team will make contact with the student coordinator/team lead/operational manager if a Datix form indicates a student experiencing or being part of an incident involving:
 - severe harm
 - verbal or physical abuse
 - exposure to blood or body fluids
 - inappropriate behaviour in a digital environment
 - exposure to radiation
 - needle stick injury
 - significant injury involving sharps
 - failure of a medical device or therapy equipment causing harm
 - exposure to occupational disease
 - a breach of data protection regulations.

This is to ensure awareness of the incident/adverse event, appropriate communication with the university and to offer support if required to student and staff involved.

- The Academic tutor will contact the student, as per HEI policies, as soon as possible but no more than 5 working days of being informed of the incident to identify any additional learning or developmental needs. Response time will be proportional to the severity of the incident.
- The Academic tutor will liaise with the student coordinator/team lead/operational manager and practice educator and inform them of any learning or developmental needs identified to support the student and support the implementation of these if required.
- The practice educator/student coordinator/team lead/operational manager will make referrals as appropriate as per NHS Lothian policies and as a result of the investigation into the incident.
- The practice educator/student coordinator/team lead/operational manager will complete the Datix review as per NHS Lothian policy.
- The AHP PEL Team will collate information bi-annually to identify themes, number of incidents in each profession and potential learning opportunities to be shared at the AHP Practice Based Learning Network, the wider Lothian AHP Directors Team and with HEIs.



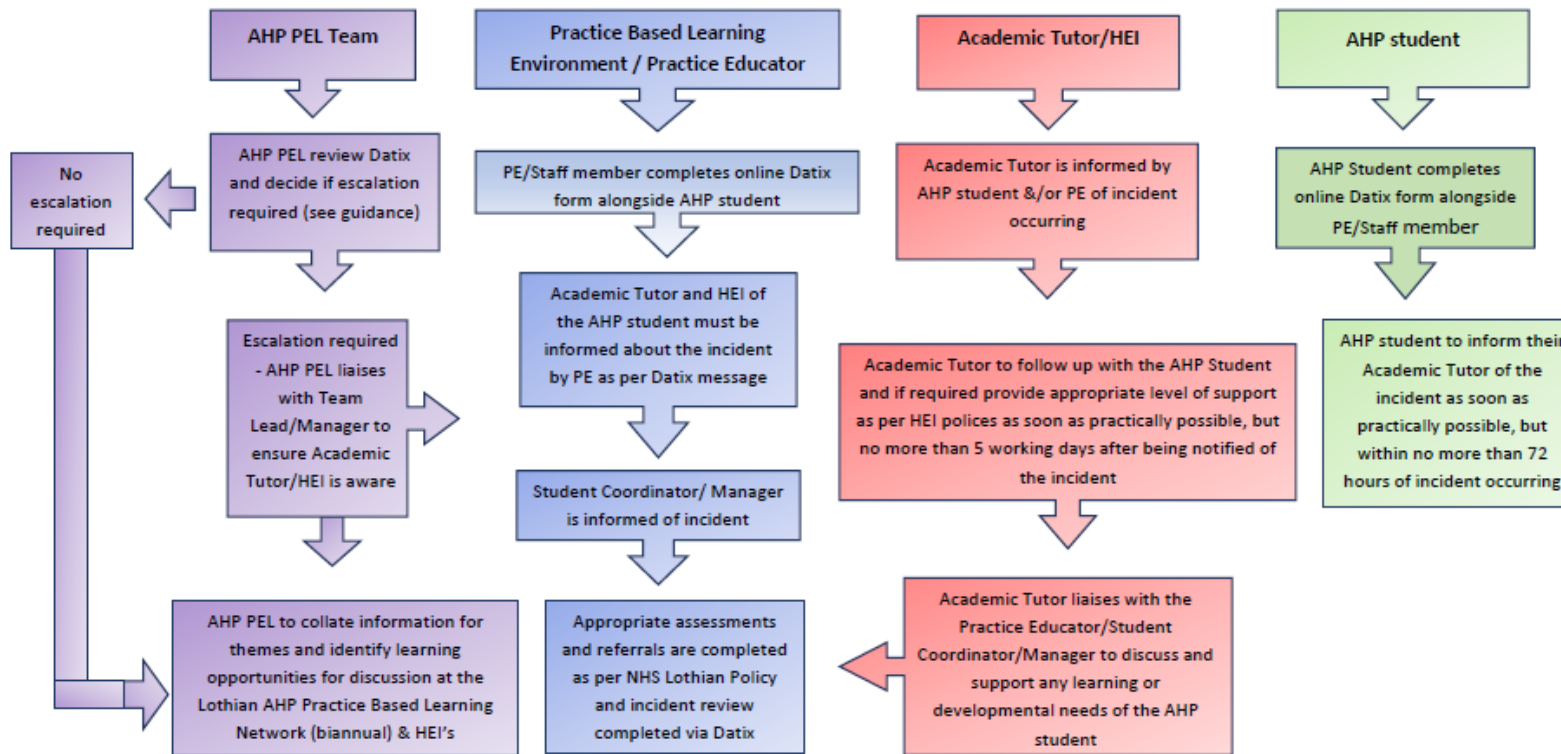
Datix procedure flow chart



Lothian Student AHP Datix Procedure

This flowchart is the procedure to support Student AHP's, Practice Educators, HEI's and Managers to manage incidents/adverse events during AHP student Practice Based (PrBL) Learning experiences in Lothian.

Incident/adverse event involving a student AHP is submitted using Datix system – Student AHP should assist with completion of form as part of the learning process



AHP PEL Team

Version 2 (1)

June 2021



Contacting the HEI/ university

Concerns about meeting learning outcomes on the placement

HEI colleagues are keen to work with practice educators to think dynamically and innovatively about how learning outcomes can be met in our evolving circumstances. They welcome contact from you as practice educators to discuss ideas.

They have collaborated on the planning of exciting placements with digital and project-based elements to ensure the learning outcomes are achieved in a meaningful way for the student and in a realistic way for the practice educator.

Concerns about student performance

If there are concerns about a student's performance during placement this should be part of the feedback shared with the student, but it is also important to contact the HEI at the earliest opportunity. This allows an opportunity to discuss the relevant issues and see if there are supports that can be put in place for the student and the practice educator.

It is important to be clear with both the student and the university if you think the student's performance puts them at risk of failing the placement. Highlighting the relevant issues gives the student the best opportunity to develop during that placement or else to identify what they can do differently if they need to repeat a placement.

NES has a [sway](#) with guidance about identifying and supporting an underperforming student as well as a [webinar](#) around supporting a student at risk of failing (scroll to find the specific topic).

Datix

As highlighted previously, the university academic tutor should be informed of any adverse incidents involving a student on placement. This is the responsibility of both the practice educator and the student.



Section 3 – Placement models

What kind of placement are you offering?

Find out more about different placement models on [NES website](#) including [webinars](#), [flashcards](#), [slides](#) and an [infographic](#) but please also see below for a quick explanation!

One to One - This has been the most widely used model for practice-based learning where you have one practice educator supporting one student. There is direct supervision by an on-site practice educator from the same profession.

Shared or Team Supervision - A team of two or more practice educators supervising a single student or a team of practice educators supervising 2 or more students. This can increase the students' exposure to a range of experiences, a range of practice approaches, skills, and styles. This allows them to observe different practitioners approach. It also allows part time staff and inexperienced practice educators to become involved with the support of other colleagues.

Peer Assisted Learning - One practice educator supervising more than one student- students often work in pairs and opportunities to learn from each other are emphasised. They are active participants involved in discussion and feedback with their peers, supporting each other and they are therefore less dependent on the practice educator. It does require careful planning to ensure there is appropriate space, resources, and clients. It is **not** double the work! Find out more [here](#).

Long Arm Supervision - Day to day supervision is carried out by a staff member from a different profession. The placement is offered in a setting where there is not currently a service provided by that profession but there is a potential for a role to be established. The student can evaluate the need for a service provision within that area. As a long arm supervisor, you would be available for profession specific input, this is generally carried out at a distance.

Project Placements - Individuals or groups of students complete a specific project in close liaison with staff in a setting. These could be focused on service development, quality assurance or capacity building. They can be involved in planning, implementation, and evaluation of the project. Aids in development of problem solving, critical thinking, communication, autonomy, self-directed learning, inter-professional and clinical reasoning skills. This can help students to understand broader concepts around policy, economic and political factors. Best used when students have already developed a range of clinical skills in other placements.

Hybrid - A mix of any of the above, this may facilitate a placement where no one type of placement would be possible.

****A blended approach is any model that incorporates digital and in-person placement experiences and can apply to any of the above****



Lothian Blended Learning Placement Case Studies

We are keen to share examples of quality practice placements as well as those that have shown innovation and creativity in order to inspire others to think about their placement provision and how it can evolve.

Here are some examples of practice placements in a diverse range of client groups with different professions using different practice based learning models.

AHP PRACTICE EDUCATION

Placement Highlights

Click the boxes to view examples of successful placements for each discipline.

[Occupational Therapy](#)

[Physiotherapy](#)

[Dietetics](#)

[Speech & Language Therapy](#)

We want to continue to add great examples so if you would like to share your experience of an exciting practice placement then get in touch with us. We have a questionnaire that you can fill in to give us more information and we can create a poster to share and celebrate your great work!



Contact us

If you have questions or would like to discuss placement options and opportunities, please contact:

AHP Practice Education:	AHPPracticeEducation@nhslothian.scot.nhs.uk
Claire Matheson (PEL):	Claire.matheson2@nhslothian.scot.nhs.uk

For further information and latest updates:

Follow us on: Twitter: Instagram: Facebook:	<ul style="list-style-type: none">• @Lothian_AHPEd• @Lothian_AHPEd• Lothian AHP Practice Education
Visit our Lothian AHP PrBL Webpage:	<ul style="list-style-type: none">• Practice Based Learning – Lothian Practice Education team



APPENDICES

Appendix 1: Lothian Practice Based Learning uni-professional groups and networks contacts

Profession	Name	Email Address
AHP Director	Heather Cameron	Heather.X.Cameron@nhslothian.scot.nhs.uk ;
Arts Therapies	Kate Pestell	kate.pestell@nhslothian.scot.nhs.uk ;
	Catherine Chalmers	Catherine.chalmers@nhslothian.scot.nhs.uk ;
Dietetics	Karen Henderson	Karen.Henderson@nhslothian.scot.nhs.uk ;
	Lindsay Rosie	lindsay.rosie@nhslothian.scot.nhs.uk
Occupational Therapy	Linda Walker	Linda.Walker@nhslothian.scot.nhs.uk ;
	Tony Kimera	tony.kimera@nhslothian.scot.nhs.uk ;
Orthoptics	Vicky Laidlaw	vicky.laidlaw@nhslothian.scot.nhs.uk ;
	Christiana Kavvada	christiana.kavvada@nhslothian.scot.nhs.uk ;
	Yvette Milford	yvette.milford@nhslothian.scot.nhs.uk ;
Orthotics	Nicola McCormack	nicola.mccormack@nhslothian.scot.nhs.uk ;
	Kirsty Sutters	kirsty.sutters@nhslothian.scot.nhs.uk ;
Physiotherapy	Gill Brownlie	Gill.Brownlie@luht.scot.nhs.uk ;
	Mhairi Graham	Mhairi.Graham@nhslothian.scot.nhs.uk ;
Podiatry	Sharon McMurray	sharon.mcmurray@nhslothian.scot.nhs.uk ;
Prosthetics		
Radiography	Tanya Pauw	tanya.pauw@nhslothian.scot.nhs.uk ;
	Nicola Tasker	nicola.tasker@nhslothian.scot.nhs.uk ;
	Lydia Miller	lydia.miller@nhslothian.scot.nhs.uk ;
Speech and Language Therapy	Emma McLeod	Emma.x.mcleod@nhslothian.scot.nhs.uk ;
AHP Practice Education	Claire Matheson	Claire.matheson2@nhslothian.scot.nhs.uk ;
Queen Margaret University	Joanna Beveridge	jbeveridge@qmu.ac.uk ;
	Heather Donald	hdonald@qmu.ac.uk ;
Napier University	Ashleigh Gray	A.Gray2@napier.ac.uk ;
	Lorraine Barry	l.barry2@napier.ac.uk



Appendix 2: Example Timetable for PAL Placement

	A	B	C	D	E	F
1	WEEK 1					
2	Date	15-Feb	16-Feb	17-Feb	17-Feb	18-Feb
3	Day	Monday	Tuesday	Wednesday	Thursday	Friday
4	Student Name	Student 1				
5	Morning	- Introduction to Person Centred Assessment and clinical notes ●	- Join morning huddle ● - Shadowing visits with Assessor	- Join morning huddle ● - Attend Webinar A	-Join morning huddle ● - Mock assessments on MS Teams	- Access supporting materials for project (see: Resources & Info) ● - Shadowing visit with Clinician
6	Afternoon	- Introduction to Placement Project with HCSWs ●	- Structured reflection on morning visits ● - Begin to plan project ●	- Shadowing visits with Supporting Colleague ●	- Paired notes write up for Shadowing Visits and Mock Assessments ●	- Opportunity for reflections and questions with assessor ●
7	Student Name	Student 2				
8	Morning	- Introduction to Person Centred Assessment and clinical notes ●	- Join morning huddle ● - Shadowing visits with Assessor	University	-Join morning huddle ● - Mock assessments on MS Teams	- Access supporting materials for project (see: Resources & Info) ● - Shadowing visit with Clinician
9	Afternoon	- Introduction to Placement Project with HCSWs ●	- Structured reflection on morning visits ● - Begin to plan project ●		- Paired notes write up for Shadowing Visits and Mock Assessments ●	- Opportunity for reflections and questions with assessor ●
10	Contact Details					
11	Name	Student 1	Student 2	Assessor	Support Colleague	
12	Mobile	07123456789	07123456789	07123456789	07123456789	
13	Email	student1@uni.org	student2@uni.org	assessor@email.org	sup.col.@email.org	
14	NOK (name + number)	NOK 1 (01234567890)	NOK 2 (01234567890)			

●	In office
●	From home




Appendix 3: AHP Student Induction Checklist

NHS Lothian Health and Social Care Partnership AHP Student Induction Checklist - JULY 2021		
Name _____		
The induction checklist should be incorporated into any existing uni-professional induction process		
Induction Topic	✓	Note/Action
1. Learning Requirements	STATEMENT: we encourage and support people to raise any issues or adjustments that they may require to safely practice and learn to their full potential. This helps us to support you in your learning during your practice –based learning experience	
	Is there anything that you would like to tell us about your health or learning requirements?	
	Student and Practice Educator expectations discussed	
	Strategies or support required by student discussed	
	Learning outcomes for placement including objectives and areas for development from previous placements noted	
	Learning Styles of Student and Practice Educator discussed	
	Supervision arrangements	
	Tutorials, attendance at seminars etc.	
	Visits e.g., HEIs, with other appropriate health care professionals	
Reporting: Midway and final report planned		
2. Essential Learning /Mandatory training	STATEMENT: All essential learning for students found on TURAS learn and is under 'Further and Higher Education in Scotland.' All students will register with TURAS Learn. Students should have completed this training in the HEI prior to coming on placement and be able to provide evidence, if asked, using their learning passport or completion certificates.	
	Fire Safety	
	Basic Life support (BLS)	
	Preventing hazards in the workplace Module 1: principles of health and safety	
	Information Governance: Safe information handling	
	Violence and Aggression de-escalation	
	Adult Protection awareness	
	Child Protection Module 1	
	Health Acquired Infection Scottish Infection Prevention and Control Education Pathway (SIPCEP) foundation layer	
	Equality & Diversity.	
	Duty of candour	
	Health Acquired Infection- Scottish Infection Prevention and Control Education Pathway	
	Contact details:	
<ul style="list-style-type: none"> • Complete student contact sheet • Check matriculation/SMART card • Ensure student has appropriate ID badge which is visible at all times 		



3. NHS Lothian Policies/ Governance Procedures	STATEMENT: PVG- The student is no longer required to provide evidence of PVG certificate on their first day. The university will ensure that all students have appropriate membership of the PVG scheme. If it is an elective placement, PVG information will be reviewed by the recruitment team prior to issue of an honorary contract		
	Health and Safety: Ensure the student is aware of local information relating to placement e.g., risk assessments, policy location, etc. Ensure the student is aware of Datix event reporting .		
	DATIX: Ensure students are aware of DATIX reporting process. Flow chart and Guidance found here . The HEI should be updated on all adverse events, however minor.		
	Uniform: Refer to NHS Lothian’s Uniform policy and dress code .		
	Our values into Action: Signpost students to the values page on the intranet: NHS Lothian - Our values into action		
	IT Security information: Ensure student aware of correct procedures e.g. locking computer, online professionalism, Fair Warning System, GDPR, Safe Email Transmission		
	Ensure user accounts set up		
	Local TRAK induction		
	Students to read NHS Lothian Social Media Policy		
Whistleblowing/Speak up champion Advise about Lothian ‘Speak Up Champion’- information on process here . Where possible student raises concern directly with Practice Educator/ Team manager/ identified 3 rd Person. Where not possible student can raise with AHP PE team via: AHPpracticeeducation@nhslothian.scot.nhs.uk or Speak Up Advocate: SpeakUP@nhslothian.scot.nhs.uk .			
4. Fire Procedures	Specific Fire Induction to Placement site and working areas: <ul style="list-style-type: none"> • 2222 in hospital setting • 999 in community setting • Location of fire extinguishers • Fire alarm and drill including testing • Evacuation points 		
5. Emergency Procedures	How to call for crash team in hospital and community settings		
6. Security	Details of local security arrangements <ul style="list-style-type: none"> • Personal belongings • Department security • Keys • Personal safety 		
7. Professionalism	Refer to https://www.hcpc-uk.org/standards/		
8. Placement Information	<ul style="list-style-type: none"> • Hours of work • Signing in/out arrangements, sickness, absence reporting • Lunch/Breaks • Study Leave 		

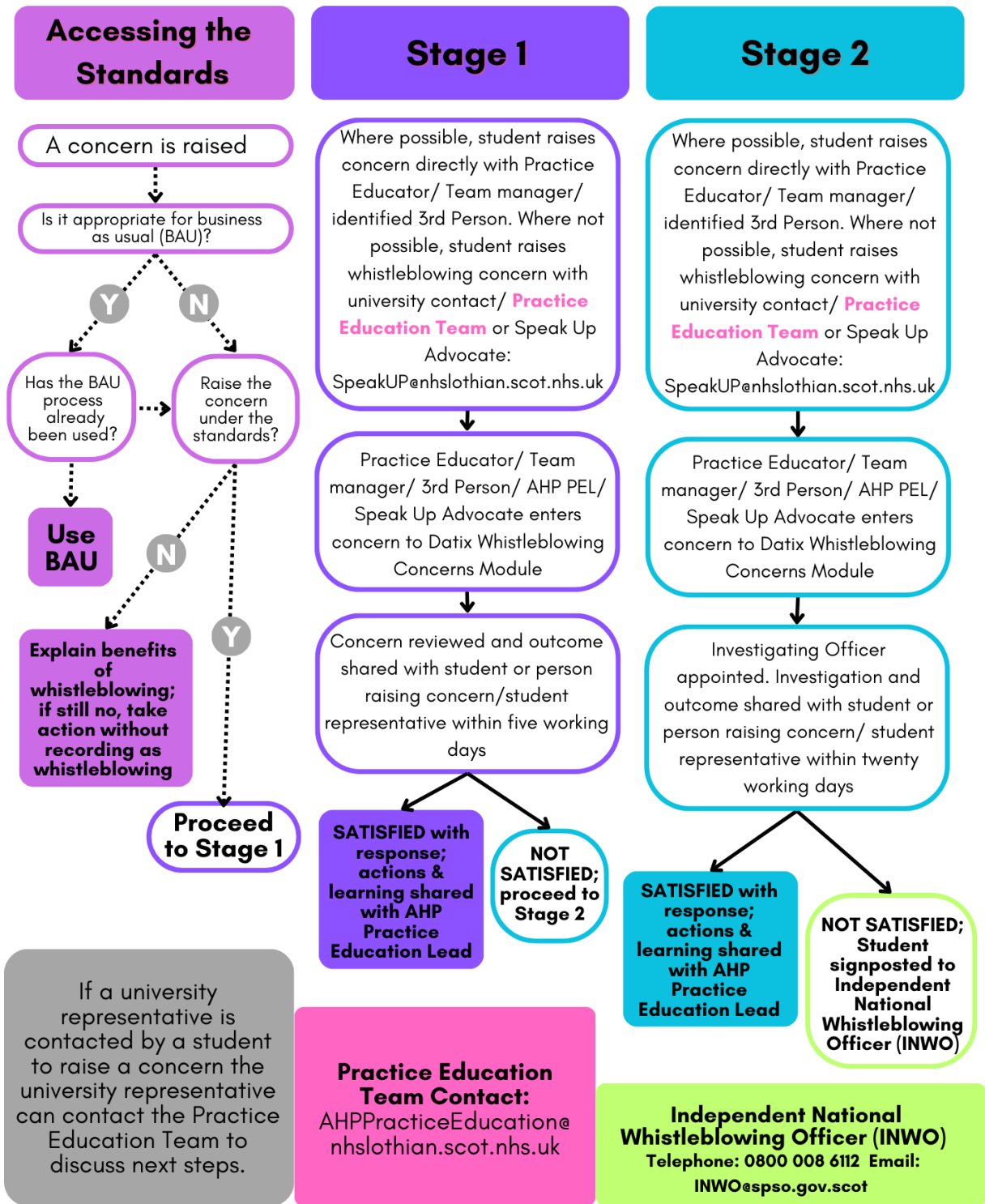


	Locations of <ul style="list-style-type: none"> • Offices/reception/staff room • Treatment areas/equipment stores • Stationary • Toilets/changing facilities • Computers/IT suite/Library • Dining room/Bank/Shops 		
	Administration systems specific to area		
	Raising concerns and comments		
	Provide details of 'third person' e.g., Team lead, Service Manager, placement coordinator		
9. Quality Standards for Practice Learning	Highlight standards which can be accessed at: https://www.nes.scot.nhs.uk/our-work/quality-standards-for-practice-learning-qspl		
10. Evaluation	Student to complete evaluation. Provide time to do so at end of placement: https://app.onlinesurveys.iisc.ac.uk/s/nhslothiansurveys/ahp-quality-standards-for-practice-placements-section-one-audit 		



Appendix 4: Whistleblowing Standards Guidance Flowchart

Whistleblowing Standards: Guidance for AHP Students



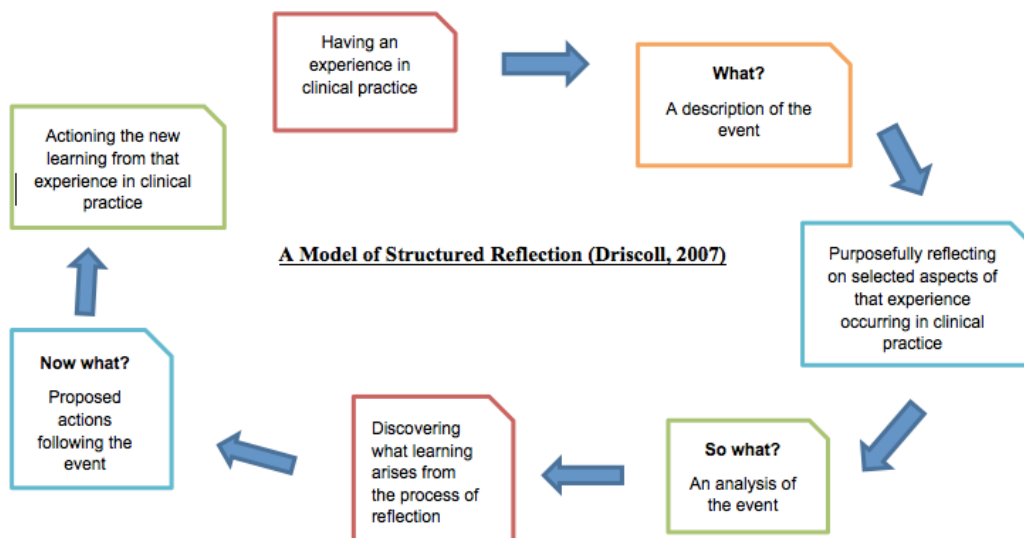


Appendix 5: Reflection Models

These are two suggested reflection models you may wish to use to support supervision sessions. There are other models you could use so it's worth discussing with the student which is most comfortable.



Gibbs' Model of reflection (1994)



Driscoll's Model of structured reflection (2007)



Reflection Template (Driscoll's)

Name:

Date:

What....	
What was your experience?	What was I trying to achieve?
What was good / not so good about the experience?	

So what	
So what could/should I have done to make it better?	So what did I base my actions on?
So what did I learn from this experience?	

Now what
Now what will I do with this learning?



Appendix 6: Feedback Models

1. BOOST Model

EFFECTIVE FEEDBACK

BOOST Model

B	BALANCED Focus not only on areas for development, but also on strengths.
O	OBJECTIVE Avoid judgements and relate your feedback to the observed behaviours, not personality.
O	OBSERVED Provide feedback based only upon behaviours that you have observed.
S	SPECIFIC Back up your comments with specific examples of the observed behaviour.
T	TIMELY Give feedback soon after the activity to allow the learner the opportunity to reflect on the learning.

2. What Went Well/ Even Better If

EFFECTIVE FEEDBACK

WWW / EBI

WHAT WENT WELL	"I really liked how you..." "The team really appreciated..." "It was great when you..." "The best part of it was..."
EVEN BETTER IF	"Next time, you could try..." "To improve, you could..." "Next time, you could change..." "To reach the next level, you could..."