



## Placement Charter for the Faculty of Health Sciences Students

This charter has been produced in collaboration with the University of Hull, placement providers and representatives on the Faculty Education Student Experience Committee and is an agreed set of principles and statements that all parties are expected to adhere to.

### **For the purposes of this charter the following terms apply:**

**Learner** refers to all students, learners, apprentices and trainees in healthcare or social work programmes at the University of Hull.

**Placement** refers to all learning environments/work-based learning experiences.

**Faculty** refers to the Faculty of Health Sciences (the Faculty).

**Academic Link** refers to a member of the faculty staff who liaises with placement/s to monitor placements through audit and provide advice and support to maintain an optimum learning environment. The title of this person varies according to each profession and as such we have used a generic term of academic link.

**Placement Supervisor** refers to all trainers/supervisors/coordinators/mentors/educators/assessors appropriately qualified/suitably prepared to support learners. In the practice placement learners are provided with a named member of staff who will oversee their learning on placement and is usually responsible for the assessment of the learner's practice. The title of this person varies according to each profession and as such we have used a generic term of placement supervisor. \*

### **Introduction**

The practice education of healthcare and social work students is a partnership between students, the University and placement areas. The purpose of this placement charter is to describe in one document some of the most important aspects of the relationship between the Placement Provider, the Faculty of Health Sciences (the Faculty) and the Learner. The charter sets out the expectations, rights, role and responsibilities of learners, the Faculty of Health Sciences and placement providers for a placement. This charter must be read in conjunction with a number of other key documents relating to placements in the Faculty of Health Sciences:

[Working Hours in Practice](#)

[Change of Placement Criteria](#)

[Policy for Rising Practice Concerns](#)

These documents can be accessed on the University of Hull's Placement Learning Unit (PLU) website.

The following link is for the homepage of the PLU website: [www.hull.ac.uk/plu](http://www.hull.ac.uk/plu)

The placement charter demonstrates all the placement stakeholders' commitment to provide a safe and high-quality learning environment for all learners to prepare them for their future roles working collaboratively in multi-professional teams. The charter instils the values embedded within the NHS Constitution (DH, 2021), The Education NHS Education Contract (HEE, 2021b) and Health Education England Quality Framework (HEE, 2021a) and the relevant regulatory body's code of conduct (NMC, 2018a; HCPC, 2018; SWE, 2019).

The placement charter strengthens the excellent working partnership which exists between Placement Providers and the Faculty of Health Sciences. The University of Hull acknowledges and supports the commitment of placement provider organisations to healthcare and social work education in providing a wide range of learning opportunities for all learners. This enables learners to experience the complexity and the diversity of the healthcare and social work practitioner roles so that they can develop their skills, knowledge and professionalism.

The University of Hull has a strong relationship with key stakeholders and operates through a tripartite relationship between the University, the Learner and Placement Provider. This tripartite relationship is designed to ensure that learning is facilitated so that all learners can develop the knowledge, skills and qualities that are essential for the role of a professional healthcare or social work practitioner.

The aim of all stakeholders is to create and maintain learning environments which facilitate practicebased learning and meet the quality assurance processes required by the different professional regulatory bodies. Practice placements are a vital component of the learner experience and it is important that they reflect both the nature of the provision of care to meet healthcare and social work needs and the demands of professional registration. Placements are organised and allocated so that learners gain real-life experience in a range of healthcare and social work settings. All healthcare and social work programmes work in partnership with many agencies from NHS providers, local authority, the statutory and the private, independent and voluntary sectors across the Humber and North Yorkshire Integrated Care Partnership (ICP) foot print to provide diverse, high quality practice placements.

## The Footprint



**The placement charter's underlying principles will be that all individuals will be treated with courtesy and respect and to be treated as a valued member of the wider multidisciplinary team-**

The placement charter is underpinned by the University of Hull's vision statement and associated values and behaviours which form a meaningful reference point for all members of the University community in relation to expected standards of behaviour (*We respect others; We work collaboratively; We communicate clearly; We build trust; We are proactive and purposeful; Raising concerns about practice*).

**Any issues regarding a learner's safety will be raised and escalated as per the Faculty of Health Sciences raising practice concerns policy.**

## **Rights Roles and Responsibilities of the Faculty**

- All parties have the right to expect courtesy, respect and be valued as a member of the healthcare and social work team working towards developing effective healthcare and social work professionals.
- The Faculty has a commitment to working collaboratively with all stakeholders. This includes hosting and facilitating a practice forum and maintaining the placement learning unit website.
- The Faculty will monitor evidence of governance as required by each Professional, Statutory and Regulatory Body (PSRB) through quality-assurance systems which support the learner, the service user and their families and carers.
- The Faculty will monitor compliance with PSRB requirements to ensure that Placement Supervisors/Educators meet the relevant professional standards and are adequately prepared for their role. Where Placement Supervisors/Educators are not able to meet the relevant professional requirements, the learner's placement allocation will be challenged and if necessary, another Placement Supervisor/Educator will be requested.
- The Academic Link as the faculty's representative will work with Placement Supervisors/Educators and other practice support personnel to support placement providers in ensuring that PSRB education standards are met and learning is enhanced. In order to achieve high quality placement provision, placement providers and the academic link must

establish effective communication as and when necessary and provide and act on constructive feedback. Contact details will be regularly updated and distributed accordingly.

- The Faculty will monitor that the educational audit of placement areas is carried out to enable the requirements set by the respective professional regulating bodies to be achieved. Placement audits will also be monitored in order to determine that the learning experience continues to meet the requirements identified in the PSRB Training and Education Standards. Learner placement evaluations will be used to inform the audit process.
- The Faculty will respond to feedback from all learners on the quality of the placement experience through the audit process.
- The Faculty will establish and maintain communication at all times with placement providers and learners and use both placement provider and Faculty Escalating Concerns policies to raise issues and concerns where the safety of service users, learners and staff is considered to be compromised.
- The placements team will provide details of the allocated placement for healthcare learners at least 6 weeks before the placement commences. This will include the name and contact details of the identified placement supervisor. For healthcare students, access to the allocated placement profile is provided on the Healthcare Placements (Yorkshire and the Humber) website and learners are expected to use this to make the necessary preparation to enhance their learning experience. For learners on other programmes, such as social work, the details of allocated placements may be released within different timescales.
- Learners will have a Placement Supervisor/Educator identified for the duration of their placement. If the identified placement supervisor needs to be reassigned during a placement the placement will be responsible for providing a new placement supervisor.

### **Rights, Roles and Responsibilities of Learners**

- All parties have the right to expect courtesy, respect and be valued as a member of the healthcare and social work team working towards developing effective healthcare and social work professionals.
- Learners will behave with courtesy and respect towards service users, carers and colleagues.
- Learners must observe the principles of maintaining confidentiality and obtaining consent at all times.
- Learners must demonstrate respect for diversity of culture and values, learning and working as part of the multi-disciplinary team.
- Learners have the right to expect a placement that is conducive to meeting their learning needs and enables them to achieve PSRB requirements for progression and registration.
- Learners will be supported, supervised and assessed by practice staff who are adequately prepared for their role.
- The allocation of a placement to the learner will consider individual needs, including reasonable adjustments for declared disabilities and/or learning differences. Once an allocation is made placements will not be changed unless there are 'exceptional circumstances'. Where learners feel their circumstances meet the 'exceptional criteria' to request a change of placement, learners must read the change of placement criteria policy and complete the relevant form.

- Learners will prepare adequately for a placement, including contact with the placement in advance. For nursing students, it is the learner's responsibility to contact a placement area following release of their allocated placement details. Contact should be made two weeks prior to starting a placement so that nursing students can be given information required to support their integration to the placement.
- Learners are encouraged to disclose any specific health or learning needs at the earliest opportunity to maximise the availability of placement support that may impact on the achievement of practice learning outcomes.
- Learners must maximise the opportunity to experience the delivery of care in a variety of practice settings and seek opportunities to learn with and from service users and carers. The range of practice learning opportunities are dictated by the programme of study leading to a professional qualification.
- Learners are expected to make an appropriate contribution to service user care while on placement in accordance with their supernumerary placement status.
- Learners are expected to meet their assigned Placement Supervisor within the first week of placement.
- Learners will inevitably be required to travel to placements during their programme but will not be expected to travel for more than 2 hours each way (for detailed guidance on this please read the Change of Placement Criteria document). Learners will be responsible for organising their own transport to and from placement.
- Learners are expected to be on time for the start of each shift. Issues which are outside the responsibility of the University, such as childcare, will be the responsibility of the learner to manage and arrange.
- Attending a placement will be considered a priority and will not be missed to complete theoretical assignments.
- Learners will be required to experience the continuum of healthcare and social work over a 7- day week (including bank holidays) and, where the programme requires, over a full 24hour shift pattern in keeping with the placement area's normal working arrangements. This is to reflect the fact that placements are required to support the development of the learner as a professional and preparing them for the realities of their chosen professional career.
- Learners will engage with their placement as an independent learner with a pro-active approach to learning. The Learner will be flexible in accessing available learning.
  - opportunities to experience 24hour care and care pathways.
- Learners will have a commitment to learning and development and actively seek out learning opportunities in negotiation with their placement supervisor; and will be proactive and willing to learn with, from and about other professions, other learners and with service users and carers.
- Learners are expected to discuss learning outcomes with their identified Placement Supervisor and maximise all available learning opportunities. Learners will ensure practice assessment documents are shared with practice on the first day of the placement and are made continually available so that progression and skills can be documented.
- Learners will make effective use of available support, information and guidance, reflect on all learning experiences, including feedback given, and be open and willing to change and develop on a personal and professional level.

- Learners must be clear who to report any concerns to in order to ensure that high quality, safe care to service users and carers is delivered by all staff.
- Learners have a professional responsibility and must raise any issues or concerns they may have about their placement through the appropriate mechanisms as set out in the Raising Practice Concerns Policy. Faculty staff must also escalate concerns on the learners' behalf in accordance with the Faculty Escalating Concerns Policy and raise any serious concerns about poor practice or 'risk', including unacceptable behaviours and attitudes observed at the earliest opportunity.
- Learners must report sickness and absence immediately to the placement and the Faculty stating a reason for the absence and an expected return to practice date; and ensure any documentation to record sickness/absence is completed-[Student Portal](#)
- Learners will act in a professional manner and comply with placement policies, guidelines and procedures, and uphold the standards of conduct, performance and ethics expected by respective professional and regulatory bodies and organisations.
- Learners will act at all times in a professional manner and comply with placement policies, guidelines and procedures, and uphold the standards of conduct, performance and ethics expected by respective professional and regulatory bodies and organisations.
- Learners will comply and dress in a manner that promotes a professional image and in accordance with the placement provider dress code/uniform policy and meets health and safety and infection control requirements.
- Learners will complete a placement evaluation as per programme/PSRB requirements giving constructive feedback- if the learner needs support with this they should seek support from their Personal Supervisor. Learner placement evaluations will be monitored and actioned with sensitivity when issues or concerns are raised. They may be accelerated in line with the Faculty Escalating Concerns Policy.
- Learners can expect the protection of their supernumerary status (where is a programme requirement) as per PSRB standards.
- Learners can expect to have access to evidence based resources and where appropriate access to the placement organisation IT system.
  - Learners can expect to observe effective leadership behaviour of healthcare professionals and social workers and learn the required professional values and behaviours of care and compassion, equality, respect and dignity, promoting and fostering those values in others.

### **Rights Roles and Responsibilities of the Placement**

- All parties have the right to expect courtesy, respect and be valued as a member of the healthcare and social work team working towards developing effective healthcare and social work professionals.
- The Placement will create an environment that is conducive to meeting the individual learner's learning needs. Learning resources must be made available making sure that reasonable adjustments are made for declared disabilities and/or learning differences.
- The Placement will ensure all learners will be welcomed, valued and provided with an inclusive, safe, stimulating and supportive learning experience.

- On the first day in practice the learner can expect to have orientation to the placement area, which must include: being informed of relevant health and safety policies/procedures, responsibilities in respect of fire and emergencies, and be informed of the educational resources available on the placement.
- An initial meeting will be conducted during the first week of the placement and proposed dates for any required interviews, such as mid-point and final interviews, will be agreed at that time. The Placement Supervisor/Educator will discuss roles and responsibilities within the first week of the placement.
- Practice Supervisors will provide written and verbal feedback as required by the practice assessment documentation. All practice assessment documentation will be completed and signed before the end of the placement.
- Placement Supervisors/Educators should provide regular contact with the learner throughout the placement as needed and/or in keeping with programme/PSRB requirements to reflect together on practice and progress, address action plans and complete the practice assessment documentation. Each should be available for appointments or ensure that the other is contacted if there is some unforeseen problem or delay.
- Learners' practice hours will be recorded on the duty roster/equivalent. Where required, practice hours will be checked for accuracy and verified by the appropriate person in placement- this is via the TMS on ARC-[TMS Guide](#)
- The Placement expects to be provided with the appropriate contact details of the designated academic link.
- The Placement will promote a healthy workplace culture built on openness and accountability, encouraging all learners to raise any concerns they may have about poor practice or 'risk', including unacceptable behaviours and attitudes they observe at the earliest reasonable opportunity.
- The Placement will respond appropriately when concerns are raised. Any issues regarding practice will be addressed in a timely manner, appropriately documented and referred to the appropriate person following the established procedures.
- The Placement will provide role modelling and leadership in learning and working, including the demonstration of professional values and behaviours of care and compassion, equality, respect and dignity, promoting and fostering those values in others.
- The Placement will facilitate a learner's development, including respect for diversity of culture and values around collaborative planning, prioritisation and delivery of care, with the learner as an integral part of the multi-disciplinary team.
  - The Placement will facilitate breadth of experience and inter-professional learning in placements, structured with the service user and/or carer at the centre of care delivery.
- The Placement will adopt a flexible approach, utilising generic models of learner support, information, guidance, feedback and assessment in order to support the achievement of placement learning outcomes for all learners.
- The Placement will offer a learning infrastructure and resources to meet the needs of all learners, ensuring that all staff who supervise learners undertake their responsibilities with the due care and diligence expected by their respective professional and regulatory body and organisation.

- The Placement will respond to feedback from all learners on the quality of the placement experience to make improvements for all learners.
- The Placement will carry out educational audit of placement areas in partnership with the Faculty to enable the requirements set by the respective professional regulating bodies to be achieved. Learner placement evaluations will be used to inform the audit process.

## Glossary of terms

**Academic Link:** A member of the faculty staff who is allocated to a named placement to work with Placement Supervisors and/or placement areas in order to monitor placements through audit processes offering advice and support in providing an optimum learning environment where learners can maximise their potential. For nursing there is a specific role of link lecturer that supports placement learning.

**Personal Supervisor:** A member of the faculty staff who provides both academic supervision and personal supervision to a group of learners throughout the duration of their 3-year programme .

**HCPC:** Health and Care Professionals Council.

**NMC:** Nursing and Midwifery Council.

**SWE:** Social Work England.

**PLU – Placement Learning Unit:** A website of the University of Hull which provides information, resources and guidance for healthcare and social work students and Placement Supervisors on placement related issues. This website also has contact details of practice support personnel and access to module and practice documentation such as the learner assessment document.

**Practice Support Personnel:** in the majority of healthcare placements there are additional Healthcare professionals who work in provider organisations with learners and the Faculty to support placements in developing and maintaining quality learning environments. Different organisations use different terms to describe these staff and the common ones are: CST (Clinical Skills Tutors), PEF (Practice Education Facilitator), PLF (Placement Learning Facilitator) PE (Practice Educators) and CPE (Clinical Practice Educators).

**PSRB:** Professional, Statutory and Regulatory Body.

**Service user:** this term describes a variety of different recipients of healthcare and social work interventions and includes patients & clients.

**Supernumerary:** For nursing students this means that they should not be counted within the workforce establishment and should not be asked to work as such. It does not mean that learners are observers they must integrate as part of the placement team. The term supernumerary is not specifically used in Health and Care Professionals Council (HCPC) education standards and guidance. The HCPC recognise that learners can be appropriately and safely supported in different ways, and their standards provide flexibility for education providers to consider how this might be achieved. This would include consideration regarding the supernumerary status of learners in practice. Placement providers must ensure that learners work within a scope of practice that is appropriate to their level of skills and experience. This is likely to develop for an individual learner as they progress during the programme and the practice-based learning they take part in should reflect this.



Placement providers must also consider other factors in providing a safe environment for service users and carers, such as the level of supervision and autonomy (independence) that learners have.

## References:

Department of Health (2021) The NHS Constitution: the NHS belongs to us all. Available at: <https://www.gov.uk/government/publications/the-nhs-constitution-for-england/the-nhsconstitution-for-england> :Accessed 14/03/2023

Health Education England (2021a) HEE Quality Framework 2017-2018. Available at: <https://nshcs.hee.nhs.uk/publications/health-education-england-hee-quality-framework-from2021/> : Accessed 14/03/2023

Health Education England (2021b) New NHS Education Contract. Available at: <https://www.hee.nhs.uk/our-work/new-nhs-education-contract> :Accessed 14/03/2023

HCPC (2018) Standards of education and training guidance. London: Health and Care Professions Council. Available at: <https://www.hcpc-uk.org/standards/standards-relevant-to-education-andtraining/set/> : Accessed 14/03/2023

HCPC (2018) Standards of conduct, performance and ethics. Available at: <https://www.hcpcuk.org/standards/standards-of-conduct-performance-and-ethics> : Accessed 14/03/2023.

NMC (2018a) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates. Available at: <https://www.nmc.org.uk/standards/code/> : Accessed 14/03/2023

NMC (2018b\*) Standards for student supervision and assessment. London: Nursing and Midwifery Council. Available at: <https://www.nmc.org.uk/standards-for-education-and-training/standards-forstudent-supervision-and-assessment/> : Accessed 14/03/2023

Social Work England (2019) Professional standards. Available at: <https://www.socialworkengland.org.uk/standards/professional-standards/> :Accessed 14/03/2023

**\*In 2018 the NMC standards for Supporting Learning and Assessment in Practice (SLAiP) (NMC, 2008) were replaced with new NMC standards for education and training. Part 2: Standards for Student Supervision and Assessment (SSSA) (NMC, 2018b) has replaced the term mentor with two new distinct roles of the practice supervisor and practice assessor. The SSSA has removed many of the requirements from the SLAiP standards and colleagues and organisations might still refer to the roles from the SLAiP standards, in particular the term mentor which has been associated with supporting nursing students for decades. There are many different terms used to describe the practitioners who carry out this vital role but for purposes of consistency in this placement charter we have used the term Placement Supervisor.**