
Physiotherapy Placement Handbook

2023-2024

School of Health and Social Care

www.glos.ac.uk

Name:	
Cohort Year:	

1.0 Introduction

This handbook contains information relevant to your BSc (Hons) Physiotherapy programme for the academic year 2023 onwards. Clinical education is an integral part of your BSc (Hons) Physiotherapy programme and your future development as an autonomous and professional practitioner. Your clinical placement blocks will complement your study at University and allow you to put theory into practice in a wide range of clinical settings. As you progress through the three years of study you will gain a rounded experience of the common clinical areas of work in physiotherapy and learn how to become a holistic skilled practitioner. This handbook relates to your second placement in Level 4 and both placements within Level 5 and Level 6. There is a separate handbook for the introductory (1 week) placement within Level 4.

2.0 Clinical Education Placement Team Contacts

HSC Placements <hscplacements@glos.ac.uk>

HSC Practice Support <practicesupport@glos.ac.uk>

HSC Practice Absence <practiceabsence@glos.ac.uk>

Title	Name	Email
Academic Course Lead MSc	Helen Humphreys	hhumphreys@glos.ac.uk
Academic Course Lead BSc Physiotherapy	Adrian Bevan	abevan5@glos.ac.uk
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Lecturer in Physiotherapy	Robyn Lindsay	rlindsay1@glos.ac.uk
Lecturer in Physiotherapy	Rebecca McLaren	rmclaren@glos.ac.uk

24 Hour Emergency University Contact

In the case of an emergency where a university member of staff is required, the 24-hour security number shown below can be used to make contact with key senior staff for support.

Telephone: 01242 714402

3.0 BSc (Hons) Physiotherapy Programme Structure

Course Map- BSc (Hons) Physiotherapy

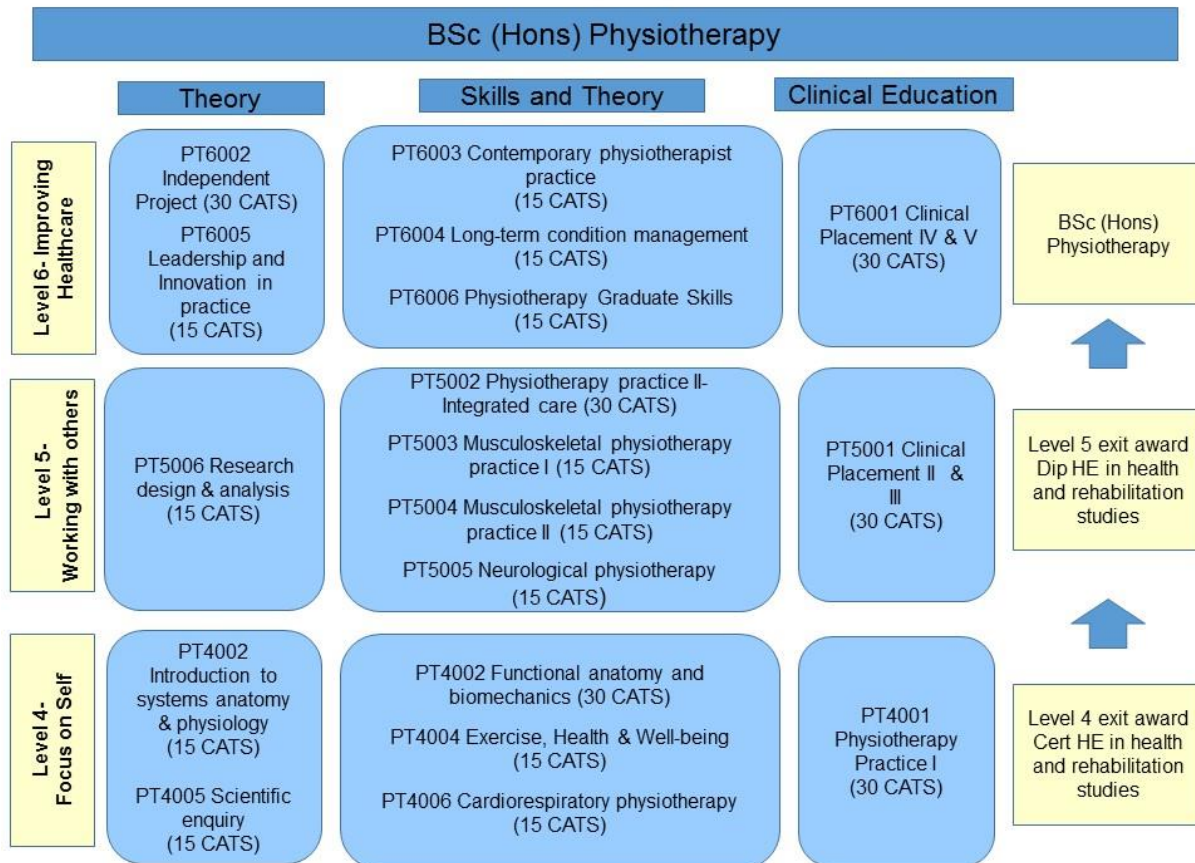
Level 4 (Year 1)		
PT4001 Physiotherapy Practice I	30 CATS	SEM 1&2
PT4002 Functional Anatomy and Biomechanics	30 CATS	SEM 1&2
PT4003 Introduction to Systems Anatomy and Physiology	15 CATS	SEM 1&2
PT4004 Exercise, Health and Well-being	15 CATS	SEM 1
PT4005 Scientific Enquiry	15 CATS	SEM 1
PT4006 Cardiorespiratory Physiotherapy	15 CATS	SEM 2
TOTAL	120 CATS	

Level 5 (Year 2)		
PT5001 Clinical Placement II and III	30 CATS	SEM 1&2
PT5002 Physiotherapy Practice II-Integrated Care	30 CATS	SEM 1&2
PT5003 Musculoskeletal Physiotherapy Practice I	15 CATS	SEM 1
PT5004 Musculoskeletal Physiotherapy practice II	15 CATS	SEM 2
PT5005 Neurological Physiotherapy	15 CATS	SEM 1
PT5006 Research Design and Analysis	15 CATS	SEM 2
TOTAL	120 CATS	

Level 6 (Year 3)		
PT6001 Clinical Practice IV and V	30 CATS	SEM 1&2
PT6002 Independent Project	30 CATS	SEM 1&2
PT6003 Contemporary Physiotherapy Practice	15 CATS	SEM 1
PT6004 Long Term Condition Management	15 CATS	SEM 1
PT6005 Leadership and Innovation in Practice	15 CATS	SEM 2
PT6006 Physiotherapy Graduate Skills	15 CATS	SEM 2
TOTAL	120 CATS	

3.1 Programme Content and Structure

The curriculum is delivered over three years to meet the overall programme learning outcomes (available via your programme Moodle site). The theoretical and skills modules are taught in the university and your six clinical placement modules will be undertaken in a range of practice settings across the county and beyond.



Note: Only those who graduate with the full BSc (Hons) Physiotherapy will be eligible to apply for admission to the register. Exit awards do not provide a pathway to registration.

4.0 Our Expectations of you as a student

Studying to become a physiotherapist offers a student experience and so much more. The coming months and years will build the foundation for a role which makes a difference to everyone you come into contact with. From day one the expectations of being a student at the university is that you embrace professional behaviour, take responsibility for your learning journey and treat those around you with compassion.

Physiotherapy is a rewarding and challenging profession which requires you to take care of yourself to enable you to take care of others. We urge you to engage fully in the innovative approach to education and practice, to apply what you learn about health and wellbeing to your own lifestyle, to help you become a resilient physiotherapist for the future.

You might also find it useful to refer to the Student Charter which sets out the standards of service that students can expect from the University of Gloucestershire, together with expectations that the university reasonably has of its students.

<http://www.glos.ac.uk/life/pages/student-charter.aspx>

Conduct of students preparing to register as Physiotherapists should include due care and attention to the appropriate use of social media, thinking through issues and acting professionally and ensuring public protection at all times. Please read the HCPC guidance for the use of social media.

<http://www.hpc-uk.org/registrants/socialmediaguidance/>

4.1 Dress Code and Appearance

Whilst out on placement you are representing the university and therefore it is vital you behave and dress in an appropriate manner, and act as an advocate for the University. It is your responsibility to check with the placement setting about their specific uniform policy as this may vary between healthcare settings. Your standard uniform is navy blue trousers with either a white tunic or white polo shirt with the university logo (two sets of uniform are issued to you in level 4). Plain black or blue shoes and socks should be worn unless otherwise stated (some clinical areas may allow trainers).

Watches	Should be removed during patient contact or a fob watch attached to tunic
Hair	Longhair should be tied back
Jewellery	Necklaces and bracelets should not be worn. Weddings rings are normally acceptable Earrings- studs only Piercing- should be discreet or must be removed in clinical areas

4.2 Professional Practice Regulations

All professional programmes are validated by their governing regulatory body. To review the HCPC standards of proficiency for Physiotherapists please follow this link:

<https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-proficiency--physiotherapists.pdf>

You are bound by the professional codes of conduct and behaviour. This relates to your behaviour and conduct during the course of your studies (and in your personal life) which may impact on your fitness to practice, your ability to complete your studies and register with the HCPC. In addition, you are expected to adhere to your clinical placements codes of conduct and behaviour. Details below are the relevant guides to conduct and behaviour.

[HCPC \(2016\) Student guide concerning ethics and behaviour](#)

[HCPC \(2016\) Standards of Conduct, Performance and Ethics](#)

[CSP \(2011\) Code of Members' Professional Values and Behaviour](#)

Failure to meet expected standards of conduct may result in referral to the Faculty Fitness to Practice Committee. The committee responds to professional conduct concerns regarding students. The committee is designed to ensure students are fit for registration and fit to practice. A referral to this committee may be due to conduct demonstrated whilst at university, on placement, or whilst away from either of these activities, for example during personal time.

Concerns regarding practice areas should always be brought to the attention of your clinical educator or personal tutor in the first instance.

Fitness To Practice

Students must satisfy the University that, in respect of their health and conduct, they do not constitute a risk to patients or professional clients and that they meet the requirements of professional bodies, essentially, that they are Fit to Practice. To go on placement students are required to sign a declaration (appendix A) confirming that they are 'Fit to Practice' before the start of the placement. If a student's "Fitness to Practice" status changes, or is brought into question whilst on placement, the university may be required to make arrangements to terminate a placement at short notice. Please refer to the University of Gloucester Fitness to practice procedures for more information on this: [Fitness to practice procedure](#)

5.0 Clinical Education

The physiotherapy programme has been designed in consultation with local NHS Trusts to provide high quality, clinically up to date and innovative education, to train the physiotherapist of the future.

Your first experience of clinical education will occur early on in your degree programme at the end of semester I in the introductory placement (December). This placement is located in the module PT4001, Physiotherapy Practice I. Please refer to the introductory placement handbook for full details of this placement.

Module	Study Period	Placement Type	Duration/Hours
PT4001 Physiotherapy practice I	Level 4 End of semester I	Introductory placement Pass/fail	1 week 37 hours
PT4001 Physiotherapy practice I	Level 4 End of semester II	% mark awarded	4 weeks 148 hours
PT5001 Clinical placement II and III	Level 5 Semester I	% mark awarded	6 weeks 222 hours
PT5001 Clinical placement II and III	Level 5 Semester II	% mark awarded	6 weeks 222 hours
PT6001 Clinical placement IV and V	Level 6 Semester I	% mark awarded	6 weeks 222 hours
PT6001 Clinical placement IV and V	Level 6 Semester II	% mark awarded	6 weeks 222 hours

Placements are allocated by the Your Future Plan placement team. It is not possible to select your placement activity or location. Consideration will be given to students with additional needs or responsibilities, for example, those with dependants or a student with disabilities. It is advantageous, although not essential, to have access to a car during your placement activity.

Depending on the placement location, you may be required to stay in accommodation local to your placement area. This will be discussed with you prior to the placement allocation.

The ratio of students to clinical educators will vary between practice locations. In the introductory placement we aim to provide a student to educator ratio of 2 to 1, unless the clinical area is not suited to multiple students (e.g. mental health, community services or learning disabilities). Some clinical areas lend themselves to higher student ratios, for example, musculoskeletal placements.

5.1 Preparing for your placement

Once assigned a placement location, you will be provided with the practice educator's contact details. It is your responsibility to contact them to confirm arrangements for the first day of your placement and gain any specific information about the placement setting, uniform guidelines, pre-reading materials, car parking and working pattern. It is important that you establish how to contact the clinical educator during your placement period, for example, how to report sickness or absence.

You should also provide your practice educator with your contact details and preferred method of contact during the placement period.

5.2 Induction to the placement

On the first day in your placement the practice educator will go through an induction to the working environment, information regarding health and safety procedures, fire procedures and orientation of relevant facilities. You should be introduced to the physiotherapy and wider healthcare team, and given the opportunity to ask any questions that you have about the placement. You may also need an introduction to the I.T. systems relevant to the placement setting.

Check with your placement provider for guidance on reporting absence, working patterns and break times. You are expected to follow the working pattern of the placement location and aim to achieve 37 hours work in a week. The normal working pattern of physiotherapists is Monday to Friday. However, some areas are now operating a seven day a week service and shift patterns to accommodate increased service demands.

5.3 Specific Information - Community Placement Settings

We aim to provide you with a diverse range of placement activities and therefore hope all students will experience at least one placement in a community setting. You should be made familiar with the specific health and safety policy that applies to the community placement setting and lone working considerations in that environment.

The methods of transport will also need to be considered for the setting. For example, how will you travel to the placement activity? A set point for student pick up may be agreed e.g. a base location point where you could then travel with the health professional.

Alternatively, you may wish to travel to the community locations independently. In this case you should seek the advice of your car insurance provider ensure your car insurance covers you to use your vehicle to travel to different community locations for work purposes e.g. a patient's home.

6.0 Roles and Responsibilities during Placement Blocks

6.1 Your role as a student

You need to make note of the following guidance and adhere to this at all times during placement activity.

- Identify own learning needs and make full use of all available learning opportunities.
- Demonstrate professional behaviour at all times in accordance with the Guidance of Conduct and Ethics (HCPC, 2016).
- Act in accordance with all local policy and procedures.
- Undertake direct work under the instruction and supervision of the clinical educator
- Develop the capability to work with increasingly complex situations commensurate with the level of the placement.
- Develop autonomy in making professional judgements and decisions commensurate with the level of the placement.
- Prepare for, attend and participate in all training and team meetings.
- Proactively make arrangements for direct observations and complete all relevant paperwork prior to and after the observation.
- Utilise the knowledge, values and skills of physiotherapy to the best of their ability.
- Seek appropriate support, guidance and supervision where needed
- Develop as a reflective practitioner using verbal and written feedback to improve or adapt practice.
- Notify the practice educator of any significant change in their personal or professional circumstances which may impact on their practice.
- Discuss with the practice educator any concerns that they have about the placement prior to raising any concerns more formally with their Link Tutor or Module Tutor.
- Raise any concerns concerning practice that they observe within the placement with the team manager prior to formally using agency whistleblowing policy.
- Complete and submit all placement paperwork and assessment requirements by due or agreed dates.
- Comply with confidentiality and anonymisation protocols.

6.2 Your Practice Educator

The role of the practice educator is to support and facilitate your learning whilst in the placement setting. They will act as the first point of contact for you during the placement period and support you in developing as an autonomous practitioner.

Your practice educator should:

- Read the placement handbook and be familiar with its contents and the roles and responsibilities of all concerned.
- Arrange an induction to the placement, and facilitate integration with other team members
- Assist the students in their goal setting activity
- Act as the 'line manager', overseeing the day to day management of the student's work
- Allocate the level, amount and type of work in consultation with the student and the guidance for level of study for their degree programme.
- Provide the student with day to day advice and support.
- Monitor student attendance weekly and sign accordingly.
- Contribute to the completion of placement paperwork.
- Undertake observed practice, question and answer sessions and support reflective practice.
- Support and/or contribute to the teaching and assessment of the student.
- Oversee and monitor the implementation of any action plans to ensure that sufficient opportunities are provided to enable the student to develop as required.
- Participate in the evaluation and monitoring of the course by completing the clinical educators survey
- Attend university workshops for clinical educators as required.

6.3 Your academic link tutor

For each placement you will be assigned to a link tutor. This is an academic member of staff who will liaise with you and the practice educator during the placement period. They will also make a visit to your placement location, normally at the halfway appraisal.

The academic link tutor should be contacted during the first week to arrange a visit at approximately the halfway point of the placement. If the educator or you (the student) has any early concerns regarding the placement, then an early visit will be arranged.

When the link tutor visits, you will have the opportunity to discuss your progress with the link tutor alone, and jointly with the clinical educator and link tutor. During the visit the link tutor will complete the 'Link Tutor Visit Report' (Appendix B). The purpose of this form is to record the items discussed in the halfway meeting, log any concerns either the clinical educator or the student may have and assist in the setting of an action plan for the remaining weeks of the placement. Issues that cannot be dealt with during the visit may require further follow-up visits in line with support study procedures.

If a visit is not possible due to geographical location of the placement setting, an alternative means of contact will be sought. For example, it may be possible to arrange a Teams meeting at the halfway assessment.

6.4 Practice Education Website

The practise education website is where you will find all the relevant policy and guidance on practice education across the School of Health and Social Care. There is information on each degree programme, policies and procedures, raising concerns, training and updates.

<http://www.glos.ac.uk/academic-schools/health-and-social-care/practice-support/Pages/practice-support.aspx>

7.0 Support Structures on Placement and Raising Concerns

We hope that all students have an excellent experience in all their placements education blocks, but we are here to support you if something goes wrong. If you are experiencing difficulties in your placement setting, please get in touch with the university as soon as possible via the email practicesupport@glos.ac.uk and also by emailing your academic link tutor. You are able to report any concerns that you have about the placement setting and clinical educators may report any concerns that they have about your practice or performance. An early placement visit may be arranged if necessary, and you will be supported in accordance with the supported study procedures (web link below).

Supported Study Procedures

<http://www.glos.ac.uk/docs/download/Key/supported-study-procedures.pdf>

Supported Study Procedures Flowchart

<http://www.glos.ac.uk/docs/download/Equality/supported-study-procedures-flowchart.pdf>

Raising concerns about practice

<https://www.glos.ac.uk/practice-support/raising-concerns>

7.1 Passing Placement Activity and 1000 hours model

In order to be eligible to apply for HCPC and CSP membership on successful completion of the degree you must pass all elements of the placement modules and have completed over 1,000 hours of supervised clinical experience. If you miss hours in placement activity and have not accumulated above 1000 hours you will have to undertake further placement hours in the Summer period and this may delay your graduation from the degree programme.

If you fail a placement block, this must be retaken in a different setting over your summer holiday period. The mark for the placement block will be capped at an overall module of 40% if you pass this second placement.

Any student who fails their second attempt at the placement block will be withdrawn from the BSc (Hons) Physiotherapy programme and may either be transferred onto another

programme of study or exit the university with an interim award that does not allow eligibility to apply for HCPC and CSP membership.

8.0 Placement Assessment

8.1 Setting Placement Objectives

During the first few days of placement activity you should be able to observe the day to day role of your practice educator and familiarise yourself with the working environment days, so that you are fully prepared for setting placement goals. Goals should be set by the end of the first week of placement and should be reviewed regularly.

This should be recorded using your CPAF with all objectives jointly agreed by your clinical educator. Objectives should be SMART and must be appropriate to your placement setting and be deemed realistic and achievable by the end of your placement. Objectives can be added to or amended at the halfway point if it is appropriate to do so.

Approximately four or five goals should be sufficient for a placement block.

8.2 Receiving Formative Feedback

You should receive ongoing constructive feedback regarding your performance on placement from your practice educator. There should be a balance of positive and negative comments. During the placement block you will be observed regularly and receive both verbal and written feedback as appropriate.

Table 3 below provides examples of methods of formative assessment and feedback that could be utilised during the placement.

Table 3- Formative and Summative Assessment in Practice Examples

Assessment Activity	Evidence definition
Practice Observation:	Practice observation of the student whilst they are working under supervision. More than one observation of the activity/skill may be appropriate for the educator to satisfy themselves that the student is able to sustain an acceptable level of performance and competence. These observations will take place as part of the normal working role of the student, rather than being contrived for the purpose of assessment.
Question and Answer Session:	Between the educator and the student to assess underpinning knowledge the student will demonstrate understanding and application of knowledge.
Reflective Discussion:	Between the educator and the student regarding their progress in relation to knowledge, understanding and application.
Reflective Writing:	Demonstrating knowledge and understanding as applied to specific placement experiences supported by sources of evidence. If appropriate the use of a reflective model would enhance this process. This must be retained in the student's own portfolio.
Written Patient/ Carer Feedback:	Service Users should be approached, but only after initial discussion with the clinical educator.

8.3 Halfway Assessment

At the halfway point in the placement, you should have a placement review with the practice educator.

During this meeting your goals and action plan will be reviewed and you will have the chance to discuss your progress during the placement. You should have the opportunity to discuss any concerns that you have freely. Any goals you have already achieved will be acknowledged, and you will update your action plans for the remainder of the placement and add any additional goals to be achieved by the end of the placement.

Please complete your CPAF self-assessment prior to this meeting, to discuss with your educator.

8.4 Service User Feedback

Where appropriate the feedback from service users or carers should also be sought. The practice educator should approach the service user or carer first and gain consent.

8.5 Summative Placement Assessment

Summative placement assessment should take place in the final week of the placement block and is a reflection on your ability and progress throughout the placement period.

Assessment of your placement throughout the degree course will be through the CPAF, for level 5 placements you must use the level 5 CPAF (Appendix A).

Clinical placement is a large element of a physiotherapy degree programme and therefore the university teaching team feel that it should count towards your degree classification. Physiotherapy is a practical hands-on profession and rewarding students for their clinical skill development is vital in developing competent practitioners of the future.

8.6 Placement Debrief for Students

On return to university you will undertake a placement debrief session with the module leader in a small group setting. The aim of the session is to discuss your experience whilst on placement and share any significant events and positive or negative experiences. The small group setting allows you to share your experiences with other students, learning from positive and negative events and discuss how you feel about future placements. The module leader will facilitate the discussion in a non-judgemental way and assist you in thinking about their reflection on the placement and how you can set an action plan for your subsequent placement blocks

9.0 Ideas for Placement Activity

The structure of a student placement will vary between settings and across the three levels of study. The practice educator is responsible for planning your time during the placement block. You may wish to discuss with them what you want to achieve during the placement. Some examples given to practice educators are featured below.

9.1 Inter-professional Learning on Placement

Many placements have opportunities for the student to participate in inter-professional learning to improve the students understanding of the scope of practice and skills of other professions. Although students are encouraged to seek out these opportunities for themselves, they may need some assistance and guidance at times.

The aims for inter-professional learning on placement are to:

- Improve understanding of the roles of other health and social care professions
- Participate effectively in inter-professional approaches to health care

- Understand the need for a high level of communication between and within professional groups and service users and carers.
- Recognise the similarities and differences in assessment and management of patients by other professionals

9.2 Attending meeting and training

Students should fully participate in the daily practices of the role and be able to join in appropriate team meetings, case conferences, handovers, in-service training or other meetings. Students at levels 5 and 6 should be encouraged to be actively involved in these meetings, for example, provide feedback on patient progress in an MDT meeting.

9.3 Study time during placement

The practice educator may allocate you up to three hours each week for personal study including the preparation of presentations, case study analysis or formal reflection upon learning experiences. You should be aware that this time is allocated at the discretion of the educator and is likely to vary between placement settings. You may be set specific work for them to achieve in this time, for example; investigating a particular treatment approach or medical condition.

9.4 Observation of surgical and investigative procedures

In certain placement settings students may be given the opportunity to observe investigative procedures or surgical intervention. This decision is made locally depending on availability and suitability within the healthcare setting. This may assist students in understanding the patient perspective on recovery from interventions, for example, understanding why an individual may experience pain after surgery treatment.

10.0 Procedures for reporting absence whilst on placement

As part of the induction process please take note of how to report absence during your placement. The advice provided in your course handbook should be followed so that the absence can also be logged with the university.

You are advised to:

1. Contact the placement provider direct on their placement telephone number or otherwise agreed absence reporting system
2. Ask to speak to the member of staff who is expecting you
3. Inform them of your absence and likely return date if possible
4. Email the placement team with the date, time and whom the absence has been reported to, including a likely return date if you are able to do so.

Please be aware that if the placement provider is severely concerned about a student's absence, they will contact the Academic Course Lead immediately, or, if out of hours, the on-call University Manager.

In all cases you should ensure that you document the name of the person you reported sick or absent to, as well as the date and time, and share this with your Personal Tutor. It is important that absence is kept to a minimum and you should see your lecturers on your return, to ensure that you can catch up with missed work. Failure to adhere to the procedure will result in an unauthorised absence being recorded and this could impact on your ability to finish the course of study.

It is also important that you inform us if you feel that there are circumstances that may impact on your performance more generally. This might include health issues, personal issues or general difficulty with your programme. You may discuss any worries you have with your Personal Tutor at any point during your studies. The Students' Union and University Student Services Department are also there to provide advice and support.

11.00 Evaluation of Placement and Quality Assurance

All practice placements will have an annual educational audit to quality assure the learning experience in practice and comply with professional requirements. The audit and an online placement profile that both educators and students can use as a resource, will be produced for each practice area. Quality monitoring of placements will be reported through the School of Health and Social Care Placements Group, and Strategic Workforce Development Partnership Board.

At the end of the placement block the student and the practice educator are encouraged to evaluate the placement. This helps with the moderation of the quality of the placement and the quality of the student, and the university support system. We strive to keep our standards high and gaining insightful feedback will help us continually improve our performance. A summary report of placement evaluation is produced annually and shared with clinical partners.

12.00 Supporting Students with Disabilities

Students who have declared a disability will be supported by the Student Services team at the university during their studies. The team offer a confidential, one-to-one support service for students who have a disability, dyslexia or have additional learning needs. The areas of support provided by the Disability Advisers include:

- Advisory visits to university prior to formal application
- Advice on diagnostic and medical assessments (including dyslexia & other specific learning difficulties)

- Assistance with application for the Disabled Students' Allowance (DSA)
- Provision of note takers, study skills tutors and communicators
- Links with outside agencies concerned with disability issues
- Advice on disability access
- Disability awareness training
- Liaison with academic staff and student services regarding support

If you have a disability or a learning support need, please make the disability team aware, to enable them to support you during your time at university. If you have declared a disability, you will be asked for permission to share the details of your disability with the placement provider. If you provide consent, they will be informed of the details of your disability and how they can best support you whilst on placement. Further advice and support can be accessed at any time during the placement by contacting the link tutor or the disability advisors through the Helpzone.

Appendix A : CPAF documentation

The below link will take you to the CSP website, from which you will be able to download editable versions of the CPAF (Common Placement Assessment Form) for you final Level 4 placement and both placements for Level 5 and Level 6.

<https://www.csp.org.uk/professional-clinical/practice-based-learning/cpaf>

Appendix B

Link Tutor Visit Report

This form is to be completed by the academic link tutor during their visit to the student at the halfway appraisal. Any concerns should be document and the principles of the 'Raising concerns' guidance should be followed where necessary.

Student Name:	
Student Number:	
Name of link tutor:	
Name of clinical educator:	
Placement setting:	
Date of meeting:	
Teams or face-to-face: (Offer face-to-face if requested or if any issues are raised).	

Individual discussion with clinical educator	
Feedback on student progress to date	
Any concerns raised?	
Further support required?	

Individual discussion with student	
Reflection of placement at halfway stage	
Are you receiving regular feedback from your Practice Educator?	

Do you feel you are in a supportive learning environment?	
Do you have any concerns to raise?	
Do you feel you need more support?	

Joint Meeting	
Overall reflection on placement	
Is the student meeting the placement learning outcomes (as per the CPAF learning domains)?	
Has the student set SMART goals for their Personal Development Plan?	
Action plan for the remainder of placement	
Are placement hours being input and signed off on ARC?	
Signatures	
Clinical educator	
Link tutor	
Student	

Appendix C- Raising Concerns

School of Health and Social Care

Raising concerns Student concern about practice



You should always try in the first instant to resolve any issue informally

