

**University of Southampton**

**AUDIOLOGY CLINICAL PLACEMENTS**

**Placement Handbook**

**2023-24**

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## **Note**

*Taster* placements refer to the placements in Year 1 of the MSci/BSc Audiology programme.  
*Main* placements refer to the placements in Part 2 and 3 of the undergraduate programme and Part 2 of the MSc Audiology with Clinical Placement programme.

## 1. Introduction

This document provides the policies, procedures and expectations for the quality assurance and management of placements and for the expectations for student conduct. See the separate workbook or IRCP for guidance on specific learning activities and assessments for placement.

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Additional important information referred to during this Handbook	Location
<b>General placement policies</b>	
Attendance and Sickness (UoS)	<a href="#">Here</a>
Dignity at Work and Study (UoS)	<a href="#">Here</a>
Disciplinary Procedure (UoS)	<a href="#">Here</a>
Enabling Services and mental health support (UoS )	<a href="#">Here</a>
Fitness to Practice (UoS)	<a href="#">Here</a>
Student Support Reviews (previously Fitness to Study) (UoS)	<a href="#">Here</a>
Insurance: application form for travel insurance cover via the University relevant to undergraduates only	<a href="#">Here</a>
Placement Learning (UoS)	<a href="#">Here</a>
The Student Hub (UoS)	<a href="#">Here</a>
<b>Audiology placements</b>	
Dates and deadlines for placements (UoS)	Teams
Module Profiles covering taster and main placements (UoS)	Teams
Learning Plan (UoS)	IRCP and Teams
Terms of Placement (UoS)	Programme Specification
<b>Guidance &amp; standards for conduct, professionalism, and assessment</b>	
AHCS Good Scientific Practice	Teams
HCPC Standards of Conduct, Performance and Ethics	<a href="#">Here</a>
HCPC Guidance on Conduct and Ethics for Students	<a href="#">Here</a>
Learning Placement Charter	Teams
NHS Constitution, including principles & values that guide the NHS	<a href="#">Here</a>
RCCP Code of Conduct	<a href="#">Here</a>
Social Networking Guidance	<a href="#">Here</a>

## 2. The placement partners and the key responsibilities

Placements are provided through a partnership between the University of Southampton, the organisation that hosts the placement (the placement provider) and the Local Education & Training Board that supports the undergraduate programme (Health Education Wessex) as well as the Local Education & Training Board that covers the placement provider. The named lead on organising and overseeing placements within the University is called the University Audiology Placement Lead and University Audiology Taster Placement Lead for taster placements.

Within the placement provider there will be a named person who is in overall charge of an individual student's training, the Placement Supervisor, and possibly a deputy. (There may be another person who has strategic oversight of all audiology placements the Centre offers.) Other staff will contribute to student's training on a day-to-day basis, who are referred to as clinical supervisors. Most NHS Trusts and healthcare organisations have additional, non-audiology staff that oversee placements and support Placement Supervisors across several disciplines as and when need, sometimes referred to as Learning Environment Leads or Educational Leads.

The following sections indicate the responsibilities of the three main parties involved in individual placements: University Audiology Placement Leads, Placement Supervisor and the Student. **All parties must meet the expectations set out in this Handbook.**

## 2.1. NHS Learning Placement Charter

*Developing people  
for health and  
healthcare*

# Learning Placement Charter

The Learning Placement Charter establishes ways of working together for all Learners (trainees and students), mentors, supervisors and educators. The overall aim of the Charter is to support the development of a positive relationship between Learners and those supporting them in their education to enable effective learning to take place.

The Charter identifies the responsibilities of mentors/supervisors/educators and Learners at a minimum standard, that many individuals will already be exceeding.

### Patients, service users and the public can expect:

- To know when they are being treated by a service that supports the education of our future workforce and Learners may be part of their care team though they have a right to refuse this.

### As a Learner you can expect:

- A named mentor/supervisor/educator identified to you at the start of each placement.
- A local induction and to take part in local induction activities.
- To have your work pattern planned and to work alongside your mentor/supervisor/educator as outlined by Regulatory Bodies in order to meet your professional requirements.
- An initial meeting within the first two weeks (or as soon as practical due to rota arrangements) of the placement, focusing on your individual learning needs.
- Regular reviews including a mid-point/interim and final meeting scheduled at an appropriate time during your placement in line with Regulatory Body requirements.
- Constructive feedback on progress at regular intervals.
- A supervision framework to:
  - Ensure safe and effective patient care through training
  - Teach and facilitate learning
  - Enhance learning through assessment
  - Support and monitor educational progress
  - Guide personal and professional development
- To negotiate and prioritise (with appropriate support) identified learning experiences to meet specified learning outcomes, needs and competencies.
- The placement area to respect the "learning" needs of you as a Learner; this may include individual issues (depending on the role of the Learner) such as protection of supernumerary status.
- Access to contemporary learning resources (including IT) to enhance the learning opportunities.
- For all placements to be audited/approved to ensure a quality learning environment.
- Results of practice evaluation to inform and enhance the quality of the learning environment.

### As a Learner you have a responsibility to:

- Work in a manner that is consistent with the values of the NHS Constitution (Working Together for Patients, Respect and Dignity, Commitment to Quality of Care, Compassion, Improving Lives and Everyone Counts).
- At all times to act in a professional manner and follow local policies and procedures as well as your professional and/or Regulatory Body code of conduct, ethics and standards.
- Complete the required Statutory and Mandatory training prior to your first placement and maintain this throughout your training.
- Observe the principles of maintaining confidentiality and obtaining consent at all times.
- Commit to learning and development and actively seek out learning opportunities including inter-professional working.
- Listen to, and act on, constructive feedback.
- Develop your professional feedback skills through the evaluation of your placements; informing the dissemination of good practice and enabling the continuous improvement of quality in the placement experience.
- Observe accurate timekeeping and inform the placement area (and the University if on a pre-registration programme) in a timely manner if you are unable to attend for any reason.
- Work alongside a mentor/supervisor/educator for the required amount of time as specified by your professional and/or Regulatory Body and experience 24hr patient care as appropriate.
- Dress accordingly to the local Uniform or Dress code/corporate image policies and guidelines, wearing appropriate identification at all times which promotes a professional image, meets health and safety and infection control requirements.
- Ensure your Assessment of Practice portfolio or equivalent is available and completed as instructed throughout the placement period.
- Follow locally agreed procedures when identifying any deviation from this Charter, any area of concern regarding the practice experience or patient care that may have occurred whilst on placement.

## 2.2. The University Audiology Placement Leads

The University Audiology Placement Leads are members of the University team that deliver the programmes. The University Audiology Placement Leads lead on organising, overseeing, supporting, evaluating and quality assuring the placements.

The roles of the University Audiology Placement Leads include to:

- Help to maintain an inspiring, dynamic, effective and supportive learning culture and environment for placements
- Work with the Placement Supervisor to fulfil the University's duty of care to students and Dignity at Work & Study policy
- Work with the Placement Supervisor to fulfil the placement provider's and University's responsibilities to service users, such as in accordance with the NHS Constitution, the Learning Placement Charter and professional standards of conduct, performance and ethics
- Organise placements generally, including maintaining an accurate record of placement capacity, allocating students for placements and keeping accurate records regarding students on placement
- Quality assure placements to check that they are, and remain, fit for purpose while in use, including leading on the (re)approval and monitoring of placement providers, see below for processes
- Support Placement Supervisors and others involved in training in facilitating student learning
- Support students with learning and their responsibilities before, during and after placements
- Trigger and oversee feedback and Assessment Days and associated tasks, and end-of-placement evaluations
- Organise and oversee summative assessment
- Facilitate the sharing of good practice between placement providers
- Work with Placement Supervisors to help support them in their roles
- Work with education leads in placement providers, such as ensuring that placement training, including and beyond the audiology-specific training is effective and that students have appropriate physical and electronic environments in which to learn
- Work with the LETBs, for example to ensure adequate placements are available and that the placements meet the needs of the NHS
- Work with the University's Admissions Tutor to ensure that the number of students admitted to the programmes are consistent with placement capacity
- Act as the main point of contact for students and Placement Supervisors if there are problems while the student is on placement
- Be responsible for managing unsatisfactory progress, conduct or professionalism of students, and changes in criminal records or Occupational Health status when on placement, such as through Fitness to Practice and Fitness to Study procedures.

*Important additional information:*

**Website.** Dignity at Work & Study policy

**Website.** Fitness to Practice and Fitness to Study procedures

## 2.3. The Placement Supervisor

The Placement Supervisor is key to the student's education and experience during the clinical placements.

Each student will have one Placement Supervisor, the Lead Placement Supervisor, who is in overall charge of that student's training for the period of the placement. Ultimately, the Head of

Department is responsible for the training provided by the placement provider and would usually delegate the Placement Supervisor role to other staff members.

During the main placements, the Placement Supervisor provides day-to-day support for the student and acts as a role model for them. This person should ideally supervise the student for a minimum of two sessions a week. This is in order to ensure consistency in supporting the student's development. The Placement Supervisor is responsible for the formative and managing the continuous summative assessment of student learning in accordance with the IRCP Logbook. They work in partnership with the University Audiology Placement Lead to ensure students have a successful placement.

See the Learning Placement Charter for general expectations of the student on placement and what the student can expect from their placement provider.

The roles of the Placement Supervisor are to:

- Work with the Placement Supervisor to fulfil the placement provider's and University's responsibilities to service users, such as in accordance with the NHS Constitution, the Learning Placement Charter and professional standards of conduct, performance and ethics. For example, to inform service users that the service supports the education and training of the future workforce, that students might contribute to their care and that they have the right to not have students contribute to their care; to ensure service users are not put at undue risk from students such as by conforming with our policy on 'arm length supervision' (Section 6.9)
- Work with the University Audiology Placement Lead to help to maintain an inspiring, dynamic, effective and supportive learning culture and environment for placements, where inter-professional working is the norm rather than the exception
- Work with the University Audiology Placement Lead to fulfil the University's duty of care to students and Dignity at Work & Study policy
- Facilitate student learning, including the coordination of other clinical supervisors and other placement staff involved in student learning, for example ensuring the student's appointment durations are mostly compatible with the Assessment Day
- Report any concerns about the adequacy of placement supervision to their Head of Department and the University Audiology Placement Lead in a timely fashion
- Supervise, support and guide students
- Act as a credible role model for the delivery of care
- Safeguard the welfare of the student and patient by ensuring that participation in care is to the student's individual level of competence
- Provide support for the student in achieving broad and specific practice learning outcomes
- Formulate Learning Plans with students, to plan learning programmes with the student specific to their needs and to assist the student to develop skills, understanding and abilities through reflection and practice
- Provide students opportunities to evaluate team working and their own contribution to caring for patients in an inter-professional context
- Provide tutorials in accordance with Section 6.1
- Coordinate the local arrangements for the Assessment Day, including scheduling patients
- Formally assess the student's achievements and provide constructive feedback
- Manage the continuous assessment of the IRCP in accordance with the IRCP Logbook
- Provide support and assist the student in enlisting other support mechanisms
- Keep updated in terms of professional and educational changes and communicate with personnel within the University regarding matters relating to the curriculum
- Monitor the student's attendance on placement, to agree any time off placement, to monitor a student's sick time and to raise concerns about a student's health or welfare



with the University Audiology Placement Lead in line with the University policy on attendance, see Section 5.

*Important additional information:*

**APPENDIX 3.** Pre-placement check list

**APPENDIX 4.** Induction check list

**APPENDIX 5.** End of placement check list

**APPENDIX 10.** The Assessment Day

## 2.4. The student

Students will be looking forward to their placements. They should enjoy them and learn much about clinical practice. Placement providers have been carefully selected and have undergone an approval process to ensure they are able to provide the required training. Placement Supervisors and their staff are highly skilled in their specialism and in training, and students must demonstrate respect at all time.

See the Learning Placement Charter for general expectations of the student on placement and what the student can expect from their placement provider.

The responsibilities of students include the following:

- Put service users first, such as in accordance with the NHS Constitution, the Learning Placement Charter and professional standards of conduct, performance and ethics.
- To ensure the Programme Administrator has an update-to-date record of the student's living address and contact details when on placement
- To work with the University Audiology Placement Lead and Supervisor to benefit from and help to maintain an inspiring, dynamic, effective and supportive learning culture and environment for placements
- Their learning, including being proactive to help ensure the placement meets their needs. This also includes identifying on-going learning needs and strategies for meeting these needs, and continually evaluating progress towards achieving these identified needs. This includes completing, with their Placement Supervisor, and uploading at least one Learning Plan per month to Teams for review by University staff
- To establish a working relationship with the clinical team
- Self-monitor progress towards achievement of the learning outcomes of placement
- To elicit feedback from academics and clinicians
- To maintain communication with the clinical staff regarding the health status of patients
- To provide care consistent with the learning outcomes in the Individual Record of Clinical Practice (main placements only)
- To maintain their paper Individual Record of Clinical Practice (IRCP) Logbook and to regularly upload evidence to Teams for review by University staff
- To develop their reflective practice skills. This includes submitting draft reflective accounts for formative assessment
- To be accountable to the placement provider for the care provided
- To conduct themselves in accordance with the Good Character Statement they have signed previously (e.g. to meet at all times the expectations of the HCPC Guidance on conduct and ethics for students)
- To raise concerns about their experiences on placement in a timely way (e.g. related to the support provided by the placement provider, the care provided to patients and their fitness to practice) and to professionally evaluate their placement experiences when required
- To report sickness and time off according to the University's attendance policy
- To not hinder the service and not compromise the credibility of clinicians or their relationships with patients and other colleagues

During a placement, students should expect that their Placement Supervisor will:

- Observe them in practice
- Check that they understand what they are doing
- Ask questions to ensure they are applying theoretical knowledge to practice appropriately
- Ask other members of staff about their practice
- Take into account the views of patients and their families/carers
- Monitor other evidence of their practice such as record keeping
- Ask students to reflect on their own practice
- Monitor sickness, absence and professionalism
- Ensure that appropriate direct or indirect supervision is received
- Provide tutorials in accordance with Section 6.1

Students should not engage in a personal relationship with any members of staff at their placement provider while they are on placement, especially not their Placement Supervisor.

Note that on starting the main placements the student can be expected to have basic technical skills covering the core sections of the IRCP, as well being aware of their needs for the placement and how that relates to the methods of assessment.

The University Audiology Placement Lead will primarily communicate with students on placement using either Teams or via their University email account. Student must therefore check their University email accounts and Teams regularly (preferably daily).

*Important additional information:*

**Website.** Attendance policy

**Document.** HCPC Guidance on conduct and ethics for students

**APPENDIX 6.** Preparation for initial meeting with Placement Supervisor

## 2.5. Quality assurance of placement providers

The quality assurance process for audiology placements is guided by the University policy on Placement Learning.

All placement providers must be approved before they can be called a placement provider for the University and receive Southampton students. The approval process for placements involves the following:

- **Stage 1.** An informal discussion between the potential placement provider and the University audiology placement team about what is involved in hosting a placement, the expectations, opportunities, challenges and any concerns. This would typically include a tour of the main placement site, whether virtually or in person. The Placement Handbook and the Practice Placement Agreement are provided to the potential provider for information, along with any additional resources deemed helpful.
- **Stage 2.** The potential placement provider completes an audit of its learning environment and capability to deliver a placement in audiology. This includes providing a record of staff who would be involved in training, confirming that an appropriate risk assessment has been undertaken and confirming initial placement capacity. It will involve a meeting/visit by a member of the University placement team if not completed already. It is important that at least two Placement Supervisors have been identified. The Lead Placement Supervisor must be employed at Band 6 or higher (or equivalent); the additional Supervisors must be employed at Band 5 or higher (or equivalent); all must be considered to

be sufficiently experienced and competent to providing training by the Head of Service. It is also important that all Placement Supervisors undergo training prior to accepting their first student and participate in training up-dates, all provided online via MS Teams. The placement provider must also send the Placement Supervisor(s) or an appropriate representation to the annual feedback and development day if they have had a student on placement during the previous academic year. The documentation is then reviewed by the university placement team and the Director of Programmes for approval before progression to the next stage. Additional information may be sought from, or provided to, the potential placement provider as required for both parties to be fully informed about all relevant aspects of hosting placements.

- **Stage 3.** If one is not already in place, the University and placement provider both sign the Practice Placement Agreement.
- **Stage 4.** Placement providers will normally be re-approved every 5 years.

Placement quality, including the adequacy of supervision, is monitored in various ways including:

- The University Audiology Placement Lead liaises with the Placement Supervisors on multiple occasions prior to students starting placement
- Students receive multiple briefing sessions before starting placement, including discussing the importance and mechanisms for raising concerns. They are expected to liaise with, and meet, their Placement Supervisor in advance of starting placement
- Mid-way through the main placements, students will complete a report on their learning and experience for the University Audiology Placement Lead; an evaluation of their placement that is reviewed by the University Audiology Placement Lead and shared with their placement provider; a one-to-one conversation with their Personal Academic Tutor or the University Audiology Placement Lead. The Placement Supervisor may also have a one-to-one conversation with the Personal Academic Tutor or the University Audiology Placement Lead. Any issues that emerge are followed-up by the University Audiology Placement Lead.
- The University Audiology Placement Lead meets with all students regularly throughout placement via MS Teams to share experiences, good practise, concerns etc, provide support and discuss expectations, cases, assessments etc. Students can request a one-to-one meeting at any time.
- The University Audiology Placement Lead stays in regular communication with Placement Supervisors as a group or individually via the dedicated MS Teams 'Placement Educators' team or the dedicated placement email address
- At the end of all placements, all students complete an evaluation of their placement that is reviewed by the University Audiology Placement Lead and shared with their placement provider and followed up as necessary
- The University Audiology Placement Lead monitors students' progress at various milestones via summative or formative assessment using the online records of the IRCP and PDP, and at other times throughout the placement as appropriate
- The University Audiology Placement Lead holds regular feedback and development day, which Placement Supervisors who have had students that year are expected to attend. This event encourages open and honest reflection of the challenges of the past and the coming year. Individual meetings between the University Audiology Placement Lead and Supervisor are held if there are concerns.
- The University Audiology Placement Lead holds multiple training events for Clinical and Placement Supervisors throughout the year, which provide opportunities to staff to raise concerns about placements

*Important additional information:*

**Website.** Placement Learning

**Document.** Practice Placement Agreement

## 3. Organising placements

### 3.1. Placement capacity

The University Audiology Placement Leads maintain careful records on the placement providers that are approved to take students, their likely capacity, their preference for accepting UG or MSc students and their availability to accept international students. The capacity of placement providers to accept students is fluid and can change rapidly, e.g. depending on staffing. Consequently, placement providers are **always** consulted with before students are allocated to them. Consequently, a student is **never** allocated to a placement provider without the expressed agreement of the placement provider.

The University Audiology Placement Lead also liaises with the placement providers in the months and weeks running up to the start of placement, providing multiple opportunities for the placement provider to indicate if their capacity has changed and alternative arrangements need to be made for a student. Students are also required to liaise with their placement provider prior to starting on placement, providing additional opportunities for concerns about capacity to emerge and be addressed. It is essential that the placement provider report any concerns about their capacity to accept students who have been allocated to placement with them to the University Audiology Placement Lead at the earliest time.

The allocation of placements is done in a way that ensures applicants/students are dealt with fairly and systematically.

### 3.2. Allocation to taster placements

The allocation process for taster placements is as follows:

- The process starts in Semester 1 of Part 1 and is usually complete by the start of Semester 2.
- Students are provided with a list of taster placement providers that are potentially available for taster placements, including information about those taster placement providers. The students are invited to express their top three preferences and provide their reasons, including details and evidence of exceptional circumstances (see Appendix 2) that may justify prioritizing them (e.g. caring for dependent relatives such as children or parents or health-related reasons).
- The University Audiology Taster Placement Lead will consider any notifications of exceptional circumstances, which might include gathering further information from the student or requesting advice from relevant services such as Enabling Services. The University Audiology Taster Placement Lead will make a judgement about claims of exceptional circumstances, with input from the Placement Lead and Programme Lead as appropriate. Students accepted to have exceptional circumstances are prioritized for allocation to their preferred taster placements.
- The University Audiology Taster Placement Lead will then contact Taster placement providers to enquire about their capacity to accept students, usually without reference to the specific student at this stage.
- The University Audiology Taster Placement Lead will then share the provisional allocations with the students. The students must raise any objections with the

University Audiology Taster Placement Lead. If those objections are not resolved, students should raise their concerns with the Placement Lead and Programme Lead. Students can escalate any outstanding concerns using the processes outlined in their Programme Handbook (e.g. the complaints process or taking advice from the Students Union advice centre).

- The University Audiology Taster Placement Lead will then seek student's permission to share any recommendations (e.g. adjustments) relevant to taster placement arising from occupational health and enabling services assessments with the Taster Placement Lead and other relevant Taster placement provider staff. This is to determine if the Taster placement provider can accommodate the recommendations. This can take several weeks for complex student circumstances. If a Taster placement provider is unable to accommodate the recommendations, the student's case is referred to the University Fitness to Practise process for advice.
- Allocations are confirmed only when the Taster placement provider and student has agreed to the taster placement in writing.

Students must not swap taster placements informally with each other under any circumstances. Taster placement allocations are only changed under exceptional circumstances (see Appendix 2) via communication with the University Audiology Taster Placement Lead.

Unforeseen circumstances can also affect the capacity of Taster placement providers to accept students that have already been allocated and in some rare cases even students on taster placement. The University Audiology Taster Placement Lead will work with the Taster placement provider to maintain a student's allocation as much as possible. Occasionally it may be necessary to reallocate a student to an alternative Taster placement provider, in which case the University Audiology Taster Placement Lead will work closely with the student to minimize disruption, inconvenience and costs.

**Please refer to the Terms of Placement for more information.**

*Important additional information:*

**APPENDIX 2.** Exceptional circumstances

**Document.** Programme Handbook

**Document.** Terms of Placement

**Website.** Placement Website. placement providers

### **3.3. Allocation to main placements for the UG programme**

The allocation process for main placements for the UG audiology programme is as follows.

- The process starts in Semester 1 of Part 2 and is usually complete prior to the Christmas break that semester.
- Students are provided with a list of placement providers that are potentially available for placements including information about those placement providers. The students/applicants are invited to express their top three preferences and provide their reasons, including details and evidence of exceptional circumstances (see Appendix 2) that may justify prioritizing them (e.g. caring for dependent relatives such as children or parents or health-related reasons).

- The University Audiology Placement Lead will consider any notifications of exceptional circumstances, which might include gathering further information from the student/applicant or requesting advice from relevant services such as Enabling Services. The University Audiology Placement Lead will make a judgement about claims of exceptional circumstances, with input from the Programme Lead and Director of Programmes as appropriate. Students/applicants accepted to have exceptional circumstances are prioritized for allocation to their preferred placements.
- The University Audiology Placement Lead will then contact placement providers to enquire about their capacity to accept students, usually without reference to the specific student at this stage.
- Students will provide a CV and a short video of themselves discussing their motivations to study audiology etc. These are provided to relevant placement providers. Placement providers indicate their preference for students and their reasoning, which is checked by the University Audiology Placement Lead to ensure the decision is based on only relevant information. Any concerns about the decision are raised with the Director of Programmes. Students who are rejected for placement by placement providers are referred to the Fitness to Practise process and have the option of continuing on the non-placement pathway of the programme.
- The University Audiology Placement Lead will then share the provisional allocations with the students. The students must raise any objections with the University Audiology Placement Lead in the first instance. If those objections are not resolved, students should initially escalate their concerns with the Programme Leads or Director of Programmes. Further escalation should any follow the processes outlined in the Programme Handbook (e.g. the formal complaints process).
- The University Audiology Placement Lead will then seek student's permission to share any recommendations (e.g. adjustments) relevant to placement arising from occupational health and enabling services assessments with the Placement Lead and other relevant placement provider staff. This is to determine if the placement provider can accommodate the recommendations. This can take several weeks for complex student circumstances. If a placement provider is unable to accommodate the recommendations, the student's case is referred to the University Fitness to Practise process for advice.
- Allocations are confirmed only when the placement provider and student has agreed to the placement in writing.
- If a student declines an offer of a placement, they have the option of continuing on the non-placement pathway of the programme.

Students/applicants must not swap placements informally with each other under any circumstances. Placement allocations are only changed under exceptional circumstances (see Appendix 2) via communication with the University Audiology Placement Lead.

Unforeseen circumstances can also affect the capacity of placement providers to accept students that have already been allocated and in some rare cases even students on placement. The University Audiology Placement Lead will work with the placement provider

to maintain a student's allocation as much as possible. Occasionally it may be necessary to reallocate a student to an alternative placement provider, in which case the University Audiology Placement Lead will work closely with the student to minimize disruption, inconvenience and costs.

**Please refer to the Terms of Placement in the Programme Specification for more information.**

*Important additional information:*

**APPENDIX 2.** Exceptional circumstances

**Document.** Programme Handbook

**Document.** Terms of Placement in the Programme Specification

**Website.** Placement Website. placement providers

### **3.4. Allocation to main placements for the MSc programme**

The allocation process for main placements for the MSc audiology programme is as follows.

- Applicants must express an interest in a placement during their application.
- The allocation process usually starts in the May or June immediately prior to starting the first year of the MSc.
- Applicants are required to submit a 100-word statement of their motivation for undertaking a placement. Applicants are then shortlisted for placements based on this statement and their application form by the University Audiology Placement Lead, given the likely placement capacity available.
- Short-listed applicants are provided with a list of placement providers that are potentially available for placements including information about those placement providers. The applicants are invited to express their top three preferences and provide their reasons, including details and evidence of exceptional circumstances (see Appendix 2) that may justify prioritising them (e.g. caring for dependent relatives such as children or parents or health-related reasons).
- The University Audiology Placement Lead will consider any notifications of exceptional circumstances, which might include gathering further information from the applicant or requesting advice from relevant services such as Enabling Services. The University Audiology Placement Lead will make a judgement about claims of exceptional circumstances, with input from the Programme Lead and Director of Programmes as appropriate. Applicants accepted to have exceptional circumstances are prioritised for allocation to their preferred placements.
- The University Audiology Placement Lead will then contact placement providers to enquire about their capacity to accept students, usually without reference to the specific applicant at this stage. If capacity exists, the applicants will be put in touch with the relevant placement providers in order to make contact and schedule an interview.
- Applicants are interviewed by the representatives of their preferred placement providers, usually via a telephone call interview or similar. Interviewers can request

the applicant to provide relevant information from their MSc application, such as CV. Note that this information must be provided by the student and cannot be provided by the University. The interviewers then inform the University Audiology Placement Lead of the decision to accept or reject the student for placement. The decision of the placement provider is final and cannot be appealed.

- The University Audiology Placement Lead will then share the provisional allocations with the applicants. If the application has any concerns about the process followed to come to the decision, they must contact the Admissions Team dealing with their application in the first instance.
- Provisional allocations are confirmed only when the placement provider and student has agreed to the placement in writing. This usually happens by the end of August immediately prior to starting the MSc. The allocations are provisional because they are usually made prior to full occupational health assessment, DBS checks and any enabling services assessment, which might take place once the applicant has enrolled on the programme during Semester 1 of the course.
- The University Audiology Placement Lead will seek a student's permission to share any recommendations (e.g. adjustments) relevant to placement arising from their occupational health and any enabling services assessments with relevant placement provider staff. This is to determine if the placement provider can accommodate the recommendations. This can take several weeks for complex student circumstances. If a placement provider is unable to accommodate the recommendations, the student's case is referred to the University Fitness to Practise process for advice.
- Final allocations are then confirmed.

Students/applicants must not swap placements informally with each other under any circumstances. Placement allocations are only changed under exceptional circumstances (see Appendix 2) via communication with the University Audiology Placement Lead.

Unforeseen circumstances can also affect the capacity of placement providers to accept students that have already been allocated and in some rare cases even students on placement. The University Audiology Placement Lead will work with the placement provider to maintain a student's allocation as much as possible. Occasionally it may be necessary to reallocate a student to an alternative placement provider, in which case the University Audiology Placement Lead will work closely with the student to minimize disruption, inconvenience and costs.

**Please refer to the Terms of Placement for more information.**

*Important additional information:*

**APPENDIX 2.** Exceptional circumstances

**Document.** Programme Handbook

**Document.** Terms of Placement

**Website.** Placement Website. placement providers

### **3.5. Recommendations regarding adjustments to placements**

Students must inform the University Audiology Placement Lead as soon as possible regarding any recommendations regarding adjustments or changes to previous agreed



adjustments to be made to their placement provision, learning or support, such as arising from occupational health and any enabling services assessments. The University Audiology Placement Lead will liaise with the student to do their best to ensure that the placement provider is made aware of any recommendations that are required prior to confirmation of placement allocation or starting placement, while maintaining their legal responsibilities to the student regarding data protection and confidentiality. The University Audiology Placement Lead will support the placement provider as much as possible in accommodating those recommendations. If a placement provider is unable to accommodate recommendations, the student's case is referred to the University Fitness to Practise process for advice.

### **3.6. Change of address and personal circumstances**

Students are expected to inform the Programme Administrator of any change of address or personal circumstances, including while on placement.

### **3.7. Fee for accepting international students**

A fee is payable from the University to a placement provider for accepting an international student (UG or MSc), as classified by the University, on placement at a rate equivalent to the PTP tariff or as otherwise agreed in advance of confirming the student's placement. **Changes in rate after the placement has been confirmed will not be accepted**, e.g. between the placement being confirmed and the student starting. The University does not pay placement providers for accepting UK students on either the UG or MSc programme.

## 4. Preparing for a placement and induction

All placements are preceded by compulsory placement preparation sessions for students. Failure to attend these can lead to a delay in the start time of the placement at the discretion of the University Audiology Placement Lead within that allowed by the regulations of the University. Students are given permission to miss the sessions only in exceptional circumstances; such permission should be sought from the University Audiology Placement Lead.

A pre-placement check list for Placement Supervisors/Centres regarding main placements can be found in Appendix 3.

*Important additional information:*

**Appendix 3.** Placement Supervisors: pre-placement check list

### 4.1. Health, safety and insurance

Our top priority at the University is the safety, security and wellbeing of our students. It is incumbent on both the student and the Placement Supervisor to read and apply the guidance notes in Appendix 1. In addition, Placement Supervisors must ensure that students are never exposed to latex.

The University Audiology Placement Lead will liaise with the insurance department of the University regarding the students on placements to ensure they are covered by the University's standard insurance, including Medical Malpractice Insurance, or are covered by the placement provider's insurance via the Practice Placement Agreement. That does not automatically include travel insurance covering travel while 'at work' (on placement) for UG students, who are strongly advised to either apply for travel insurance cover via the University or to arrange their own BEFORE starting placement and to cover the entire placement period. The application web-form can be accessed via the link in Section 1.

Students must not engage in clinical techniques on patients that are outside the scope of the placement learning (e.g. the IRCP for main placements) even under direct supervision regardless of their previous experience, partly because they might not be covered by our Medical Malpractice Insurance. For example, behavioural speech-in-noise testing on adults on main placement would be acceptable because of the close overlap with pure-tone audiometry, real-ear measurements and the McCormick toy test; on the other hand, aural care (including microsuction) would **not** be acceptable even for a student with a previous qualification in this. If in doubt, seek advice from the University Audiology Placement Lead.

*Important additional information:*

**Website.** Insurance: application form for travel insurance cover via the University

**APPENDIX 1.** Health & Safety Guidance

### 4.2. Risk assessment

The University Audiology Placement Lead will have completed a generic risk assessment for all students prior to placement. Each individual student will complete an individual risk assessment based upon their own placement provider and their personal circumstances within the first week of placement for tasters or fortnight of placement for main placements. Students must use the template provided.

### **4.3. Honorary contracts and visas**

The following students will need honorary contracts or equivalent with their placement provider before starting:

- All international students
- Any student if required by the placement provider
- All students placed outside of the NHS

If the honorary contract is not in place before starting, it might be necessary to delay the start date or to restrict the student's activities on placement.

The University Audiology Placement Lead must take advice from the visa team at the University as earlier as possible before allocating an international student to a placement outside of the UK (e.g. Dublin and Jersey) and at least several months prior to starting placement.

### **4.4. Preparing for the first day on placement**

The dates of the placement periods are set by the University and are provided in advance. The locations of placement providers are also provided in advance. It is extremely important that students arrive for their first day at the placement provider on the correct day, at the correct time and at the correct location, so carefully forward planning is essential. A 'dry run' before the first day is recommended.

Students preparing for their main placement are expected to contact the placement provider at least 2 months in advance of starting in order to:

- Introduce themselves and get to know the placement provider
- Confirm start and end dates of placement and confirm details for the first day (e.g. where and when)
- Obtain relevant policies the placement provider has e.g. regarding attendance, absence, reporting sickness and dress code
- Discuss days/hours of working week (with reference to requirements in Section 5.1). Different placement providers have different requirements/arrangements for the working week
- Discuss which locations the student will be working in
- Discuss anything that the student might wish to be taken into account, such as learning support or support for health conditions etc
- Determine if an honorary contract is needed and to start the process if so
- Take advice regarding accommodation
- Arrange to visit the placement provider to meet the Placement Supervisor in advance of starting to get experience of travelling to and finding the placement provider, to have a look around the department, to meet other staff members and to plan what is expected on the first day and first week

#### **4.5. Induction and statutory and mandatory (STAM) training**

The Placement Supervisor must organise and deliver some induction activities usually within the day for tasters and first week for main placements of the student's start. These should include any induction training in line with local policy, timetable planning and general pastoral duties such as checking all is well with accommodation.

All UG students will have attended and passed STAM training organised by the University in the first semester of their first year. Failure to attend and complete these sessions will result in those students being denied access to placements pending the outcome of a Fitness to Practise process.

UG students will have repeated and passed some online STAM training in their second year prior to starting placement. MSc students will have completed some online STAM training prior to starting placement. It is the responsibility of the placement provider to decide whether that online STAM training is sufficient and if to provide additional training if not.

Students are normally expected to meet with their Placement Supervisor during the first day for taster placements and first week for main placements in their placement provider. For main placements, students and their Supervisors will complete Section A and B of the Learning Plan (the forms can be found in the paper IRCP) at this meeting. Students should prepare for this meeting in advance as indicated in Appendix 6.

*Important additional information:*

**APPENDIX 6.** Students: preparing for initial meeting with your Placement Supervisor

#### **4.6. Patient consent**

Placement hosts must ensure that patients are aware they may be seen by a student or students may be observing a clinician. Patients must be given the opportunity to refuse to be seen by a student or to be observed by a student. It is good practice to display the Learning Placement Charter and a notice in the waiting area to inform patients that the department is involved in training students and that if patients do not wish to be seen by a student that they inform reception staff on their arrival. Similar information can be included in appointment letters.

## 5. Student engagement and learning during main placements

Students and Placement Supervisors are expected to work collaboratively to help the student achieve their placement learning outcomes. The student is responsible for his or her own learning and the supervisor is responsible for facilitating that learning.

Students must attend and engage on placements on a full-time basis, defined as 37.5 hours per week including break time, or on a part-time basis if permitted and approved. Working hours will be arranged differently in different centres and the Placement Supervisor is responsible for informing students about their working pattern. Students will be expected to remain at their placement during University vacations (i.e. Christmas and Easter) except for agreed leave (see below) and when the placement provider is closed.

### 5.1. Attendance and duration of taster placement

- Students must attend every day of every taster placements. Students must complete 3 weeks of taster placements.
- If a student cannot attend for any reason **within** their control (e.g. because the taster placement provider removes them from placement due to poor conduct, concerns about their professional suitability or disciplinary matters) they will be deemed to have failed the taster placement.
- Students must record their attendance using the attendance log in their taster placement workbook. Supervisors must sign every day the student is present on taster placement. This will be checked by the Taster Placement Lead at the end of each taster placement. This is especially important for international students because of visa regulations. The consequence to the University for the records being inadequate or the limits being exceeded for even one international student can be severe.

### 5.2. Attendance, duration and start date of main placement

UG students must complete a minimum of 1012.5 hours of placement training in total (i.e. 27 weeks \* 37.5 hours per week), including standard daily breaks. Those taking Part 3 of the course full-time complete the placement from June to the following January (8 months). Those taking Part 3 part-time complete the placement from June to January of the following year (20 months), with the specific start and end dates for the part-time placement negotiated and agreed for each student on a one-to-one basis in agreement with the placement provider.

MSc students must complete a minimum of 1500 hours of placement training in total (i.e. 40 weeks \* 37.5 hours per week), including standard daily breaks. Additional time beyond that is provided required to complete assignments and might be required to complete outstanding clinical activities and to retake assessments. Those taking the placement full-time complete the minimum placement hours within a 41-week period from October to July, with the additional one week accounting for time lost to public holidays and clinic closure; the entire placement learning and assessments, including any retakes of assessment, must be completed by the following September (12 months). International students must remain on placement until the end of September (12 months) due to visa regulations. International students are enrolled on a separate module and undertake additional learning activities from July to September. Those taking the placement part-time must complete the placement learning and assessments within 2 years, although the details including end time are agreed for each student. Note that students on a Tier 4 visa cannot take the placement part-time.

The first day of the UG main placement is usually the Monday of Week 15 of Semester 2 in the official University calendar, or the Tuesday if the Monday is a bank holiday. Week 14 is set aside for outstanding assessments, moving, settling into accommodation, and preparing to start, including the preparation tasks.

The first day of the MSc main placement is usually the Monday of Week 1 of Semester 1 in the official University calendar. Induction week/Week 0 is set aside for moving, settling into accommodation, and preparing to start, including the preparation tasks.

Specific details of the start and end dates are provided separately.

**Placement Supervisors must keep a record of their student's attendance, leave and sick time** as well as ensure leave and additional study time stays within the limits set out below. This is especially important for international students because of visa regulations. The consequence to the University for the records being inadequate or the limits being exceeded for even one international student can be severe.

*Important additional information:*

**Document.** Terms of Placement

**Document.** Dates and deadlines

### 5.3. Study time

Students on taster placements are not entitled to study time.

Students on main placements have a study time allowance of 4 hours per week that **must be taken from their work hours and must be protected**. Study time that is lost to other urgent clinical activities must be replaced as soon as possible. This study time must not come from evenings, weekends or non-work days. It is left to the discretion of the Placement Supervisor as to whether equivalent arrangements are made (e.g. 8 hours per fortnight rather than 4 hours per week) and whether the study time is spent in the department or not.

During study time, students are expected to work on learning objectives from their Learning Plans, their assignments set by the University, background reading, preparing for tutorials, assignments and preparation for assessments.

### 5.4. Sickness

Students are required to act in accordance with the placement provider's policy regarding reporting sickness (typically immediately) as well as the University's attendance policy, expressed for placements as:

*Students who have a period of illness of one to five days should complete a self-certification form and return it to **Programme Administrator**. For periods of illness longer than five days, students must obtain a medical certificate confirming this, submit the certificate to the Programme Administrator, report the illness to the University Audiology Placement Lead and discuss the impact of the illness on their studies with the University Audiology Placement Lead or Personal Academic Tutor.*

Failure to do so could result in the student being referred to disciplinary or fitness to practice processes.

Placement Supervisors should also inform the University Audiology Placement Lead if a student has a period of illness longer than five days or where there are concerns about a number of shorter periods or a student's health even if attending placement. Such concerns can lead to the student being referred to the fitness to practice process.

Students on main placements are allowed up to five days of sickness within their standard placement period. Any time lost to sickness beyond those five days may require an extension to placement and the assessment deadlines.

*Important additional information:*

**Website.** Attendance policy

## **5.5. Leave**

Students on taster placements are not entitled to leave.

Students on main placement are entitled to leave as set out below. Students are required to act in accordance with placement provider's policy requesting leave and additional study time (typically 6 weeks' notice). All leave must be approved in advance by the Placement Supervisor. Requests for leave beyond this allowance must be referred to the University Audiology Placement Lead and will require an extension to placement and assessment deadlines.

UG students on main placements are allowed up to 225 hours of leave (i.e. 6 weeks \* 37.5 hour).

MSc students are allowed up to up to 75 hours of leave (i.e. 2 weeks \* 37.5 hours per week) within the 40-week placement period from October to July. International students are allowed a total of 195 hours of leave (i.e. 26 days \* 37.5 hours per week / 5 days per week) within their total placement period from October to September (i.e. an additional 16 days after the 40-week placement period ends in July). For UK students remaining on placement after their 40-week placement period ending in July, additional time can be taken away from placement at the Placement Supervisor's discretion.

Leave must be used for GP/hospital/dentist and similar appointments; study time must not be used for such things. Bank holidays and placement provider closure periods should not be taken from the leave allowance above.

## 6. Overview of learning on main placements

Students on main placements will work towards the completion of their IRCP and other assessments. Clinical and other learning activities will be structured according to the timetable/deadlines provided by the University Audiology Placement Lead and Learning Plan agreed between student and Placement Supervisor. Early on in the placement, students will be actively observing staff carrying out procedures and managing patient sessions. Students will quickly move on to carrying out these tasks themselves, firstly under direct supervision and perhaps with indirect ('arm-length') supervision later. The point at which (if ever) an individual student has less supervision is the decision of the Placement Supervisor and will depend on the complexity of the task and the ability of the student.

Wherever possible, the Placement Supervisor should spend some time (in the region of 15-30 minutes) with the student at the end of a clinical session helping them to focus and reflect on what they have learned.

It is important that students take responsibility for driving forward their training. Placement Supervisors are busy individuals with many demands on their time. Therefore, students must keep an eye on their progress, remembering to view it in the context of the whole placement duration and scope. If progress seems to have stalled, then it is appropriate for the student to request a meeting with the Placement Supervisor to review the situation.

Learning Plans should be produced and reviewed at least once a month. It is a requirement of summative assessment that students submit one Learning Plan per month. One or more per fortnight is usually excessive and counter-productive. Instructions for using Learning Plans and blank Learning Plans can be found in the bound paper IRCP. Additional copies can be downloaded from Teams.

Students are expected to maintain their paper IRCP and submit electronic of feedback sheets as set out in the IRCP Logbook. Additional copies of IRCP feedback sheets be downloaded from Teams.

*Important additional information:*

**Document.** IRCP Logbook (which includes the Learning Plans)

**Document.** Dates & deadlines (on Blackboard)

**App.** Teams (for IRCP and PDP)

### 6.1. Tutorials with the Placement Supervisor

The Placement Supervisor should have regular meetings and tutorials with each student on placement. **The minimum requirement for tutorials is one meeting of one hour per month.** Two per month is preferable, although the second can be shorter. More may be necessary for new students and those requiring extra support for their progress although again additional tutorials can be shorter than an hour. The additional tutorials can also be with other members of staff as needed to address the objectives in the Learning Plan.

In addition to the below, the very first tutorial should review the items referred to in Appendix 4 and 6.

The one-hour tutorials must at least address the following five areas:



1. **Review the previous Learning Plan.** Have all objectives been addressed? Has the evidence as agreed in the Learning Plan been provided? What is the student's evaluation of their development during the month? Reward progress. And so on.
2. **Check in with the student.** How is the student doing generally? Getting on ok? Any problems/worries/issues? Coping well? Accommodation and life outside of work going ok? Provide encouragement. And so on.
3. **Review the IRCP Logbook and progress with the summative assessments.** What has the formative feedback been? Identify and reward progress. Identify issues for development. Is the student getting adequate formative feedback from staff? If not, what is the plan to address it? Has student uploaded forms from previous summative assessment to Teams? Have they been moderated and what was outcome? Which activities are you working towards summatively assessing next? Will enough activities be assessed to enable the student to meet the mid-placement minimum requirements? And so on.
4. **Review the dates and deadlines spreadsheet.** What assessments are coming up? How is student progressing with them? Using study time wisely?
5. **Complete the Learning Plan for the coming month.** Anything from the previous one need carrying over? What issues does the student think they need to work on? Was there anything the has already arisen from the tutorial that should inform it? What should the priorities be? And so on.

In addition, tutorials can start to address matters such as learning objectives/needs, set tasks outside of the Learning Plan, and discuss assessments, cases and expectations.

Student must attend tutorials on time, fully prepared and with the necessary paperwork etc. If not, a learning objective should be set to address it. If the issues continue, this should be addressed through the process described in Section 8.2.

## 6.2. Continuous assessment via the IRCP

The IRCP is central to clinical learning during the placement. For example, it defines the scope of clinical learning and contains the competency standards (also known as the descriptions of minimum competence). The IRCP has two main functions regarding assessment. The first is that it provides a structured medium for students to receive feedback to support their learning ('formative' feedback). The second is to be a source of continuous assessment throughout the placement that contributes to determining whether students pass or fail the placement ('summative' feedback). Detail regarding the use of the IRCP and the rules on its use are provided in the IRCP Logbook.

*Important additional information:*

**Document.** IRCP Logbook

## 6.3. Loss or damage to the IRCP prior to submission

**STUDENTS CANNOT PASS THE SUMMATIVE ASSESSMENT OF THE IRCP AND THEREFORE THE PLACEMENT UNLESS THEY ARE ABLE TO PROVIDE EVIDENCE OF HAVING MET THE REQUIREMENTS FOR PASSING VIA INDIVIDUAL FEEDBACK SHEETS AND LEARNING PLANS.**

E.g. a blanket testimonial of the Placement Supervisor will **NOT** be accepted if a student is unable to provide the paper IRCP or electronic copies. Students unable to provide this evidence might be eligible for an extension to the placement depending on the circumstances and the amount of extension requested, via the normal extension or special considerations

process. There are no guarantees that such an extension could be accommodated by the placement provider. For example, losing the paper IRCP (or it being stolen, eaten by the dog, dropped in a lake, drowned in coffee etc) or any amount of it and not having sufficient back-ups could lead to a student failing their placement and having to repeat the entire placement.

**IT IS VERY STRONGLY RECOMMENDED THAT STUDENTS REGULARLY (e.g. weekly) CREATE ELECTRONIC BACK-UPS OF THEIR PAPER IRCP, SUCH AS BY TAKING PHOTOS OR SCANS OF THE FEEDBACK SHEETS AND LEARNING OUTCOMES, SAVING THEM SECURELY IN MULTIPLE LOCATIONS AND SUBMITTING RELEVANT FILES VIA MS TEAMS.**

Students will be required to upload Learning Plans and key feedback sheets throughout the placement using the MS Teams app, which provides a convenient and easy mechanism for backing up them up and is strongly recommended that students do so.

**STUDENTS THAT DO NOT FOLLOW THIS ADVICE DO SO AT THEIR OWN RISK.**

#### **6.4. Routine mid-placement activities and review**

All students undergo a routine mid-placement review 3-4 months into placement. This review may include meeting between the student and a member of the University Placement Team and/or a meeting between the Placement Supervisor and a member of the University Placement Team to discuss how well the student has settled in, getting on generally, progressing with their clinical and professional training, attitude and so on.

Ahead of this review, students must:

- Submit a mid-placement report (found and submitted on Teams)
- Submit an evaluation of the placement provider (found and submitted on Teams)
- Have uploaded the minimum number of feedback sheets of IRCP as specified in the IRCP Logbook.

At a similar time, the Placement Supervisor must complete:

- Evaluation of the student (found and submitted on Teams by the student).

In addition, UG students must also:

- Submit and pass one reflective account as instructed on Teams. You will receive feedback on this.

All students submit the above documents as part of summative assessment. Note that it is the *submission* of the report and evaluations that is summative, not the content.

*Important additional information:*

**Document.** Dates & deadlines (provided separately)

#### **6.5. Assessment Day**

The end-point assessment of clinical competence is referred to as the Assessment Day and described in Appendix 8.

## **6.6. End-of-placement interview**

All students must pass an end-of-placement interview with a member of the Placement Team. This interview assesses students on their knowledge and application of relevant professional standards, including the HCPC standards of conduct, performance and ethics and continuing professional development. The interview must be recorded for the purpose of moderation.

## **6.7. Suggested milestones for UG students**

Students do not all progress at the same rate. The following is intended to provide general guidance with respect to the IRCP only for UG students taking the placement full-time. It is absolutely not intended as a prescription or recipe-for-success and it should not take precedence over direct feedback provided by the Placement Supervisor or University Audiology Placement Lead. It is crucial that the Placement Supervisor or student communicates any concerns regarding progress at the earliest opportunity.

Month 1. Completes the SWOT analysis first Learning Plan. Able to achieve Ps in at least some parts of procedures in Section A.

Month 2. Able to achieve FD in at least some parts of common technical procedures in Section A (including room preparation, otoscopy, PTA and PTA with masking). Sometimes achieving FDs for communication parts of Section A and some Ps for similar parts of Section B (including patient interviewing and questionnaires).

Month 3. Able to achieve Ps for many parts of Direct Referral and Fitting appointments of Section B albeit not necessarily consistently.

Month 4. Consistently achieving FDs in common procedures of Section A. Able to achieve FDs for some subsections of First Assessment and Fitting appointments of Section B albeit not necessarily consistently. Has had the routine mid-placement review.

Months 5-6. Able to achieve FDs more consistently for many subsections of appointments of Section B albeit still requiring support especially for more complex scenarios.

Month 7. Consistently achieving FDs in Sections A and B with standard patients.

## **6.8. Suggested milestones for MSc students**

Students do not all progress at the same rate. The following is intended to provide general guidance with respect to the IRCP only for MSc students. It is absolutely not intended as a prescription or recipe-for-success and it should not take precedence over direct feedback provided by the Placement Supervisor or University Audiology Placement Lead. It is crucial that the Placement Supervisor or student communicates any concerns regarding progress at the earliest opportunity.

Month 1. Completes SWOT analysis and first Learning Plan. Able to achieve Ps in at least some subsections of some procedures, such as room preparation, otoscopy, patient interview and PTA without masking.

Months 2 and 3. Able to achieve FDs in at least some subsections of common technical procedures of Section A (including room preparation, otoscopy, PTA, PTA with masking and adult tymps). Sometimes achieving FDs for communication-based procedures (including

patient interviewing and questionnaires). Able to achieve Ps for some subsections of Direct Referral and Fitting appointments of Section B albeit not necessarily consistently.

Month 4. Consistently achieving FDs in common procedures of Section A (including room preparation, otoscopy, PTA, PTA with masking and the interview). Able to achieve FDs for some subsections of Direct Referral and Fitting appointments of Section B albeit not always and not necessarily consistently. Has had the routine mid-placement review.

Month 6. Able to achieve FDs for most subsections of First Assessment and Fitting appointments of Section B albeit still requiring support especially for more complex scenarios.

Month 7 or 8. Consistently achieving FDs in Section B of IRCP. Working to achieve FDs in less common procedures in Section A of IRCP (e.g. ARTs and ULLs). Might be expanding breadth of experience including special population (paediatrics and vestibular) areas if not before.

Month 9. Generally, and consistently competent in all core areas of the IRCP. Completing special population areas of IRCP and remaining gaps in FDs of core areas. Passes the Assessment Day.

Month 10-12. UK students might require additional time in order to experience special population (paediatrics and vestibular) areas. International students would use this extra time to consolidate and extend their competencies in adult hearing assessment as well as to experience special population (paediatrics and vestibular) areas.

### **6.9. 'Arm-length' / remote / indirect supervision**

Students on taster placements must be directly supervised at all times. The following exclusively applies to students on main placements.

It is accepted that audiology students on main placements may be allowed to see patients without the supervisor being in the same room but with a supervisor always available to the student if needed. This is referred to as 'arm-length', 'remote' or indirect supervision. This is permitted only with all of the following conditions:

- It is permitted by the clinical governance policies of the host placement organisation
- There must be **documented evidence** in the IRCP that the student has achieved FDs in the relevant areas under direct supervision. Preferably, the student should have completed at least one summative assessment in the relevant activities. I.e. there must be evidence that it is appropriate for the student to be put on indirect supervision in terms of the delivery of care to service users
- The Learning Placement Charter (Health Education Wessex & Thames Valley) must be applied at all times
- The Head of Department has agreed at least in principle to the particular student being on arm-length supervision and for the Placement Supervisor to agree the details with the student and the clinical supervisor
- Any agreement to arm-length supervision between student, Placement Supervisor and clinical supervisor is limited in time (for example, no more than one clinic session at a time, depending on experience and state of IRCP) and scope (not beyond the scope of the IRCP)
- The student has agreed to be on arm-length supervision and is fully aware of their responsibilities following a thorough discussion of it with the Placement Supervisor.

This includes their responsibilities to seek advice or assistance from an appropriate clinical supervisor whenever necessary even if this means interrupting them

- The Placement Supervisor has agreed to the student being on arm-length supervision on the basis of the student's competence, conduct and professionalism
- A sufficiently competent clinical supervisor has agreed to be allocated to the student to cover the full duration of the session and is aware of their responsibilities.
- The student, Placement Supervisor and clinical supervisor have the right to refuse to be involved in the arm-length supervision and agreement from all three parties is required for arm-length supervision to proceed
- The student knows who and where their clinical supervisor is at all times. Sometimes, this person may have to change within a session, in which case the student will be informed straight away
- The clinical supervisor will be situated within approximately 5 minutes, nearby the student's room within the same building, for example in an adjacent room. The clinical supervisor should normally be on the same floor as the student
- It is recognised that there can sometimes be a conflict of interest on the part of the placement provider between the interests of the student and the interests of running a clinic. The interests of the student must take priority.

*Important additional information:*

**Document.** Learning Placement Charter

## **6.10. Additional support during placements**

Students will be offered online meetings with a member of the Placement Team as a cohort in order to share information and ideas, provide peer-to-peer support, answer questions and address concerns/queries. The frequency of these meetings will vary depending on the needs of the cohort. At first, they will occur every two weeks. The Placement Team are also available to provide online support to Placement Supervisors throughout the placement including meetings on request.

Students will still be able to access their Personal Academic Tutors throughout the placement period.

There might be occasions where students have concerns about some aspects of their placement. Hopefully these will not be of a serious nature and can be resolved easily by the Placement Supervisor in the first instance, otherwise by the University Audiology Placement Lead. In the event that the student does not feel comfortable talking about their concerns to these individuals, the student should contact their Personal Academic Tutor or one of the Senior Tutors as indicated in the Programme Handbook. The Programme Handbook also describes and contains links to many other resources for supporting students on placement including Enabling Services. Students can continue to access all University of Southampton library resources while on placement.

*Important additional information:*

**Document.** Programme Handbook

**Website.** Student Services

**Website.** Enabling Services (including mental health support)

## **6.11. Contact with third parties about placement students**

Occasionally, someone (e.g. a parent) might contact the University or the placement provider about a student. The University of Southampton has a clear policy regarding this matter and it is important that placement provider staff are aware of this policy and abide by it.

Placement Supervisors should ensure that all relevant staff members are briefed in this matter including administrative personnel who are likely to be answering telephone calls.

To set the context, there have been occasions where parents of estranged children have contacted several universities in an effort to establish the whereabouts of their offspring with a view to causing them harm. It has also been the case where a student has asked a Placement Supervisor or the University Audiology Placement Lead about another student's progress or assessment result. Therefore, it is imperative that placement provider staff adopt the correct stance.

Students over the age of 18 years are considered adults and therefore it is inappropriate to discuss them with a third party without the students' permission, usually written. In addition, the University is bound by the data protection act not to reveal any information about students to third parties, including parents, without the student's permission, usually written. In fact, we are supposed to not even acknowledge the student in question is a student at the University unless the student has given written permission.

Of course, most of the time the contacts are entirely innocent and are often made with the knowledge and permission of the student concerned. Nevertheless, it is important that University and placement staff do not enter into a dialogue with third parties or acknowledge that the student is placed in the department without the student's written permission. Sometimes parents make contact because they have a genuine concern about their child's well-being. The appropriate response would be to say something along the lines of "If the person you have asked to contact is a member of staff we will pass your contact details on to that member of staff". Presumably this would be the approach used should there be an unsolicited telephone call about any member of staff, and placement students should be treated in the same way.

The situation is of course complicated by the fact that University and placement staff have a duty of care towards students. In the event a student becomes unwell then it may be necessary to refer them to occupational health and or the staff counselling service. In the event that a student doesn't attend a session and cannot be contacted, it may be necessary to contact their next of kin.

With the permission of the student, family members can be involved although this needs to be handled extremely carefully and advice should be taken from the Placement Administrator or Coordinator.

If in doubt, advice should be taken from the Placement Administrator or Coordinator. Other sources of support for students can be found in Section 7.1.

## 7. Professional conduct of students during placement

This section provides guidance on specific areas of professional conduct; see also the Learning Placement Charter, Terms of Placement and HCPC Guidance on conduct and ethics for students. Placement Supervisors can use those resources, for example, in the context of managing and raising concerns, as described in Section 7. As indicated in the Terms of Placement, a student who is removed from placement due to concerns about their conduct or professional suitability or where patient safety is compromised are deemed to have failed their placement and will be referred to the fitness to practice process.

*Important additional information:*

**Document.** Learning Placement Charter

**Document.** Terms of Placement

**Document.** NHS Constitution

**Document.** HCPC Guidance on conduct and ethics for students

**Website.** Fitness to Practise policy

### 7.1. Punctuality

Students must arrive in plenty of time for any appointments to prepare appropriately. Students must be patient with the Placement Supervisor or staff they are observing should delays occur, remembering they have busy workloads and other responsibilities beside supervision.

Should the student be delayed or unable to make a pre-arranged appointment they must notify their clinical placement provider as soon as possible, in accordance with local policy.

The Placement Supervisor must record all late arrivals and failures to attend on the part of the student, and to provide these as part of the end-of-placement evaluation. Supervisors may refuse to admit a student to a clinic if the student arrives late.

### 7.2. Unauthorised absence

Absence from the placement, such as non-attendance that has not been previously negotiated, and is not sick leave, demonstrates unprofessional behaviour that reflects negatively on the student in terms of their professional accountability, ability to communicate, show respect for others, and meet the competency requirements. The Placement Supervisor should communicate the non-attendance immediately to the University Audiology Placement Lead. This may lead to consideration of the student's performance under the University's Fitness to Practise procedures.

### 7.3. Attitude and communication

Students are expected to work at all times within the Learning Placement Charter, NHS Constitution and the HCPC Guidance on conduct and ethics for students.

### 7.4. Confidentiality

Confidentiality is expected at all times.

- Students should never discuss patients outside the placement area or in an area where their discussion can be overheard

- Students should also think carefully about what information regarding themselves is disclosed to patients
- Students must be aware of their rights, and the rights of others to access information
- No documents or copies of documents with identifying information are to be taken from departments
- Students should be aware that the requirement for confidentiality applies after placements have been completed and student forums, workshops, tutorials and social networks can be considered public spaces
- Students should never provide information about patients on social networking sites. See the guidance provided regarding the use of Social networks.

### 7.5. Interaction with patients

Particular issues that students need to be aware of when interacting with patients during placements:

- It is important that either the student or supervisor explains their roles to the patient
- It is usually unacceptable for students to accept gifts from patients. Any concerns regarding this should be discussed with the supervisor
- Students must limit their interaction if the patient becomes tired or distressed
- Patients must be thanked for their generosity in allowing student learning
- Students must never arrange to meet patients socially, either during or after placement. The relationship between student and patient must remain professional. Whilst students should be friendly, they are not the friends of the patient and must retain professional boundaries.

*Important additional information:*

**DOCUMENT.** Social Networking advice

### 7.6.2 Raising issue of concern

Occasionally, students witness practices that they feel are below the standard expected of those involved in delivering care or behaviour between staff that they feel is unprofessional. If this happens, a student should raise the concern as soon as possible to their Placement Supervisor. Alternatively, the student may wish to report it to the University Audiology Placement Lead or their Personal Academic Tutor. This process of reporting issues of concerns regarding substandard practice is often called “whistle blowing”. All NHS Trusts and Healthcare organisations should have a policy regarding raising issues of concern.

Both the University and all organisations we work with are anxious to reduce poor behaviour/practice and wish to encourage both their own staff and students to report any concerns they may have. Students should not be put off by intimidation by individuals.

Raising issues of concern policies are intended to cover serious public interest concerns such as those listed below:



- Conduct which is an offence or breach of the law (including discrimination against people with protected characteristics)
- Disclosures related to miscarriage of justice
- Health and safety risks, including risks to patients/visitors as well as other members of staff
- Damage to the environment
- Sexual or physical abuse of patients or staff, or other unethical conduct
- Drug and alcohol abuse
- Poor clinical practice
- Malpractice
- Professional misconduct
- Nepotism

Students may use the raising issues of concern policy if they think that any of the above are either happening now, have happened or are likely to happen. If a student chooses this course of action they should discuss it with the University Audiology Placement Lead who will be able to advise. The student needs to be aware that their concerns may need to be passed on to other bodies such as registration bodies, the police or the Care Quality Commission. In most cases a student will be required to make a formal statement outlining their concerns. If the student is placed in an area where there is no raising issues of concern policy, they should contact the University Audiology Placement Lead for guidance.

### **7.7. Dress code**

See Appendix 7 for expectations regarding dress code. Any uniform required must be provided by the host department, and will remain the property of the host department. It should be returned within two weeks of completion of the placement.

*Important additional information:*

**APPENDIX 7.** Dress code

### **7.8. Student identification**

Photo/identity badges provided by the organisation stating name and identification must be worn. This should be the only badge worn when working. Defacing or changing the badge is not allowed.

### **7.9. Personal hygiene**

- Daily Showering/ use of deodorants and clean clothes are essential
- Fingernails should be clean, unvarnished and short
- Perfume / aftershave should be discreet and not overpowering
- Hair should be clean, well groomed, and away from the face
- Male students should be clean-shaven, or if a beard or moustache is worn, this must be well groomed and of moderate length
- Tattoos or body piercing should be discreet and kept covered up with make-up or appropriate clothing.

### **7.10. Equipment loaned by placement provider**

Students must be moderate with the use of supplies, avoid damaging equipment and ensure accountability for any equipment loaned. During placements, students may be loaned items of equipment such as uniform, stethoscopes, scissors, otolights, etc., at the discretion of the Clinical Placement Supervisor. Any equipment must be returned at the end of the placement to the host department.

#### **7.11. Outstanding Debts**

Students must settle any outstanding debts (e.g. rent for accommodation) by the end of the placement. Failure to do so will be viewed as any other outstanding University debt and may result in the award of any degree being withheld.

#### **7.12. Health requirements**

If any student has a medical condition that requires regular treatment, for example, diabetes, asthma, epilepsy, depression, it is appropriate that they inform the Placement Supervisor and the University Audiology Placement Lead. This is important for the student's safety and the information will be treated in a confidential manner.

#### **7.13. Health status and immunisation**

It is the responsibility of all students to ensure their immunisation / vaccination history is complete, well documented and up to date.

#### **7.14. Illness or injury on placement**

Students, as professionals, must be responsible for their own health. It is part of fitness of practise that students should do their best to stay healthy during placement and report any doubts about their ability to practice safely and effectively to their Placement Supervisor and/or University Audiology Placement Lead.

Students who are injured, involved in an incident or involved in a near-miss while on clinical placement should take the following steps:

- Report the accident/incident to the Placement Supervisor immediately
- Complete an accident/incident report form for the organisation where the injury/incident occurred in line with local departmental procedure
- Complete a University of Southampton "Accident Report Form" available from the Programme Administrator. On returning the completed/signed form to the administrator, it will be forwarded to the University's Occupational Health and Safety Unit for their records

If students are exposed to infections to which they are not immune, they should seek advice from the Placement Supervisor.

**Note:** students should keep copies of all documentation for their own records.

#### **7.15. Occupational Health and Disclosure & Barring Service checks**

Students will have completed a Good Character form, where they will have agreed to disclose any changes to their Occupational Health or criminal record status to the University Audiology Placement Lead immediately. Failure to declare any changes might

lead to termination of enrolment on the programme. Some placement providers may wish to repeat these.

#### **7.16. Alcohol and illegal drugs**

The consumption of alcohol or other legal intoxicating substances is **not permitted** for any staff and placement students during the working day **under any circumstances**. Doing so would be considered a major breach of safe and professional conduct and would result in a referral to the University's disciplinary procedures as well as Fitness to Practise. Students should also be aware that excessive alcohol intake on the day before a working day may impair your ability to carry out your work safely and effectively. It is therefore not acceptable for students to attend placement 'hung over'. Being under the influence of alcohol or other legal intoxicating substances while in clinic, or even on the grounds of the placement provider including their accommodation, will also be taken very seriously by the placement provider, potentially resulting in immediate suspension or termination of the placement.

The possession, consumption/use, circulation or trading of any quantity of illegal drugs is **not permitted** at any point while enrolled as a student on an audiology programme **under any circumstances** and will be treated as a major breach of safe and professional conduct, resulting in a referral to the University's disciplinary and Fitness to Practise processes and possibly to the police. Possession, consumption/use, circulation, trading or being under the influence of illegal drugs on the grounds of the placement provider, including their accommodation, will also be treated extremely seriously by the placement provider, such as resulting in immediate suspension or termination of the placement, termination of accommodation, involvement of the placement provider's security department and/or referral to the police.

## 8. Raising and addressing concerns about a student

### 8.1. Concerns regarding a student's health or wellbeing

If placement staff have concerns about the health or wellbeing of their student, they should report these to the University Audiology Placement Lead or Administrator as soon as possible, even if initially for information only while the placement staff attempt to address it. It is important to keep the University Audiology Placement Lead closely in the loop when providing support students where there are such concerns, e.g. in case the situation needs to be escalated. Mental health support is available from Enabling Services at the University to students throughout their placements. Students are also able to apply for extensions to summative assessment while on placement, including the end date of placement, using the normal procedures as indicated in the Programme Handbook.

If a student wishes to raise concerns about one of their colleagues, they can contact any of the audiology teaching team at the University, e.g. see the contact information in Section 1. If they wish to do so anonymously, they can phone the Placement Administrator.

*Important additional information:*

**Document.** Programme Handbook

**Website.** Enabling Services and mental health support

### 8.2. Concerns regarding progress, conduct or professionalism

If a Placement Supervisor or student has concerns about the student's progress, conduct or professionalism it is important that it is addressed as soon as possible, using the steps as follows. Note that the Learning Plan plays a key role in addressing concerns and supporting improvement.

1. A meeting between Placement Supervisor and the student with an emphasis on facilitating and supporting improvement. This will provide an opportunity for both parties to describe and explain their perspectives constructively and to agree a plan of action intended to resolve the situation. It is critical for all parties to listen carefully to the others. A new timetable and new/amended Learning Plan to help solve problems and / or issues will be written. See the explanatory notes associated with the Learning Plan and give particular attention to thinking about the activities/strategies/resources required to achieve the improvement (i.e. what the student can do to improve things). This will re-establish expectations of performance, progress and behaviour. A record of the discussion, and any action to be taken, will be made and shared with the student; it may also be appropriate to share it with the Head of Department and the University Audiology Placement Lead.

2. If the problem persists, or if there is concern the student could fail their assessment, the Placement Supervisor must contact the University Audiology Placement Lead as soon as possible to take advice and devise a plan of action.

3. A Progress Review may be requested and arranged by the University Audiology Placement Lead to discuss the difficulties being experienced. Again, the emphasis is on facilitating and supporting improvement. This will involve the student, University Audiology Placement Lead, Placement Supervisor and potentially the Programme Coordinator and Faculty Academic Registrar. The outcome of this meeting will be documented and a copy provided for the student's academic file as well as all participants at the meeting.

4. If the situation does not improve following a Progress Review, Fitness to Practise procedures can be invoked. See also Section 9.1 of the Practice Placement Agreement, under which the placement provider can, under extraordinary circumstances, terminate a student's placement in which case the student automatically fails the placement module.

*Important additional information:*

**Document.** Paper IRCP

### **8.3. Serious misconduct and disciplinary procedure**

If a student conducts themselves in a way that is in serious breach of the basic requirements of safe and professional behaviour as described in Section 6 (e.g. being under the influence of alcohol), the following action should be taken immediately:

1. The student should be immediately removed from the clinic and verbally informed of the situation
2. The Placement Supervisor may, if deemed necessary, suspend the student from their placement for the remainder of the day or longer and send them home
3. The Placement Supervisor must record the event in writing and contact the University Audiology Placement Lead at the earliest possible opportunity that day. It is usually advisable to do this both in email *and* by telephoning the University Audiology Placement Lead. A plan of action will be agreed in accordance with Fitness to Practise or University Disciplinary Regulations as appropriate. The student may be suspended from their placement while this process takes place.

### **8.4. Fitness to practise**

The University has a responsibility to service users to ensure all students undertaking a clinical placement are fit to practise, with reference to the codes of conduct provided by the registration bodies, and in particular HCPC's Guidance on Conduct and Ethics for students, and the expectations for professional conduct described in Section 6 of this Handbook. Fitness to practise includes having sufficient health (including physical and mental health) as well as report any health condition (including physical or mental health conditions) that might influence fitness to practise. Note that NOT reporting of a health condition that might influence fitness to practise is itself a concern regarding fitness to practise.

As with all student matters within the University, confidentiality is assured and no disclosure of information will be made outside that necessary for the administration of the student's progress in the course.

The University's Fitness to Practise policy is on the placement website. Students must ensure they have read it and are aware of the implications of not adhering to it.

*Important additional information:*

**Document.** HCPC Guidance on Conduct and Ethics for Students

**Document.** RCCP Code of Conduct

**Document.** AHCS Good Scientific Practice

**Website.** Fitness to Practise policy

# **Appendix 1. Health and safety guidance notes for students going on placement**

## **Introduction**

Placements provide an opportunity for you to apply skills acquired whilst at your institution to “real-life” situations. Many qualities can also be learned and developed during a placement that could improve your employment prospects. However, there are health and safety aspects to every placement, namely:

- being under the supervision of a third party
- being involved with, or undertaking, activities where you have little or no experience
- working in and visiting environments and locations that you are unfamiliar with

This guidance provides you with an awareness of the health and safety aspects of placements.

## **Health and safety responsibilities**

(a) Placement Providers – organisations providing placements

- A general duty to ensure your health and safety whilst on placement
- Take account of your potential inexperience for activities you’ll be expected to undertake and put into place appropriate controls
- Provide you with information, instruction, training and supervision

(b) Students

- Not to do anything that puts your or other people’s health and safety at risk
- Follow health and safety instructions, information and training
- Never intentionally misuse anything provided for health and safety reasons
- Bring any health and safety concerns to the attention of your Placement Supervisor and the University Audiology Placement Lead at the University

## **Placement preparation**

There are many aspects to placements that you have to prepare for, health and safety included. It is important that you:

- attend briefings prior to placements commencing as health and safety will be covered. This includes the Statutory and Mandatory training sessions. You will not be able to attend placements of any description if you have not satisfactorily completed this training. This means your enrolment on the programme may be terminated
- familiarise yourself with the health and safety aspects of placements, particularly you and your placement provider’s responsibilities, and what you should receive, particularly in the initial period

## **Information, instruction, training and supervision**

These form the “backbone” of ensuring your health and safety whilst on placement and can include: classroom-type situations, health and safety notices and signs, safe working procedures. As soon as possible after commencing a placement you must receive a health and safety induction. If you do not receive an induction, then raise this with your placement provider.

As your placement progresses, so will the information, instruction and training you receive. Never undertake an activity or go into an area unless you have received appropriate information, instruction and training for you to feel competent and confident to carry on. Levels of supervision will vary from placement-to-placement and at points within a particular placement. Don't be afraid to ask questions of your supervisor and if you feel there is a lack of supervision then raise this concern.

## **Emergency information**

Whilst on placement it is essential that you receive information and instruction on what action to take should an emergency situation arise. Such situations include:

- hearing the fire alarm
- discovering a fire
- requiring first aid assistance
- threat to personal safety
- spillage of a dangerous substance

If you are not made aware of what correct actions to take raise this with your placement provider. Such information must be given at the induction stage and where a change of work location or activity occurs.

## **Assessing and controlling risks**

Your placement provider is expected to determine the risks encountered with the activities you'll be involved with and put into place measures to control these risks. Such measures may be no different to those already in place for any of their employees. However, because of your potential inexperience, or other factors, a higher level of control measure may be required, especially in the early periods of the placement.

Measures to control risks can include:

- providing information, instruction, training and supervision
- having in place guarding, ventilation systems etc. to control risks at source
- ensuring equipment used is appropriate and in safe condition
- providing, and ensuring the use of, personal protective equipment and clothing

It is important that you are made aware of the risks associated with the activities you will be involved with and what is in place and required of you to control these.

## **Personal protective equipment (PPE)**

An element of controlling risks may be the use or wearing of PPE. PPE encompasses goggles, hard hats, ear defenders, face masks, overalls, gloves, waterproof clothing etc. If you are issued with PPE it is important you are made aware of:

- the reason it's required
- how to ensure a proper fit so it will work effectively
- how to maintain, store, recognise defects and action to take, and obtain replacements

If you believe an item of PPE is defective do not continue to use it.

### **Reporting incidents and health and safety concerns**

It is important that you report incidents – whether injury has resulted or not – that you are involved in. This will enable your placement provider to investigate the circumstances and take any necessary action. Reporting a “near miss” incident could ensure that nobody is injured next time. At induction, you must be made aware of the reporting procedures. If you do have any health and safety concerns during your placement the first action is to raise these with your placement provider. Where you believe, these concerns are serious also make the University Audiology Placement Lead aware. Don't wait to the next scheduled visit or conversation.

Never undertake an activity, use equipment or go into an area unless you are competent and confident to do so.

### **Monitoring and feedback**

You are an essential element in the monitoring of health and safety performance of your placement provider. Ensure you discuss health and safety aspects with the University Audiology Placement Lead and complete any necessary paperwork that is required of you. At the end of your placement give thoughts on how you feel the placement provider approached health and safety. The information is very useful to the University as a means of reviewing the health and safety performance of the placement provider.



## Appendix 2. Exceptional circumstances

To be considered for placement re-allocation or variation of placement periods, students must comply with the following:

1. Be able to demonstrate exceptional circumstances and hardship, which may include:

- Sudden illness
- Severe and sudden illness or death of a close relative
- Significant problems in role as carer
- Advanced pregnancy

2. Students must be able to demonstrate that they have exhausted all other avenues that would have avoided a variation to placement allocation or periods.

Please note:

Exceptional circumstances generally refer to **unforeseeable and unavoidable** events such as those mentioned above (e.g. sudden severe illness).

Due to circumstances beyond the control of the University, it might not be possible, even in cases of acceptable exceptional circumstances, to vary the start time or end time for clinical practice. The University will look for avenues that will minimise the impact on students in such cases.

Variations of clinical practice time due to vacation purposes, birthdays or marriages of relatives, inability to book return flights from vacations or special flight offers are examples of non-exceptional circumstances.

For more information, please see the Terms of Placement.

### Appendix 3. Placement Supervisors: pre-placement check list

Have you...?	Yes/No	Action
<p>▶ <b>Received information from the University Audiology Placement Lead about:</b></p> <ul style="list-style-type: none"> <li>• Student's name and contact details</li> <li>• Placement dates</li> <li>• Special circumstances or considerations e.g. family commitments, medical condition. (Student will have given permission for university to disclose, but remains confidential)</li> <li>• Student's academic attainment if relevant</li> <li>• Dates and Deadlines (available on placement website)</li> </ul> <p>▶ <b>Been contacted by the student?</b></p> <ul style="list-style-type: none"> <li>• To arrange for student to visit pre-placement</li> <li>• For you to advise about accommodation if appropriate</li> <li>• To discuss 1<sup>st</sup> day arrangements</li> <li>• To discuss dress /uniform requirements</li> <li>• To discuss out-station clinics</li> </ul> <p>▶ <b>Familiarised yourself with Placement Handbook, Individual record of Clinical Practice (IRCP), Learning Plans and all other processes?</b> Note: there may have been changes since last year</p> <p>▶ <b>Organised your own supervision and support as well as that of your student?</b></p> <p>▶ <b>Organised cover for any annual leave you may be taking?</b></p> <p>▶ <b>Informed colleagues (and patients) that you will have a student working with you? And briefed any colleagues that may be involved in supervision?</b></p> <p>▶ <b>Organised the following paperwork?</b></p> <ul style="list-style-type: none"> <li>▪ Honorary contract, DBS and OH checks if required by your organisation.</li> </ul>		

Have you...?	Yes/No	Action
<p>▶ <b>Attended university's supervisors' information/training day in last 2 years?</b></p> <p>▶ <b>Produced a Student Resource File which:</b></p> <ul style="list-style-type: none"> <li>• Might expand on the University's information given to the student pre-placement</li> <li>• Will provide useful information for the student to read as part of their induction and during placement</li> <li>• Is available for the student (and any staff new to supervision) to dip into, add to, and update</li> </ul> <p>and <b>might include</b></p> <ul style="list-style-type: none"> <li>• Orientation checklist</li> <li>• Staff lists and contact numbers</li> <li>• Maps of hospital and local area and leisure facilities</li> <li>• Examples of student and staff timetables</li> <li>• Detailed description of audiology services provided by centre</li> <li>• Common conditions seen</li> <li>• Approaches to patient journeys with evidence base (i.e. clinical policies and procedures)</li> <li>• Case histories (anonymous and confidential)</li> <li>• Weekly objectives</li> <li>• Example job descriptions for various staff bands</li> <li>• Forms and policies used locally</li> <li>• Relevant articles</li> <li>• Tutorials lists of topics and local expert with contact no .so student can arrange</li> <li>• Outstation/peripheral clinic information</li> <li>• Reading lists</li> <li>• Health and Safety Policies</li> <li>• Risk assessment</li> <li>• Other relevant policies/guidelines</li> <li>• Reflections from previous students</li> </ul>		

## Appendix 4. Placement Supervisors: induction check list

Have you...?	Yes/No	Action
<ul style="list-style-type: none"> <li>• <b>Welcomed the student?</b></li>   <li>• <b>Introduced the student to:</b> <ul style="list-style-type: none"> <li>• Department / Unit / Work base</li> <li>• Audiology colleagues</li> <li>• Any other colleagues e.g. nursing, ENT, secretarial</li> </ul> </li>   <li>• <b>Clarified expectations about:</b> <ul style="list-style-type: none"> <li>• Uniform &amp; professional presentation</li> <li>• Punctuality</li> <li>• Attendance e.g. of out-station clinics</li> </ul> </li>   <li>• <b>Discussed your and your student's:</b> <ul style="list-style-type: none"> <li>• Previous experience</li> <li>• Expectations of the placement, student and yourself</li> <li>• Aims &amp; objectives for the student and placement</li> </ul> </li>   <li>• <b>Agreed an initial Learning Plan with the student to include the above?</b></li>   <li>• <b>Provided a timetable for at least the first 4 weeks?</b></li>   <li>• <b>Given the student:</b> <ul style="list-style-type: none"> <li>• The Student Resource File (which may be online folder including clinical policies and procedures)</li> </ul> </li>   <li>• <b>Addressed health and safety?</b> <ul style="list-style-type: none"> <li>• Booked a place on your organisation's mandatory Induction Course if required</li> <li>• Explained about health and safety policies in your department/area</li> </ul> </li>   <li>• <b>Discussed extra considerations that may affect placement management? These may be CONFIDENTIAL. E.g.:</b> <ul style="list-style-type: none"> <li>• Upcoming IQIPS submission, inspection or review</li> <li>• Service changes / reviews / moves</li> <li>• Building works / refurbishment</li> <li>• Staffing level now and upcoming</li> <li>• Special circumstances of student (if known), e.g. dyslexia</li> <li>• Student's family/work/social/university commitments</li> </ul> </li> </ul>		

Have you...?	Yes/No	Action
<ul style="list-style-type: none"> <li>▶ <b>Planned STAM training?</b> <ul style="list-style-type: none"> <li>• Know what STAM training the student has already had and when</li> <li>• Arranged STAM training required by your organisation</li> <li>• Explained to the student how and when this will be done</li> </ul> </li>   <li>▶ <b>Planned daily and weekly supervision of student?</b> <ul style="list-style-type: none"> <li>• Explained how this will be organised</li> <li>• Explained methods of recording progress in the Individual Record of Clinical Practice (IRCP)</li> <li>• Explained how feedback will be given – both written (in IRCP) and verbal</li> <li>• Explained how student can feedback to yourself</li> </ul> </li>   <li>▶ <b>Planned regular (minimum one of one-hour per month) tutorials with student?</b> <ul style="list-style-type: none"> <li>• Explained how this will be organised</li> <li>• Explained what is expected from student (e.g. discussing progress with professional development portfolio, reviewing and renegotiating learning objectives contained in the Student Learning Plan)</li> </ul> </li>   <li>▶ <b>Explained about departmental routine and administration tasks?</b> <ul style="list-style-type: none"> <li>• Hours of work, weekly time-table</li> <li>• Tea / coffee / lunch breaks</li> <li>• Toilet / locker facilities</li> <li>• Car parking</li> <li>• Use of desk space</li> <li>• Telephone systems and taking messages</li> <li>• Access to computer, email, internet, etc.</li> <li>• Library facilities</li> <li>• Clearing up after self/others</li> <li>• Locking up procedure / department security</li> <li>• Petty cash</li> <li>• Procedures for sick leave/annual leave</li> <li>• Regular staff meetings, journal clubs, etc.</li> <li>• Other specific department / service routines</li> </ul> </li>   <li>▶ <b>Explained about clinical service routines? E.g.:</b> <ul style="list-style-type: none"> <li>• Patient registers / statistics</li> <li>• Patient notes / record systems</li> <li>• Assessment forms and clinical care pathways</li> <li>• Equipment stores, booking &amp; ordering</li> <li>• <b>CONFIDENTIALITY</b></li> </ul> </li> </ul>		

<p>► <b>Explained about opportunities available to the student? E.g.:</b></p> <ul style="list-style-type: none"><li>• Services, expertise and specialisms available to observe or otherwise learn from</li><li>• Technology available</li><li>• Links to other teams and services</li><li>• Domiciliary service</li></ul>		
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## Appendix 5. Placement Supervisors: end of placement check list

Have you...?	Yes/No	Action
<ul style="list-style-type: none"> <li>▶ Asked colleagues for their feedback on student's performance before writing the end-of-placement report on the student?</li> <li>▶ Asked student to reflect on and discuss their performance informally before writing the report?</li> <li>▶ Discussed the report with student to allow student time to reflect on it and make comments?</li> <li>▶ Given copy of end of placement evaluation of the student to the student for them to upload to Teams?</li> <li>▶ Respond to the invitation to complete the competency signatures?</li> </ul>		

## Appendix 6. Students: preparation for the initial meeting with your Placement Supervisor

This section is intended to help the student prepare for their first meeting with their Placement Supervisor during which the first Learning Plan will be completed.

Before the meeting, the student should write down interests or issues they would like explored during this placement. It might be sensible to wait a day or so before meeting with the supervisor so the student has a chance to think about the issues and interests. These ideas can always be firmed up at the initial meeting and, indeed, at later meetings.

<b>STRENGTHS</b>	
What have you had experience with to date? i.e. work experience, holiday jobs, volunteer groups etc.	
What are you already good at? i.e. talking with the public, explaining things, showing initiative, interacting with children etc.	
What do other people see as your strengths? i.e. interpersonal skills, attention to detail, knowledge etc.	
<b>AREAS FOR DEVELOPMENT</b>	
What don't you know? i.e. complex audiological procedures, child development, scope of an audiologist etc.	
What could you improve? i.e. talking with people with communication difficulties, basic audiometric procedures, building confidence etc.	
What do you find difficult? Talking with strangers, working with children, masking, identifying abnormal TM etc.	
<b>EXPECTATIONS OF PLACEMENT</b>	
What are you looking forward to about your placement?	
Do you have any apprehensions about your placement?	



## Appendix 7. Dress code

The following is the standard dress code expected for patient interactions by the University. Local expectations from your placement provider that differ from this take precedence.

1. In audiology, non-verbal communication is at least as important as verbal communication. This is particularly so for hearing-impaired service users. Furthermore, how a student or health-care professional appears to people with whom they interact, including service users, relatives or colleagues, is perhaps as important as what they says. Their appearance might also affect their ability to undertake educational or professional activities appropriately. In addition, her/his dress and appearance must meet hygiene standards.
2. You are expected to adhere to the following dress code during all clinical activities at the University, including clinical practical teaching sessions, practical exams and external clinic visits. Examples of appropriate clothing would include dark-coloured trousers or skirt (no jeans), a short sleeve shirt and flat shoes (no trainers).
3. There are five guiding principles that you, the student, must adhere to during all those clinical activities. By accepting the offer of a place to study with us, you have agreed to adhere to these principles and to prepare yourself accordingly in advance of beginning your studies. Those five principles are:
  - a. The needs of your patient and companions, as well as the health and safety of all, come first.
  - b. You shall dress in a manner that facilitates, and does not detract from, effective and sensitive communication.
  - c. You shall dress in a manner that facilitates, and is appropriate for, the physical activities in which you are involved.
  - d. You shall dress in a manner that is consistent with the HCPC Standards of Performance, Conduct and Ethics, e.g. treating service users with respect and promoting a positive image of your profession.
  - e. You shall dress in a manner that minimises the risk of cross-infection or injury to you, your colleagues and service users.
4. The following are examples of dress that are not permitted when participating in any clinical activity, as they are deemed to be incompatible with the above principles in the context of the programme:
  - a. Dressing in such a way that could be seen as politically, culturally, ethnically or sexually provocative or inappropriate. This includes clothing with slogans and revealing clothing.
  - b. Covering of the face, such as to potentially interfere with access to speechreading (including lip-reading) and facial expressions. This can include clothing and facial hair.
  - c. Visible body art on the face and/or neck and large amounts of body and face jewellery.
5. You must be clean and smartly dressed with your student identification badge clearly visible. Hair should be tidy and jewellery should be discreet. Shoes should be practical.
6. For hygiene purposes, your arms must be bare of clothing and jewellery below the elbow. Fingernails must be short, neat and clean, free from any varnish or extensions.

7. Failure to comply with the above can initially lead to you being excluded from clinical-related activities, such as clinical practical teaching sessions, practical exams, external clinic visits, placements or placement assessments. Repeated failure to comply despite warnings can lead to you being referred to the University's Fitness to Practise process, during which you might be excluded from further clinical activities.
8. Religious requirements regarding dress will be treated sensitively and can be discussed on an individual basis in the first instance with your Personal Academic Tutor once you have enrolled on the programme or your Placement Supervisor before starting placement. Further information on the University's religion and belief policy can be found here:  
[https://www.southampton.ac.uk/diversity/policies/religion\\_belief.page](https://www.southampton.ac.uk/diversity/policies/religion_belief.page)

## Appendix 8. The Assessment Day

This appendix summarizes the processes used for the Assessment Day as well as provides guidance to students and Placement Supervisors for scheduling and preparing for them. Please read the below alongside other relevant parts of the Placement Handbook, the descriptions of the relevant clinical sections of the IRCP and the HCPC standards of conduct, performance and ethics. The following applies to all students.

The Assessment Day will require one day per student and is carried out by an Internal Assessor (usually the Placement Supervisor), who must be present throughout and take responsibility for the care of the patient, and an External Assessor, who is from or has been appointed by the University. External Assessors must attend an annual training session at the University and Internal Assessors must complete annual online training. All Assessors must complete an annual declaration. The External Assessor leads on ensuring the Assessment Day is carried out in accordance with the required processes. The names of all non-university Internal and External Assessors must be reported to at the next Audiology Education Board by the University Audiology Placement Lead.

An External Assessor might be shadowed by a Trainee Assessor, if agreed by the Internal Assessor and student. The Trainee Assessor must not participate in the discussion and judgement about the student's performance.

### Clinical activities

Students must be assessed conducting the following clinical activities as described in the IRCP with patients:

- A2. Otoscopy (6+ years)
- A4. Masked pure tone audiometry (adults)
- A5. Impression taking & ear-mould selection (adults)
  
- B1. First assessment (direct or ENT referral) (adults)
- B2. Hearing aid fitting & verification (adults). **This must be a first fit not upgrade**
- B3. Reassessment (not including technology upgrade) (adults)

The Section A assessments will usually take place during the assessment of the Section B consultations. However, there must be arrangements in place to enable assessment of them if they aren't required during the appointments; see below for more information.

### Professional standards

The student is expected to meet, and must be assessed against, relevant professional standards **throughout the entire day** of the Assessment Day, including within **and outside** of appointments with patients. This includes the HCPC standards of conduct, performance and ethics for all students regardless of which programme they are enrolled on. Times outside of appointments includes during preparation for appointments, briefing and debriefing sessions, vivas, breaks and at any other time, and includes interactions with the Assessors, colleagues, other service users and the public. A student who passes all activities described in the section above can still fail the Assessment Day if they fail to meet relevant professional standards at some other point during the day, such as their manner of communication with the Assessors (including during the breaks or the final debrief).

The student is also expected to meet relevant professional standards in how they deal with the people involved in, and issues arising from, the Assessment Day before and after the Assessment Day itself. This includes appropriate communication with, and about, the patients and Assessors before and after the Assessment Day, and includes behaviour on social media. Any concerns about the student's behaviour in this context can be raised by anyone and reported directly to the University Placement Lead. An investigation will then be undertaken by the University Placement Lead (including gathering evidence or seeking other means of verifying the behaviour). The student might then be required to attend a meeting with the University Placement Lead. This can lead to student being failed on the Assessment Day regardless of the student's outcome of the Assessment Day activities or referred to the Fitness to Practise process for further investigation as deemed appropriate. Note that if this affects the outcome of the Assessment Day, it will still be subject to internal and external moderation.

### **Patient briefing and consent**

It is essential that all patients are (a) briefed about, and give consent for, participating in the assessment prior to attending, including that they can withdraw their consent at any time; (b) provided with information indicating that they should treat the assessment like it is a routine appointment and that their care will not be adversely affected by the assessment (e.g. that the Placement Supervisor or a colleague will mitigate any errors or omissions made by the student).

### **Timings**

The day should be structured as follows. The Internal Assessor should liaise with the External Assessor to confirm to arrangements for the day.

Assessors briefing the student: approx. 5 min

Appointment 1: 1 hour, 40 min

- Preparation: approx. 10 min
- Student briefs the Assessors on the case: approx. 10 min
- Appointment: 1 hour **strict**
- Record keeping: approx. 5 min
- Discussion with Assessors and student (the 'viva'): approx. 15 min

Appointment 2: 1 hour, 40 min

- Same as above

Appointment 3: 1 hour, 40 min

- Same as above

Assessor brief the student for the presentation: approx. 5 min

Student prepares for presentation while the Assessors discuss: 30 min **strict**

Student gives the presentation to the assessors: up to 7 min **strict**

Assessors discuss (with the student absent): approx. 30 min

Assessors debrief student: approx. 10 min

Note that components indicated '**strict**' should normally be terminated once the allotted time has been reached. Should that happen for an appointment, the Placement Supervisor or a colleague should normally complete the appointment in the absence of the student. Note the use of the word "normally" above; this is intended to provide the Assessors with some discretion, for example if the patient genuinely requires longer or if there have been reasonable delays. Discretion should not be used where the student has demonstrated poor time management, since time management is a part of clinical competence.

The order of the appointments across the day is left to the discretion of the Placement Supervisor and the student. It is highly advisable to have back-up patients booked in just in case the intended patient is very late, cancels, does not attend or unexpectedly presents with more complexities than is reasonable to expect the student to deal with.

Plenty of time must be scheduled for discussion with the Assessors before and after the appointments, in order to give the student reasonable opportunity to demonstrate the relevant knowledge, skills and attitudes in response to questions.

### **Otoscopy, impressions and masked pure tone audiometry**

During impressions, the Internal Assessor must check the patient's ear prior to the student inserting the otostop, prior to syringing and after removal of the impression. The External Assessor may wish to as well, with consent from the patient.

If the patients booked in for the standard appointments do not require otoscopy, impressions or masked pure tone audiometry, these should be carried out on a willing volunteer such as a member of staff. They must not be carried out on either Assessor. During masked pure tone audiometry, one of the volunteer's ear canals would usually be occluded with an ear plug to create a conductive hearing loss. The student should assume the following scenario: they have not met the volunteer before; they are assisting a colleague by conducting those procedures and that the colleague is managing the appointment; consequently, the student does not need to conduct a full interview or debrief (e.g. as if it were a first assessment consultation).

### **The individual presentation**

The presentation is used to assess:

- B4. Follow-up (face-to-face, video technology or phone) (adults)
- B5. Aftercare (e.g. repair or 3-year hearing review) (adults)

The student will be given a clinical scenario involving **one** of those two consultations during the briefing for the presentation and not before. The Assessors must ensure that scenario is not available to any students before the assessment and any other students after the assessment. The student must not share the scenario directly or indirectly with any other students after the assessment.

The student will have up to 30 min to prepare to explain the issues, dilemmas and possible outcomes involved in the scenario and how they would manage it.

The preparation must be conducted under normal examination conditions, i.e. the student is not permitted to take or use any notes, books, papers and mobile electronic devices, and is not permitted to confer with anyone.

The student is allowed to make notes and hand-draw supportive diagrams to use during the presentation but is not permitted to use electronic equipment during the preparation or the delivery of the presentation. The student then has 5 min (7 min max) to present their thoughts. Note that presentation skills *per se* are not being assessed; just the student's thoughts. That said, the student needs to convey their thoughts comprehensibly and coherently to the Assessors, as they might give in an explanation to a service user or colleague. The Assessor do not ask questions afterwards and assess the student against the competency standards for that consultation, using a standard feedback sheet.

### **Special arrangements**

Some students will be entitled to special arrangements if recommended by Enabling Services (e.g. extra time and/or rest breaks). Extra time applies to all components of the Assessment **except** the 1-hour appointment duration, because the ability to manage the appointment within 1 hour is considered to be an element of clinical competence. The duration of a component with extra time should be rounded **up** to the nearest minute.

### **Viva**

The viva should occur immediately after the student has completed the record keeping for the appointment wherever possible. If not, it should be completed at the next reasonable opportunity, e.g. after the viva for the next appointment.

The viva will usually take 10-15 minutes but can take longer if required by the Assessors to sufficiently inform their judgement. The student can take a break during the viva if required.

The External Assessor will usually lead the viva. Every viva should start by asking the student to reflect on the appointment and discuss any aspects they would do differently if they were to repeat it. If either Assessor is considering failing a student on an appointment, they must give the student the opportunity to comment on the aspects of the appointment at issue, albeit initially discretely to see if the student is aware of the issue. Suggested viva questions are provided separately. The viva can also be used to explore concerns about the student's behaviour at any point during the Assessment Day with respect to relevant professional standards.

### **Academic integrity**

The standard University principles and expectations, and professional standards, regarding academic integrity apply to the whole of the Assessment Day. If the Assessors have any concerns regarding a student's academic integrity, these should be discussed with the University Placement Lead before the student is debriefed on the day. The Assessors can choose to terminate the Assessment Day if their concerns are sufficiently strong or if they are unable to consult with the University Placement Lead. Academic integrity concerns include but are not limited to:

- The student is suspected of having breached the rules related to preparing for the preparation, e.g. takes a mobile phone into the room or is found to be using a computer
- The student is suspected of having shared the scenario they were given for their presentation with other students after the Assessment Day

The University Placement Lead will manage a suspected breach of academic integrity via the University's standard academic integrity process.

### **Invalidating an appointment**

The External Assessor is required to confirm that the assessment conditions were appropriate for each appointment. They can invalidate an appointment if assessment conditions are inappropriate. Examples of reasons to invalidate an appointment include:

- Major disruption to the activity (e.g. fire alarm, many interruptions such as from another member of staff needing to consult with the Placement Supervisor). Note that students are expected to deal with minor, unavoidable disruption to appointments.
- The student is too unwell to continue (e.g. if they need to be sent home)
- The patient unexpectedly presents with more complexities than is reasonable to expect the student to deal with (i.e. beyond scope of practice) and this only becomes apparent after the appointment starts
- One or both Assessors are too unwell to continue or are called away for an urgent and important personal matter (e.g. related to child care)

Wherever possible a replacement activity should be conducted on the same day, although that is usually not possible.

### **Assessment, adjudication and moderation**

The standard University requirements on assessment and moderation are applied to the summative assessment described above as follows. Both Assessors initially assess the student independently (i.e. blind to the other's judgement) and on an equal footing. If they do not agree on the outcome, they should discuss their reasoning with respect to the IRCP competency standards (and associated guidance documents, e.g. BSA recommended procedures) in case that leads to a resolution, and should document the discussion. If that does not lead to a resolution, it must be referred to the University Placement Lead. An adjudicator will then be identified who will review the Assessors' records and seek additional information as required in order to reach a conclusion about the outcome. All assessments are then subject to moderation in accordance standard University requirements (e.g. all fails and a selection of passes are moderated; the moderator cannot be anyone involved in determining the outcome for the student). The Assessors must therefore ensure that they make sufficient notes regarding their individual decisions and joint discussions.

### **Reminder of key references**

Students will be expected to be fully conversant with, be able to apply and be able to account for their practice with reference to the most recent version of the following standards. They will also be expected to recognize important limitations of those standards. That is not to say that it is expected that students must conduct all of the following procedures during their appointments; the procedures conducted must reflect the needs of the patient and the local policies and procedures. However, students will be expected to be able to discuss these documents in the contexts indicated during the vivas, come what may in the appointments.

#### *Throughout*

- NHS Constitution (including Principles & values that guide the NHS) or equivalent for non-NHS placement providers

- HCPC Standards of Conduct, Performance & Ethics

#### *B1. Direct Referral*

- BAA Onward Referral Guidelines
- BSA Common Principles Of Rehabilitation For Adults With Hearing- And/or Balance-Related Problems In Routine Audiology (aka BSA Principles of Rehab)
- BSA Recommended Procedures for Ear Examination, Pure Tone Audiometry, Uncomfortable Loudness Levels, Tympanometry (adults), Aural Impressions (adults)
- ...and any others that apply to the activities undertaken in the appointment

#### *B2. Fitting*

- BSA Principles of Rehab
- BSA Recommended Procedure for Ear Examination
- BAA & BSA Guidance on Rear Ear Measurements (adults)
- ...and any others that apply to the activities undertaken in the appointment

#### *B3. Reassessment*

- BAA Onward Referral Guidelines
- BSA Principles of Rehab
- BSA Recommended Procedures for Otoscopy, Pure Tone Audiometry, Tympanometry (adults) and Impressions (adults)
- BAA & BSA Guidance on Rear Ear Measurements (adults)
- ...and any others that apply to the activities undertaken in the appointment

#### *Impressions*

- BSA Recommended Procedure for Otoscopy and Impressions (adults)
- ...and any others that apply to the activities undertaken in the appointment

#### *Pure-tone Audiometry with Masking*

- BSA Recommended Procedures for Ear Examination and Pure Tone Audiometry with Masking
- ...and any others that apply to the activities undertaken in the appointment

### **Retaking an element of the Assessment Day**

Components of the day that have been invalidated should be repeated as soon as possible and with enough time to meet the next Examinations Board. Only the components that were invalidated are to be repeated, with one attempt at each (like the original Assessment Day).

Components of the day that were not passed on first attempt and can be retaken are retaken after the next Examinations Board, unless there are exceptional circumstances. This is because the recommendation by the Assessors must be moderated and considered by the Board (e.g. in the context of recommendations by the Special Considerations Board) before it is confirmed. Students are usually expected to remain on placement until the retake, which can be for several weeks depending on what the placement provider can accommodate. The student's dates and deadlines document indicates the period within which retakes usually occur. It can be necessary to schedule the retake outside of that period based on what the placement provider can accommodate and the availability of Assessors and clinic sessions. As with referral assessments, the student's personal circumstances cannot usually be taken into account when scheduling the retakes.



During the retake Assessment Day, only those activities not passed during the first attempt can be retaken and only once, unless required for the appointments. Note that the student must pass all procedures undertaken within a retake appointment regardless of whether they passed them in the first Assessment Day. For example, imagine a student who passes all activities except for masked pure tone audiometry, the first assessment (in more ways than just audiometry) and reassessment (again, in more ways than just audiometry) during the first Assessment Day. The student will have one opportunity to retake those three activities at the retake Assessment Day. The student must meet the competency standards for otoscopy every time they undertake otoscopy during the retake Assessment Day despite passing it previously, otherwise they will fail the procedure or appointment that otoscopy was conducted within. Similarly, if both retake first assessment and reassessment appointments required masked pure tone audiometry, the student must pass it both times.

The outcome of the retake Assessment Day will go to the next Examinations Board.

### **Competency signatures**

The University Placement Lead will invite the placement provider to sign the competency signatures once the Assessment Day has been passed. The competency signatures confirm that placement provider believes that the student has broadly and consistently met the competency standards in the IRCP and the relevant professional standards across the last 4 weeks or so on placement. The student must have a full set of competency signatures in order to pass the IRCP and thus the placement. The placement provider might be required to provide evidence in support of a decision not to sign one or more competency signatures, especially if the student has completed the continuous assessment of the IRCP and the Assessment Day. This decision will be moderated by the University Placement Lead. That evidence would be expected to include multiple examples of feedback to the student about the issue, such as via the Learning Plans, and might include documentation of notifications of concerns, warnings and formal review meetings. The University Placement Lead can also refer the student to the University Fitness to Practise process based on the concerns raised when considering the competency signatures.