**Healthcare Science (Ophthalmic Imaging)**

**Practice-Based Handbook**

2025-2026

Version 1

School of Education, Health and Sciences

[**www.glos.ac.uk**](http://www.glos.ac.uk/)

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| Name: |  |
| Cohort Year: |  |

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# 1.0 Introduction

This handbook contains information relevant to your BSc (Hons) Healthcare Science (Ophthalmic Imaging) programme for the academic year 2025 onwards. Clinical education is an integral part of your BSc (Hons) Healthcare Science (Ophthalmic Imaging) programme and your future development as an autonomous and professional practitioner. Your practice-based experience will complement your study at the University of Gloucestershire and will 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 role of an Ophthalmic Imager.

# 2.0 Clinical Practice Team Contacts

HSC Placements <[hscplacements@glos.ac.uk](mailto:hscplacements@glos.ac.uk)>

HSC Practice Support <[practicesupport@glos.ac.uk](mailto:practicesupport@glos.ac.uk)>

HSC Practice Absence <[practiceabsence@glos.ac.uk](mailto:practiceabsence@glos.ac.uk)>

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **Name** | **Email** | **Telephone** |
| Strategic Lead for Partnerships & Placements | Eve Scarle | [escarle@glos.ac.uk](mailto:escarle@glos.ac.uk) | 01242 714644 |
| Academic Course Leader | Roz Painter | [rpainter@glos.ac.uk](mailto:rpainter@glos.ac.uk) |  |

**24 Hour Emergency University Contact**

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

**Telephone:** 01242 714402​​

# 3.0 BSc (Hons) Healthcare Science (Ophthalmic Imaging) Programme Structure

**Course Map- BSc (Hons) Healthcare Science (Ophthalmic Imaging)**

|  |  |  |
| --- | --- | --- |
| **LEVEL 4** | | |
| To complete your programme you must pass the following compulsory modules: | | |
| HP4001 Workbased Learning 1 | 15 CATS | SEM 1&2 |
| HP4002 Clinical and Professional Practice 1 | 15 CATS | SEM 1 |
| HP4003 Scientific and Technical Practice 1 | 15 CATS | SEM 1 |
| HP4004 Human Anatomy and Physiology | 15 CATS | SEM 1 |
| HP4005 Healthcare Science in context | 15 CATS | SEM 2 |
| HP4006 Cell and Molecular Biology | 15 CATS | SEM 2 |
| HP4007 Introduction to Ophthalmic Imaging | 15 CATS | SEM 2 |
| HP4008 Acquisition Optical Coherence Tomography Scans | 15 CATS | SEM 2 |
| **TOTAL CREDITS** | **120 CATS** |  |
|  | | |
| **LEVEL 5** | | |
| To complete your programme you must pass the following compulsory modules:  *List the compulsory modules here:* | | |
| HP5001 Workbased Learning 2 | 15 CATS | SEM 1&2 |
| HP5002 Clinical and Professional Practice 2 | 15 CATS | SEM 2 |
| HP5003 Scientific and Technical Practice 2 | 15 CATS | SEM 1 |
| HP5004 Ophthalmic Imaging and Measurement | 30 CATS | SEM 1&2 |
| HP5005 Anterior Segment | 30 CATS | SEM 2 |
| HP5006 Interpreting and Analysing Data in Ophthalmic Science | 15 CATS | SEM 2 |
| **TOTAL CREDITS** | **120 CATS** |  |
|  | | |
| **LEVEL 6** | | |
| To complete your programme you must pass the following compulsory modules:  *List the compulsory modules here* | | |
| HP6001 Workbased Learning 3 | 15 CATS | SEM 1&2 |
| HP6002 Clinical and Professional Practice 3 | 15 CATS | SEM 2 |
| HP6003 Scientific and Technical Practice 3: Research Project | 30 CATS | SEM 1&2 |
| HP6004 Complex Diagnostic Testing | 30 CATS | SEM 1&2 |
| HP6005 Ophthalmic Angiography | 15 CATS | SEM 1 |
| HP6006 Advanced Ophthalmic Investigations Science | 15 CATS | SEM 2 |
| **TOTAL CREDITS** | **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). All modules are taught using a blended learning approach of employer-led, university-led, and student-led sessions. Each module starts with face to face teaching sessions which are delivered on-site at the University of Gloucestershire or Gloucestershire Hospitals Ophthalmic Imaging facility. These sessions are delivered as blocks at various intervals across the academic year. Subsequent teaching is delivered at a distance through the online learning platform (Moodle) or via Microsoft Teams.

Note: Only those who graduate with the full BSc (Hons) Healthcare Science (Ophthalmic Imaging) will be eligible to apply for registration with the Academy of Healthcare Science. Exit awards do not provide a pathway to registration.

# 4.0 Our Expectations of you as a student

Studying to become an Ophthalmic Imager 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 of Gloucestershire is that you embrace professional behaviour, take responsibility for your learning journey and treat those around you with compassion.

Ophthalmic Imaging 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 Ophthalmic Imaging professional for the future.

You might also find it useful to refer to the [Student Charter](http://www.glos.ac.uk/life/pages/student-charter.aspx) 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.

Conduct of students preparing to register as Healthcare Science Practitioners 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 Academy for Healthcare Science [Guidance for the use of Social Media.](https://www.ahcs.ac.uk/registration-guidance/dsocial-media-guidance-for-registrants/)

## 4.1 Dress Code and Appearance

During your time in your practice-setting, you are representing the University of Gloucestershire 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 practice setting about their specific uniform policy as this may vary between healthcare settings. For the Health and Safety of you, your colleagues, and any patients/visitors you come into contact with, you are expected to follow these standard dress code principles:

* Uniform – must be clean and worn for each shift
* Shoes – need to be comfortable and closed-toed
* Watches – must be removed
* Hair – must be kept tied back
* Jewellery – necklaces and bracelets must not be worn. Earrings must be small and unobtrusive. Other exposed piercings must be removed in clinical areas. A single wedding ring is acceptable.

## 4.2 Professional Practice Regulations

All professional programmes are validated by their governing regulatory body. Ophthalmic Imaging staff are governed by the Academy of Healthcare Science Good Scientific Practice Standards (2025), Standards of Proficiency for Healthcare Science Practitioners (2019) and Ophthalmic Science Practitioners (2020). As a professional ‘in-training’, you are bound by these standards during the course of your studies and in your personal life. Failure to adhere to them may impact on your ability to complete your studies, your fitness to practice, and your ability to register with the Academy of Healthcare Science. Details of these professional standards can be found [here](https://www.ahcs.ac.uk/standards/). In addition, you are expected to adhere to your clinical setting's codes of conduct and behaviour. These may vary for each practice setting and so it is important that you gain access to these during your induction.

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 on site at the University of Gloucestershire, whilst on site at Gloucestershire Hospital’s Ophthalmic Imaging department, whilst in your practice setting, 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 Practice Educator or personal tutor in the first instance.

# 5.0 Practice-Based Education

The Healthcare Science (Ophthalmic Imaging) programme has been designed in consultation with local NHS Trusts to provide high quality, clinically up to date and innovative education, to train Ophthalmic Imagers of the future.

Your first experience of practice-based education will occur early on in your degree programme and continue across all three years.

|  |  |  |  |
| --- | --- | --- | --- |
| **Module** | **Study Period** | **Assessment Type** | **Duration** |
| **HP4001 –**  **Workbased Learning 1** | Level 4  semester 1&2 | Practice-based competencies | Minimum 10 weeks |
| **HP5001 –**  **Workbased Learning 2** | Level 5  semester 1&2 | Practice-based competencies | Minimum 15 weeks |
| **HP6001 –**  **Workbased Learning 3** | Level 6  semester 1&2 | Practice-based competencies | Minimum 25 weeks |

For Direct-Entry students, practice settings are allocated by the Placement team. It is not possible to select your practice setting 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 practice-based education.

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

The ratio of students to Practice Educators will vary between practice locations. We aim to provide a student to educator ratio of 1 to 1, unless the clinical area is not suited to multiple students (e.g. patient numbers). Some clinical areas lend themselves to higher student ratios.

## 5.1 Preparing for your Practice-Setting

Once assigned a practice setting 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 practice-based education and gain any specific information about the setting, uniform guidelines, pre-reading materials, car parking and working pattern. It is important that you establish how to contact the Practice Educator during your practice-education 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 practice-education period.

## 5.2 Induction to the practice setting

On the first day in your practice-based education, 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 (**Appendix 1**). You should be introduced to the immediate team and wider healthcare team and given the opportunity to ask any questions that you have about practice setting. You may also need an introduction to the I.T. systems relevant to the practice setting.

Check with your practice setting for guidance on reporting absence, working patterns and break times. You are expected to follow the working pattern of the practice setting and aim to achieve 30 hours work in a week. You should be aware that some Ophthalmic Imaging services run seven days a week and you will be expected to work across the full range of shift patterns during your three-year programme.

# 6.0 Roles and Responsibilities during the Practice-Education period

## 6.1 Your role as a student

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

* Identify own learning needs and make full use of all available learning opportunities.
* Demonstrate professional behaviour at all times in accordance with your practice setting code of conduct.
* Act in accordance with all local policy and procedures.
* Undertake direct work under the instruction and supervision of the Practice Educator.
* Develop the capability to work with increasingly complex situations commensurate with the level of the practice setting.
* Develop autonomy in making professional judgements and decisions commensurate with the level of the practice setting.
* Prepare for, attend and participate in all training and team meetings.
* Utilise the knowledge, values and skills of perioperative practice 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 your personal or professional circumstances which may impact on their practice.
* Discuss with the Practice Educator any concerns that you have about the practice setting prior to raising any concerns more formally with your Link Tutor or Module Tutor.
* Raise any concerns concerning practice that you observe within the practice setting with the team manager prior to formally using agency whistleblowing policy.
* Complete and submit all practice setting 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 practice setting. They will act as the first point of contact for you during the practice-education period and support you in developing as an autonomous practitioner.

Your Practice Educator should:

* Read the Practice Educators handbook and Practice Assessment Documents and be familiar with its contents and the roles and responsibilities of all concerned.
* Arrange an induction to the practice setting, and facilitate integration with other team members
* Assist the students in their personal development planning Task
* 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.
* Contribute to the completion of practice-based paperwork.
* Undertake observed practice, case based discussions, 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 Practice Educators survey
* Attend University workshops for Practice Educators as required.

## 6.3 Your Academic Link Tutor

For each practice setting 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 practice-education period. They will also make a ‘visit’ to your practice setting; normally every 8-12 weeks or at the halfway point (whichever is sooner).

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

When the link tutor visits, you will undertake a halfway assessment. You will have the opportunity to discuss your progress with the link tutor alone and jointly with the Practice Educator and link tutor. During the visit the link tutor will complete a ‘Link Tutor Visit Report’ (**Appendix 2**). The purpose of this form is to record the items discussed in the halfway meeting, log any concerns either the Practice Educator or you may have and assist in the setting of an action plan for the remaining weeks of the practice setting. Issues that cannot be dealt with during the visit may require further follow-up visits in line with support study procedures.

If a physical visit is not possible due to geographical location of the practice setting, an alternative means of contact will be sought. For example, a Microsoft Office Teams meeting could be arranged.

## 6.4 Practice Education Website

The [practice education website](http://www.glos.ac.uk/academic-schools/health-and-social-care/practice-support/Pages/practice-support.aspx) is where you will find all the relevant policy and guidance on practice education across the School of Education, Health and Sciences. There is information on each degree programme, policies and procedures, raising concerns, training and updates.

Within the Healthcare Science (Ophthalmic Imaging) section you will be able to access course information, the student course handbook, student practice-based handbook and relevant assessment paperwork. Further copies of documents can be printed off as required e.g. reflective accounts.

# 7.0 Support Structures during the Practice-Education period and Raising Concerns

We hope that all students have an excellent experience in all their practice settings but we are here to support you if something goes wrong. If you are experiencing difficulties in your practice setting, please get in touch with the university as soon as possible via the following email: [practicesupport@glos.ac.uk](mailto:practicesupport@glos.ac.uk). You are able to report any concerns that you have about the practice setting in the same way that Practice Educators may report any concerns that they have about your practice or performance. An early practice setting visit may be arranged if necessary and you will be supported in accordance with the student support and raising concerns procedures as listed below within relevant links:

* [**Student Support**](https://www.glos.ac.uk/student-support/)
* [**Policy-Raising concerns**](https://www.glos.ac.uk/practice-support/raising-concerns/)

## 7.1 Passing Practice-Based Modules

In order to complete your programme, and be eligible to apply for AHCS registration, you must pass all elements of the practice-based modules. If you miss any clinical time, and fail to complete your workbased learning module assessments, you will have to arrange additional practice education to enable the modules to be retaken. The mark for the reassessment will be capped at an overall module grade of 40% and there may be a delay with your graduation from the degree programme.

Any student who fails their reassessment will be required to take the module in the following academic year and this may delay their ability to progress into the next year of studies.

# 8.0 Practice-Based Assessment

## 8.1 Practice Setting Learning Objectives

During the first few days of practice-education, you should be able to observe the day to day role of your Practice Educator and familiarise yourself with the working environment so that you are fully prepared for setting personal development goals. Personal actions should be set by the end of the first week and should be reviewed regularly.

Use personal development plan template (**Appendix 3a**) to plan goals and make an action plan. There is a Reflective Practice template (**Appendix 3b**) and SWOT analysis sheet (**Appendix 3c**) for you to complete which may help you to identify areas you wish to work on during your practice-education period. The actions that you decide should be your own, although you can seek guidance from your Practice Educator. The actions that you set should be SMART and provide the information on how the actions are going to be achieved. Approximately four or five actions should be sufficient for each practice-education period.

## 8.2 Receiving Formative Feedback

You should receive ongoing constructive feedback regarding your performance throughout your practice-education period from your Practice Educator. There should be a balance of positive and negative comments. During the practice-education period you will be observed regularly and receive both verbal and written feedback as appropriate (**Appendix 4a-4c**). **Table 1.** below provides examples of methods of formative assessment and feedback that could be utilised during the practice setting.

**Table 1:** Formative and Summative Assessment in Practice Examples

|  |  |
| --- | --- |
| **Assessment Activity** | **Evidence definition** |
| **Direct Observation of Practice:** | 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. |
| **Case Based Discussion:** | Between the educator and the student regarding their progress in relation to knowledge, understanding and application. |
| **Observed Clinical Event** | Between the educator and the student regarding their holistic management of a specific patient investigation. |
| **Reflective Writing:** | Demonstrating knowledge and understanding as applied to specific experiences supported by sources of evidence. If appropriate the use of a reflective model would enhance this process. This must be retained in the your portfolio. |
| **Feedback:** | Service Users should be approached, but only after initial discussion with the Practice Educator.  Colleague and delegate feedback should be facilitated through your Practice Educator |

## 8.3 Halfway Assessment

At the halfway point in the practice-education period, you should have a review with the Practice Educator and your link tutor. If Geographically appropriate, this review will take place in the practice setting and your link tutor will meet both you and the Practice Educator separately as well as in a joint meeting.

During this meeting your personal development actions will be reviewed, and you will have the chance to discuss your progress within the practice setting. You should have the opportunity to discuss any concerns that you have freely. Your halfway review may include some observed practice in the practice setting by the link tutor. Any actions you have already achieved will be acknowledged, and you will update your action plans for the remainder of the practice setting and add any additional goals to be achieved.

## 8.4 Service User Feedback

Where appropriate the feedback from service users, colleagues, and delegates should also be sought. The Practice Educator should help facilitate these by approaching individuals on your behalf. (Appendix 4d-4f).

## 8.5 Summative Practice-Based Assessment

Summative practice-based assessment takes place via submission of a competency portfolio that maps to the AHCS Good Scientific Practice Standards (2021). The portfolio is made up of a series of different tasks which reflect your development throughout the practice-education period. The following areas are assessed:

* **Professional Practice**
* **Scientific Practice**
* **Clinical Practice**
* **Research, Development, and Innovation**
* **Clinical Leadership**

Practice-based education is a large element of a Healthcare Science degree programme and therefore the Un**i**versity teaching team feel that it should count towards your degree classification. Ophthalmic Imaging is a practical, hands-on profession and rewarding students for their clinical skill development is vital in developing competent practitioners of the future.

You will complete practice assessments at level 4, level 5 and level 6. These competencies are found in your practice assessment document and will be discussed with you prior to attending your first practice setting. You must successfully pass all elements of the clinical competencies to pass your workbased learning modules.

### 8.5.1 What we expect of you at level 4

During level 4, you areintroduced to the fundamental knowledge and skills that underpin Healthcare Science (Ophthalmic Imaging) practice. You will learn to demonstrate a sound understanding of normal anatomy and function and start to appreciate how this information relates to the techniques you are completing in a clinical setting. You will be able to show an awareness of professional legislation and quality standards, professional boundaries, ethical practice and the importance of effective communications in person-centred care.

### 8.5.2 What we expect of you at level 5

During level 5, you will build upon knowledge gained in level 4 by applying knowledge and skills learnt to a wider and more complex range of clinical situations. You will be expected to begin recognising pathological changes within the results they obtain. You will look at basic patient pathways and how they can use diagnostic techniques to support patient investigation and subsequent outcomes. Specifically, you will develop their understanding of quality standards further; evaluating the limitations of investigative techniques and how this applies to clinical investigation. You will begin to show an ability to work effectively with others, contribute to evidence-based improvements, and use justifiable reasoning skills for their clinical decisions.

### 8.5.3 What we expect of you at level 6

At level 6, the focus is upon integration of clinical concepts and critical evaluation. You are encouraged to be a critical thinker, aiming to seek high quality sources of information and questioning validity. You are expected to be able to review clinical techniques in combination; being able to recognise how different techniques complement each other and aid in onward patient care. You are encouraged to question practice and consider how emerging Ophthalmic techniques might change the future of clinical practice. There is also a greater emphasis on independence, by prioritising and managing your own clinical workload and leading junior members of staff.

## 8.6 Practice Setting Debrief for Students

On return to University, you will undertake a practice-setting debrief session within small groups with the module leader. The aim of the session is to discuss your experience during your practice setting and share any significant events and positive or negative experiences. The small group activity allows you to share your experiences with other students, learning from positive and negative experiences, and discuss how you feel about future practice-based activity. The module leader will facilitate the discussion in a non-judgemental way and assist you in thinking about your reflection on the experience and how you can set a developmental action plan for your subsequent practice-based education.

# 9.0 Ideas for Practice Setting Activity

The structure each practice setting will vary. The Practice Educator is responsible for planning your time during the practice-education period. You may wish to discuss with them what you want to achieve during your time.

## 9.1 Inter-professional Learning during Practice-Education

Many practice settings have opportunities for the student to participate in inter-professional learning to improve your understanding of the scope of practice and skills of other professions. Although you are encouraged to seek out these opportunities for yourself, you may need some assistance and guidance from your Practice Educator.

The aims for inter-professional learning during the practice period are to:

* + - Improve understanding of the roles of other healthcare science professions.
    - Participate effectively in inter-professional/multidisciplinary 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 clinical assessment and management of patients by other professionals.

## 9.2 Attending meeting and training

You 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. Particularly at levels 5 and 6, you should be encouraged to be actively involved in these meetings.

## 9.3 Study time during the Practice-Education period

The Practice Educator may allocate you study time each week for personal study for formal reflection upon learning experiences. You should be aware that this time is allocated at the discretion of the Practice Educator and is likely to vary between practice settings. You may be set specific work for them to achieve in this time, for example, investigating and reflecting on a particular incident or patient case.

# 10.0 Procedures for reporting absence during your practice-education period

As part of the induction process you need to take note of how to report absence during your practice-based education. 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 practice setting directly on their 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 practice setting team with the date, time and whom the absence has been reported to include a likely return date if you are able to do so.

Please be aware that if the practice setting is severely concerned about your absence they will contact the Academic Course Lead immediately, or, if out of hours, will call the on-call University Manager.

In all cases you should ensure that you document the name of the person you reported sick or absence 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.

# 11.0 Evaluation of practice setting and Quality Assurance

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

At the end of the practice-education period, the student and the Practice Educator are encouraged to evaluate the practice setting. This helps with the moderation of the quality of the practice setting 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 practice setting evaluation is produced annually and shared with clinical partners.

# 12.0 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 practice setting. If you provide consent, they will be informed of the details of your disability and how they can best support you during your practice-education period. Further advice and support can be accessed at any time during the practice period by contacting the link tutor or the disability advisors through the Helpzone.

# Appendix 1: Induction Checklist for Practice-Based Activity

**Day 1**

1. Orientate students to the practice setting

|  |  |
| --- | --- |
| **Activity** | **Tick** |
| Working hours/pattern expected/lunch/breaks |  |
| Access to the department |  |
| Introduce staff |  |
| Orientate to area- fire exits, toilets, lockers, canteen, library, parking etc. |  |
| Emergency procedures- fire, cardiac arrest, emergency bells |  |
| Relevant policy – manual handling, infection prevention and control |  |
| How to report absence/sickness |  |

2. Getting to know the student.

|  |  |
| --- | --- |
| **Activity** | **Tick** |
| Ask about previous experience |  |
| Check modules covered to date |  |
| Ask to see SWOT analysis |  |
| Ask about preferred learning style |  |
| Ask student about practice objective/ideas |  |

3. Getting to know you.

|  |  |
| --- | --- |
| **Activity** | **Tick** |
| Discuss your career as a Ophthalmic Imager to date |  |
| Outline your expectations of them during the practice-education period |  |
| Discuss how they would raise and issue or concern with you |  |
| Discuss possible learning opportunities |  |
| Discuss typical working day |  |

**Day 1 and 2**

Allow the student to observe your day to day role and familiarise themselves with the working environment over these two days so that they are fully prepared for setting personal development actions.

**Day 3**

The student should provide their practice assessment document in order to set actions for the practice-education period. Although the actions should be theirs, you can support them in setting realistic and achievable goals. The goals set should be SMART.

**Halfway Appraisal Date**

The halfway appraisal date should be set as soon as possible in conjunction with the student, the link tutor and the Practice Educator.

**Ongoing Observation and Support**

The student should be observed in practice regularly and receive both verbal and written feedback as appropriate. This will help you ascertain the student’s current level of ability and highlight the areas of support and development required.

# Appendix 2: Link Tutor Visit Report

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

|  |  |
| --- | --- |
| Student Name: |  |
| Student Number: |  |
| Name of link tutor: |  |
| Name of Practice Educator: |  |
| Practice setting: |  |
| Date of meeting: |  |

|  |  |
| --- | --- |
| Individual discussion with Practice Educator | |
| Feedback on student progress to date   * Attendance * Module achievement * Workbased Learning portfolio |  |
| Any concerns raised including those relating to Code of Conduct, Professional Standards, Safeguarding   * Performance * Behaviours * Wellbeing |  |
| Further support required |  |

|  |  |
| --- | --- |
| Individual discussion with student | |
| Reflection of practice-education period at halfway stage   * Attendance * Module achievement * Workbased Learning portfolio |  |
| Any concerns raised including those relating to Code of Conduct, Professional Standards, Safeguarding, and/or British Values?   * Performance * Behaviours * Wellbeing |  |
| Further support required |  |

|  |  |
| --- | --- |
| Joint Meeting | |
| Overall reflection on practice-education period |  |
| Has the student met personal development objectives? |  |
| Support action setting for remainder of practice-education period |  |
| Action plan |  |
| Signatures |  |
| Practice Educator |  |
| Link tutor |  |
| Student |  |

# Appendix 3a: Personal Development Plan/CPPD Log TEMPLATE

|  |  |  |  |
| --- | --- | --- | --- |
| **Personal Development Plan** | | | |
| **Student name:** | | | |
| **COVERING THE PERIOD FROM:** |  | **TO:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What are my actions?** | **What will I do to achieve this?** | **What resources or support will I need?** | **What will my success criteria be?** | **Target dates for review and completion** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Continuous Personal and Professional Development (CPPD) Log** | | | |
| **Student name:** | | | |
| **COVERING THE PERIOD FROM:** |  | **TO:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Key dates** | **Step 1) What did you do/What happened?** | **Step 2) What did you learn?** | **Step 3) How have/will you take action?** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Appendix 3b: Reflection Practice TEMPLATE

|  |
| --- |
| **Title:** |
| **Step one: Description** |
| *Start by thinking back over the experience and selecting a part of it that was significant or important to you. Tell the story of what you experienced in as much detail as you can. At this stage concentrate on describing what happened, there’s no need to put effort into deciding what you learned.* |
| **Step two: Feelings** |
| *Try to identify the feelings/learnings that arose from the experience. Look holistically at what you have described. What themes can you draw from these feelings. Think about everyone involved. Don’t limit the number and don’t worry about the practicality or quality of the points. Write it “as it is”. Using bullet points is perfectly acceptable at this stage.* |
| **Step three: Evaluation** |
| *Consider the factors that might influence the themes you have identified from the experience. Consider what went well and what could have been better. Start to research your themes to identify current thinking on the subject.* |
| **Step four: Analysis** |
| *Link your thoughts to your previous experiences and to the relevant literature you have researched. Consider the outcomes from previous experiences. How might the new experience reflect these previous experiences? How does the experience stand up to current research?* |
| **Step five: Conclusion** |
| *Outline the learning points that you have identified from your analysis. Ensure to include references to the research you have carried out to justify your reasoning.* |
| **Step six: Action Plan** |
| *Finally, decide which learning points you want to implement in the future and work out an action plan which covers what you are going to do and when you are going to do it. Make your action plan as precise as possible so that you are clear what you have to do and that it is realistic. To make it more of an action and less of an intention say how and when you will do the actions.* |
| **Author:**  **Date:** |

# Appendix 3c: SWOT Analysis Tool

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
| **Opportunities** | **Threats** |

Notes;

Date:

# Appendix 4a: Direct Observation of Practical Skills TEMPLATE

|  |  |  |  |
| --- | --- | --- | --- |
| **Student name:** |  | **Student’s signature:** |  |
| **Procedure type:** |  | **Procedure date:** |  |
| **Practice Educator name:** |  | **Practice Educator signature:** |  |
| **Practice Educator’s position:** |  | **Outcome:** | **Satisfactory/Unsatisfactory** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Difficulty of the procedure** | **Low** | **Average** | **High** |
| **Number of times procedure has been**  **performed ‘unassisted’ by student prior to today’s observation** | **1–4** | **5–9** | **>10** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Please grade the following areas using the scale below**  1Please mark this if you have not observed the behaviour | **Below expectation** | **Borderline** | **Meets expectation** | **Above expectation** | **Unable to comment1** |
| **1. Understands scientific principles of procedure, including basic science underpinning it** |  |  |  |  |  |
| **2. Has read, understands and follows the appropriate standard operating procedures, risk and COSHH assessments, and any other relevant health and safety documentation** |  |  |  |  |  |
| **3. Understands and applies the appropriate internal and external quality control associated with the procedure** |  |  |  |  |  |
| **4. Understands the risks associated with items of equipment and uses them appropriately** |  |  |  |  |  |
| **5. Completes associated documentation accurately** |  |  |  |  |  |
| **6. Output meets accepted departmental/professional standards** |  |  |  |  |  |
| **7. Carries out the procedure within the appropriate time frame** |  |  |  |  |  |
| **8. Is aware of the limitations of the test** |  |  |  |  |  |
| **9. Demonstrates awareness of the limits of responsibility and when to seek advice** |  |  |  |  |  |
| **10. Professionalism** |  |  |  |  |  |
| **Feedback:** | **Actions:** | | | | |

# Appendix 4b: Case Based Discussion TEMPLATE

|  |  |  |  |
| --- | --- | --- | --- |
| **Student name:** |  | **Student’s signature:** |  |
| **Brief description of Case:** |  | **Discussion date:** |  |
| **Practice Educator name:** |  | **Practice Educator signature:** |  |
| **Practice Educator’s position:** |  | **Outcome:** | **Satisfactory/Unsatisfactory** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Difficulty of the procedure** | **Low** | **Average** | **High** |
| **Number of times procedure has been**  **performed ‘unassisted’ by student prior to today’s observation** | **1–4** | **5–9** | **>10** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Please grade the following areas using the scale below**  1Please mark this if you have not observed the behaviour | **Below expectation** | **Borderline** | **Meets expectation** | **Above expectation** | **Unable to comment1** |
| **1. Understands clinical and/or scientific principles relevant to case/scenario** |  |  |  |  |  |
| **2. Can discuss relevant health and safety issues** |  |  |  |  |  |
| **3. Can discuss the procedures used to obtain the results** |  |  |  |  |  |
| **4. Can discuss the quality control procedures to ensure the result is accurate** |  |  |  |  |  |
| **5. Demonstrates a knowledge of relevant ‘Best Practice’ guidelines and other policies relevant to the scenario** |  |  |  |  |  |
| **6. Can discuss the significance of routine patient results with reference to the reasons for referral** |  |  |  |  |  |
| **7. Is aware of, and can use as required, appropriate resources to aid in the interpretation of results** |  |  |  |  |  |
| **8. Is aware of the importance of the audit trail and can complete the audit trail accurately** |  |  |  |  |  |
| **9. Demonstrates awareness of the limits of responsibility and when to seek advice** |  |  |  |  |  |
| **10. Professionalism** |  |  |  |  |  |
| **Feedback:** | **Actions:** | | | | |

# Appendix 4c: Observed Clinical Event TEMPLATE

|  |  |  |  |
| --- | --- | --- | --- |
| **Student name:** |  | **Student’s signature:** |  |
| **Brief description of Clinical Event:** |  | **Clinical Event date:** |  |
| **Practice Educator name:** |  | **Practice Educator signature:** |  |
| **Practice Educator’s position:** |  | **Outcome:** | **Satisfactory/Unsatisfactory** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Please grade the following areas using the scale below**  1Please mark this if you have not observed the behaviour | **Below expectation** | **Borderline** | **Meets expectation** | **Above expectation** | **Unable to comment1** |
| **1. History Taking – *Does the student obtain the information required prior to undertaking a procedure from the patient or a clinical colleague?*** |  |  |  |  |  |
| **2. Communication skills – *Does the student use language appropriate to the situation when explaining or discussing an aspect of clinical care? Do they check the understanding of the patient?*** |  |  |  |  |  |
| **3. Clinical examination skills – *Does the student undertake the clinical skill correctly?*** |  |  |  |  |  |
| **4. Clinical judgement – *Is the procedure correct for the required outcome?*** |  |  |  |  |  |
| **5. Scientific judgement – *Was the choice of equipment appropriate for the required outcome, has it been correctly calibrated and any necessary settings correctly applied?*** |  |  |  |  |  |
| **6. Professionalism – *Did the student introduce themselves and their role using appropriate language, considering any patient confidentiality or ethical issues?*** |  |  |  |  |  |
| **7. Organisation and efficiency – *Was the student well organised and efficient; ensuring all record keeping was appropriate and accurate? Did they keep to time and ensure accurate recording of results? Did they process the results in a timely fashion?*** |  |  |  |  |  |
| **8. Overall clinical care – *Did the student show respect, empathy and compassion for the patient and/or recognise the importance of the procedure/test within the care pathway for the patient where the test contributes to a diagnosis, treatment or management?*** |  |  |  |  |  |
| **Feedback:** | **Actions:** | | | | |

# Appendix 4d: Service User Feedback TEMPLATE

|  |  |
| --- | --- |
| Name of Student |  |
| Practice setting/Practice Educator: |  |

Please answer the questions thoroughly and truthfully to support the students’ development. Your feedback will not impact on the service you receive. Thankyou for your participation.

Use the following scale, thinking specifically of the student you are providing feedback about.

**1 = Never 2 = Sometimes 3 = Most of the Time 4 = Always NE = No experience**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **Introduces themselves to you clearly using eye contact** | **1** | **2** | **3** | **4** | **NE** |
| **2** | **Explains their role in your appointment** | **1** | **2** | **3** | **4** | **NE** |
| **3** | **Confirms your identity with the details on record** | **1** | **2** | **3** | **4** | **NE** |
| **4** | **Outlines, in an understandable manner, the details of the process you are undertaking** | **1** | **2** | **3** | **4** | **NE** |
| **5** | **Listens to you and gives you time to talk and ask questions** | **1** | **2** | **3** | **4** | **NE** |
| **6** | **Answers your questions to your satisfaction** | **1** | **2** | **3** | **4** | **NE** |
| **7** | **Ensures you give consent prior to continuing with your appointment** | **1** | **2** | **3** | **4** | **NE** |
| **8** | **Takes precautions to maintain your privacy** | **1** | **2** | **3** | **4** | **NE** |
| **9** | **Takes precautions to maintain your safety** | **1** | **2** | **3** | **4** | **NE** |
| **10** | **Explains the next steps in your care** | **1** | **2** | **3** | **4** | **NE** |

Initials: Date:

To ensure your confidentiality please do not sign this form – simply initial it.

# Appendix 4e: Colleague Feedback TEMPLATE

|  |  |
| --- | --- |
| Name of Student: |  |
| Brief description of the teamworking activity: |  |

Please answer the questions thoroughly and truthfully to support your colleague’s development. Your feedback will be kept anonymous. Thankyou for your participation.

Use the following scale, thinking specifically of the student you are providing feedback about.

**1 = Never 2 = Sometimes 3 = Most of the Time 4 = Always NE = No experience**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **Complies with departmental policies, procedures and values** | **1** | **2** | **3** | **4** | **NE** |
| **2** | **Is professional and courteous when communicating with others** | **1** | **2** | **3** | **4** | **NE** |
| **3** | **Demonstrates a willingness to listen to what others have to say** | **1** | **2** | **3** | **4** | **NE** |
| **4** | **Demonstrates respect for the work and ideas of others** | **1** | **2** | **3** | **4** | **NE** |
| **5** | **Is considerate of the needs of others** | **1** | **2** | **3** | **4** | **NE** |
| **6** | **Follows through with tasks and responsibilities in an appropriate and timely manner** | **1** | **2** | **3** | **4** | **NE** |
| **7** | **Represents the department in a positive manner when interacting with external staff/visitors** | **1** | **2** | **3** | **4** | **NE** |
| **8** | **Has an attitude of helpfulness towards others** | **1** | **2** | **3** | **4** | **NE** |
| **9** | **Provides a sufficient handover of tasks to those taking over from them** | **1** | **2** | **3** | **4** | **NE** |
| **10** | **Is willing to accept responsibility for his or her own actions** | **1** | **2** | **3** | **4** | **NE** |

# Appendix 4f: Delegate Feedback TEMPLATE

|  |  |
| --- | --- |
| Name of Student: |  |
| Brief description of the delegated activity: |  |

Please answer the questions thoroughly and truthfully to support your colleague’s development. Your feedback will be kept anonymous. Thankyou for your participation.

Use the following scale, thinking specifically of the student you are providing feedback about.

**1 = Never 2 = Sometimes 3 = Most of the Time 4 = Always NE = No experience**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **Role models professional standards and values** | **1** | **2** | **3** | **4** | **NE** |
| **2** | **Provides clear instructions** | **1** | **2** | **3** | **4** | **NE** |
| **3** | **Values my input and perspective** | **1** | **2** | **3** | **4** | **NE** |
| **4** | **Provides me with constructive feedback** | **1** | **2** | **3** | **4** | **NE** |
| **5** | **Provides me with the support I need to continuously learn and develop myself** | **1** | **2** | **3** | **4** | **NE** |
| **6** | **Is considerate of my needs** | **1** | **2** | **3** | **4** | **NE** |
| **7** | **Follows through with their promises** | **1** | **2** | **3** | **4** | **NE** |
| **8** | **Protects my privacy** | **1** | **2** | **3** | **4** | **NE** |
| **9** | **Protects my health and safety** | **1** | **2** | **3** | **4** | **NE** |
| **10** | **Cares about me as an individual** | **1** | **2** | **3** | **4** | **NE** |