



**Faculty of Medicine, Health and Social Care
FPLC 5: Guidelines for reviewing a student's practice learning experience
(2022-23)**

Version	Date prepared	Date reviewed	Reviewer name	Date for next review
1	28.10.11		Sandra Huntington Susan Crowhurst Helen Muscat Gayle Le Moine Karen Daniels Lindsey Keefe Karen Lumsden Sue West Lorraine Jacobs	December 2014
2		12 th December 2014	Faculty Practice Learning Committee	January 2016
3		11 February 2016	Faculty Practice Learning Sub-Committee	January 2018
4		01 November 2018	Alex Levine Faculty Director Practice Learning	January 2020
5		21 October 2020	Alex Levine Faculty Director Practice Learning	January 2022
6		05 September 2022	Alan Denne Helen Foster	January 2024

Specific notes for file	Name of reviewer
November 2018 updated terminology from PIR1 to ALERT form	Alex Levine
September 2022 ALERT form updated	Alan Denne
<i>These boxes should be used to identify specific actions taken / changes made to document and the date.</i>	

Introduction

A review of a student's practice learning experience may need to occur at any time (before, during or after) for one or more of the reasons below:

1. Reasons related to the student
2. Reasons related to practice learning facilitators
3. Reasons related to practice.

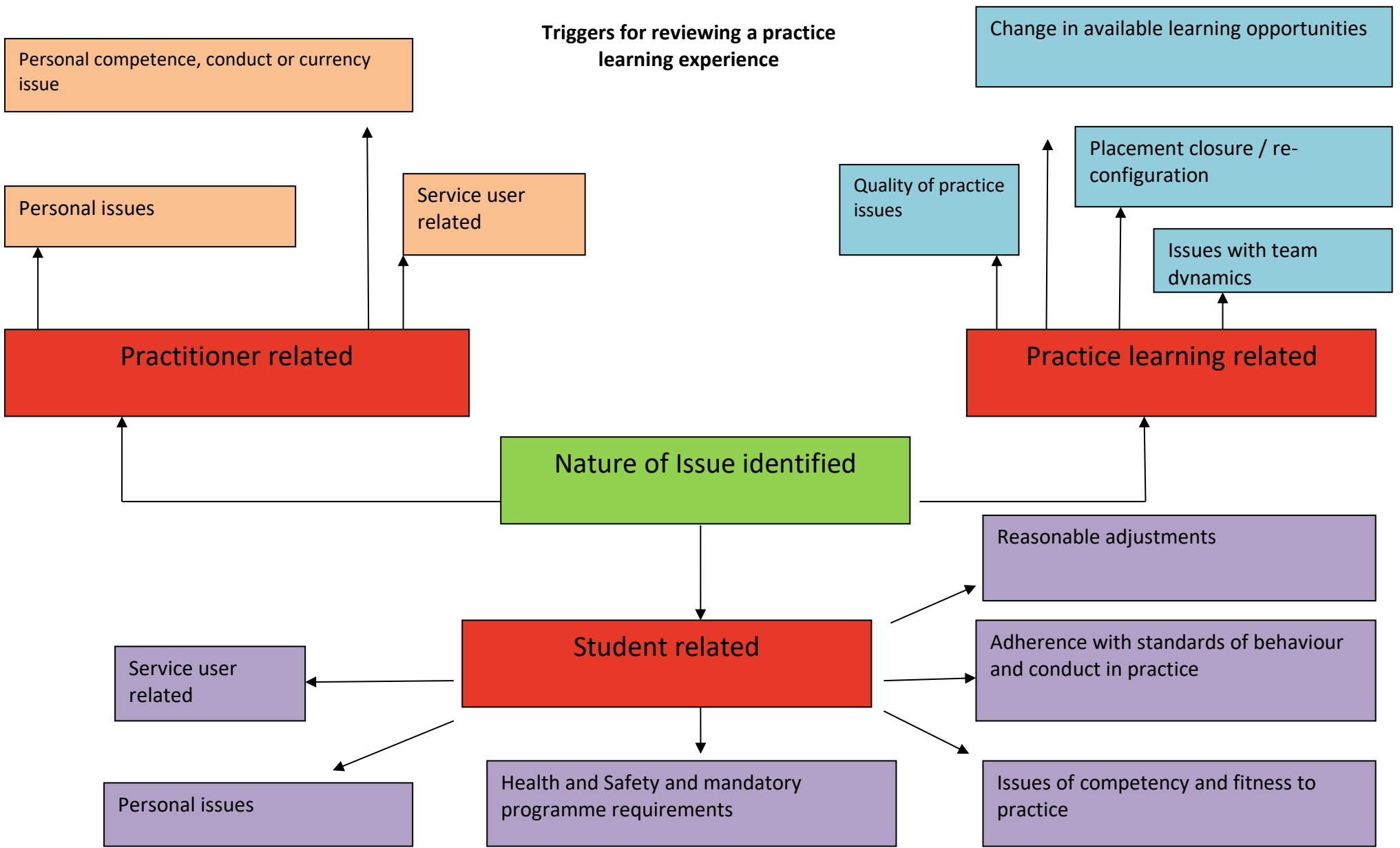
Some of the triggers for reviewing practice allocations are illustrated on the following page. It is important to establish that being asked to review a practice learning experience will not necessarily result in a discontinuation of practice, although this may have been the anticipated outcome of those involved.

The roles and responsibilities of the key people involved in reviewing practice learning experiences will vary, particularly with regard to the power they have to define the nature of the problem. Students and practitioners may feel vulnerable if they consider that their ability is being questioned. It is important that all involved work together in an objective manner, provide clear evidence to support their perspective, follow the attached guidelines and maintain a record of the discussions and outcomes. An ALERT form (Appendix 1) should be used for this purpose

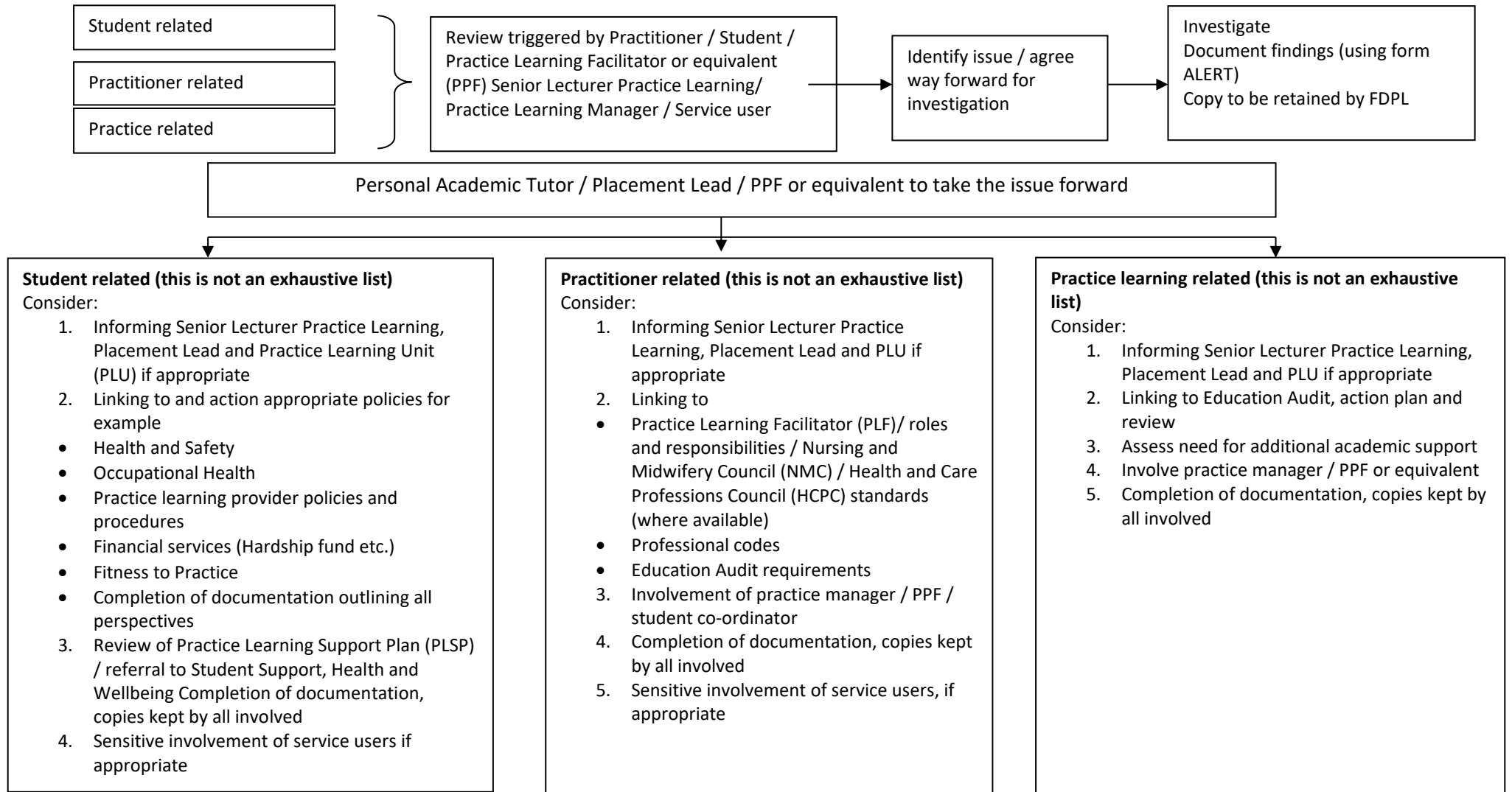
Each situation is unique and those involved and accountable for decision making will need to use their professional judgement to interpret the guidelines sensitively in a collaborative manner. Whilst the easiest solution might seem to be to remove the student from the practice learning area, this should be not necessarily be the first course of action and should be very carefully considered.

Any action taken must be transparent and consistent and for this reason decisions should be a tripartite process that takes into account equity, inclusion and diversity.

Triggers for reviewing a practice learning experience



Guidelines for decision-making when reviewing practice learning allocation



Tripartite decision made by Senior Lecturer Practice Learning, Placement Lead and PPF or equivalent (where in post) to continue the placement (and circumstances / action needed to facilitate this). Decisions to re-allocate student placement or withdraw of student subject to further action should involve the Faculty Director of Practice Learning.

Appendix 1

ALERT REPORT

This form should be sent electronically to placementsquality@canterbury.ac.uk **only**. Please ensure this remains as a working word document, and not converted into PDF/ any other format.

SECTION 1: CONTACT DETAILS	
Name and role of who is completing this form	
Email address	
Date	

Student Name	
Cohort	
Course	
Placement name	
Organisation	
Practice Placement Facilitator or equivalent and their email address	
Placement Lead at CCCU	
Senior Lecturer in Practice Learning	

SECTION 2: COMPLAINT/ CONCERN DETAILS (COMPLETED BY THE PERSON INITIALLY SUBMITTING THE ALERT FORM)	
Date and time of incident(s)	
A complaint relates to an issue where a student is complaining about how they have personally been treated whilst on a practice learning experience and are seeking resolution for them self. A concern relates to an issue, wrongdoing or risk, which affects others.	
Is this a Complaint or Concern? (Please specify)	
Summary of the complaint/ concern: (Please refer to roles rather than names where possible. Do not use names of any service users in this report)	

<p>Please provide details of action taken so far and parties involved (Please refer to roles rather than names where possible. Do not use names of any service users in this report)</p>	
Date this report is completed	
Level of Risk? (Low/ Medium/ High)	
Equality & Diversity Issue? (Yes/ No/ Maybe) (If you say yes, please give evidence as to why in section 2)	
Impact on service user/ patient care? (Yes/ No/ Maybe)	
Is this report written in collaboration with student and staff member? If not, why not?	

Please send this alert form to placementsquality@canterbury.ac.uk

Placements Quality will then send it to the relevant person to complete section 3. The student's name must be removed if this form goes to HR at the organisation. A copy is sent to SLPL and Placement Lead at CCCU for information only.

SECTION 3: FURTHER INVESTIGATION/ RESPONSE

Please provide a response and any actions agreed (including reporting this as per local protocols, seeking medical treatments, discussion in supervision etc.)
(Must be completed by Practice Placement Provider, or CCCU representative if the issue has been raised by practice)

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Should you have any further information to add following initially submitting this section, please send it to placementsquality@canterbury.ac.uk with the subject line as the case number.

Name	
Role	
Date	

Expected timeframes:

- Student to raise the complaint/concerns within 3 working days – or immediately depending on the urgency of situation
- 5 working days for Practice Placement provider to provide initial response

- 15 working days for complete action from Practice Placement Provider and response to student, however it can take much longer for an investigation to be completed
- Student/staff to be updated of investigation within 15 working days of initial raising of complaint/concerns
- Other HEIs to be informed as required depending on the circumstances (by FDPL)

ALERT REPORT – TRACKING

(FOR OFFICE USE ONLY)

SECTION 4a: THEMES FROM RAISING COMPLAINTS/CONCERNS REPORTS	
STANDARD OF PRACTICE EDUCATION	
Standard of practice learning facilitation and education	
Unwelcoming staff for student	
Unwillingness of practitioners to sign off proficiencies	
Failing a student at end of placement and not providing clear formative, summative assessment through PAD as a record	
Impact of low staffing levels on quality of practice learning facilitation	
Assessment documents not completed in time	
Reasonable adjustments not being met	
Breaching supernumerary status of student	
POTENTIAL INJURY	
Accidental injury to Student (e.g., needle stick, back injury)	
Assault on student	
Student witnessing an assault on staff member	
Student witnessing traumatic event with service user (e.g., suicide attempt)	
STUDENT MALPRACTICE	
Inappropriate use of social media by student	
Unprofessional behaviour of student (e.g., attendance, attitude, covert recording, breaching confidentiality, falling asleep on duty, timekeeping)	
Student involved in medication/patient care error	
Student acting beyond their role and capabilities	
STAFF MALPRACTICE	
Students being asked to do tasks beyond those agreed for their level (complaint/concern, includes unsupervised issuing of medication)	
General standard of staff behaviour	
Standard of staff to patient care	
Low staffing level impacting on level of care	

Staff unfamiliar with Trust/PVIS health guidance/policy	
DISCRIMINATORY BEHAVIOUR	
Possible bullying from staff to student	
Discriminatory comments/behaviour based on race and ethnicity	
Discriminatory comments/behaviour based on gender	
Discriminatory comments/behaviour based on age	
Differential treatment/learning opportunities experienced as racially motivated	
RAISING AND ESCALATING COMPLAINT/CONCERNS PROCEDURE	
Complaint noted at point student knows they would not pass the placement	
Student referred back to PAT for support and advised to seek local resolution before starting the alert reporting process	
OTHER	
Patient behaviour towards student	
Student noted in datix	
Lack of PPE	

SECTION 4b: OUTCOME OF INVESTIGATION/ CASE REFLECTION

Please consider any learning points to take forwards within CCCU

Comments and conclusions

Date of Case Closure by FDPL (or nominated SLPL)

FOLLOWING CASE CLOSURE, FDPL (or nominated SLPL) HAS NOTIFIED THE FOLLOWING:
(THIS MAY CROSS PROGRAMMES)

Student (usually by Placement Lead within their course)	
Placement Lead (who then notifies staff within their course on a 'need to know' basis)	
Practice Learning Facilitator	
Senior Lecturer in Practice Learning	
Head of Faculty/School/Course	
Practice Learning Unit if any relevant actions	
Another HEI (informed by FDPL if relevant)	