

Faculty of Medicine, Health and Social Care

FPLC 6: Alert Reporting – Raising and Escalating Complaints and Concerns within Practice Placements

This is our Faculty guidance for raising and escalating complaints and concerns from practice placement settings. We aim for issues to be resolved promptly and appropriately, working closely with our students, staff and practice placement providers within an ethos of **Speak Up** and **All Feedback is Welcomed**.

Raising a complaint and/or concern helps us to address and improve practice education and practice standards. We continually monitor the quality of our placements and practice education and feedback is important to us. Also, we have an expectation that good practice and professional standards are upheld. If there is a concern that is affecting or could affect service users, then we need to act.

Fundamentally, students and staff have a professional duty to report a concern.

Managing complaints and concerns should be discussed with students during their preparation for placements and they should be informed of the Faculty's raising and escalating complaints and concerns process. By discussing this at an early stage, students are better equipped to manage difficult situations and to address issues at the time of occurrence. It is preferable that concerns are raised at the time when they are happening, however it is recognised that students are evolving practitioners who may need support to reflect and consider a situation before challenging a practice situation, so they may seek out university support before approaching practice staff.

The following is the process for raising and escalating complaints and concerns that arise from practice placements. Please read in conjunction with Appendix 1: Flowchart and Guidance for Students.

In the case of immediate risk, do not wait to alert University staff:

ACT IMMEDIATELY - IF YOU WITNESS OR SUSPECT THAT THERE IS A RISK OF IMMEDIATE HARM, REPORT YOUR CONCERNS TO AN APPROPRIATE PERSON IMMEDIATELY. EACH PRACTICE AREA WILL HAVE A SAFEGUARDING POLICY AND LEAD CONTACT. INFORM CCCU AS SOON AS YOU CAN.

Stage 1: Aim for informal resolution

Initially, students are advised to aim for informal resolution with the practitioners in the practice area. This could be via a direct discussion with their Practice Learning Facilitator (PLF) or through a tripartite meeting with the PLF and appropriate University member of staff who usually supports their practice development (i.e. Personal Academic Tutor/Academic Link/ or Placement Lead for their course). These discussions should be prioritised and concluded before an **Alert Report** is begun.

If the issue is resolved at this stage, the parties involved may decide that it is still important to record the situation on an Alert Report.

Stage 2: If not resolved, escalate

If the situation is not resolved at Stage 1, an Alert Report is completed. Ideally this report is completed by the student with support from the University (i.e. Personal Academic Tutor/ Academic Link/ Placement Lead for their course). This report may form part of an investigation so information should be presented clearly and professionally. If possible, a concern should be submitted on an Alert Report within 3 working days of the incident so there can be an opportunity for timely resolution.

See attached Appendix 1: reflective template – this is useful for students and staff to consider the context and differing perspectives when writing the alert report.

The Alert Report is sent to placementsquality@canterbury.ac.uk. This is a confidential email address to the Faculty Director of Practice Learning (FDPL). If urgent, please contact the Faculty Director of Practice Learning directly as well as by email. The FDPL has responsibility to escalate concerns, ensuring safeguarding policies and processes for the organisation in question are not compromised.

Please do not send the Alert Report to anyone else as it may contain sensitive and confidential information.

The Faculty Director for Practice Learning (or nominated other person) sends the Alert Report to the Practice Education Lead (or Practice Placement Facilitator, PPF – see glossary below) and an initial response email is required within 5 working days to show receipt and planned actions. A copy of the Alert Report is also sent to the relevant course Placement Lead and the Senior Lecturer in Practice Learning (SLPL) for that area.

The practice placement provider investigates following their policies and procedures. Wherever possible, complaints and concerns will be addressed and actions agreed in partnership between the University and the practice placement provider. Only if necessary, information will be forwarded to a relevant health or social care regulatory organisation/police/safeguarding team.

As part of the investigation, there may be a request for a representative from the practice placement provider to interview the student. Any such request should be discussed with the FDPL and it is encouraged that students have support from the University at such an interview.

Stage 3: Further investigation

A full response to the complaint/concern is through the completion of Section 3 of the Alert Report which is returned to placementsquality@canterbury.ac.uk within 15 working days, or as soon as reasonably possible in the given circumstances. In the absence of a full response, an update is required from the practice placement provider.

During the investigative stage, we will endeavour to keep the student informed on the progress of the investigation. Communication with each student is usually through their course Placement Lead or their Personal Academic Tutor.

Depending on the nature of the complaint/concern, support will be given to enable the student to remain in the practice area. This may involve a tripartite meeting (a three-way meeting

between student, Personal Academic Tutor/ Academic Link/ Placement Lead and Practice Learning Facilitator) to jointly agree an action plan to address the situation. *Please see guidance on transferring students from a placement area – available on our Practice Learning Unit webpage.*

Further actions will depend on the nature of the complaint/concern and may include: removal of other student/s from the practice placement area; communication with other Higher Education Institutes (HEIs); and suspension of placements in that team until investigation resolved and re-audit. In the event of immediate removal of students, the FDPL will inform the Practice Education Lead (or PPF) at the placement provider organisation and Placement Lead at CCCU.

Stage 4: Outcome of investigation

After the practice placement provider returns completed Section 3 of the Alert Report to placementsquality@canterbury.ac.uk notifying the University of the outcomes of the investigation into the complaint/concerns, the FDPL (or their nominated other person) and/or the course Placement Lead completes Section 4 outlining the overall outcomes of the investigation and any reflections on the case to take forward.

The FDPL ensures feedback is given to the course Placement Lead who then informs the student and staff member that raised the original complaint/concern. For the student, it may be agreed that it is appropriate for this information to be given by the member of staff who most supported the student through the process. The practice placement provider may suggest meeting with the student to talk through their findings and decision making. Then, it is good practice to thank the person who raised the complaint/concern.

The outcome to a concern will depend on the nature and severity of the risks involved, but may include:

- Referral to local Safeguarding Team/Police
- Withdrawal of the area as an active placement
- Informing the regulatory body
- Supportive action to maintain students in placement
- On-going communication and discussion with the practice placement provider
- Practice staff training and development, or perhaps a change in staffing
- No further action

Stage 5: External reporting and reviewing the process

There is regular monitoring of all complaints and concerns raised through Alert Reports and reflection on the process within the University and with our partner organisations. The Faculty Practice Learning Sub Committee reviews the arising themes and monitors the levels of reporting and the quality of process.

Information is regularly shared with professional regulators by the FDPL. This could be through quarterly or annual monitoring and quality assurance reporting (or exceptional reporting when appropriate).

Additional information

Parallel Policies and Procedures

This guidance should be used in conjunction with the whistleblowing policies of the practice placement provider, and with local clinical governance and risk management procedures. This is especially important for notification of adverse incidents or near misses (such as Datix Incident Reporting). If there is a Datix involving a student, an Alert Report is expected.

If the student is part of the concern

You may need to refer to *Low Level Concerns and Fitness to Practise guidance* - Available at: <https://www.canterbury.ac.uk/asset-library/policy-zone/Low-Level-Concerns-Fitness-to-Practise-Policy-Student.pdf>

Issues relating to student concerns such as fitness to practise or student support are addressed in separate policy guidance. In this situation, the FDPL with the Placement Lead will decide whether referral for Fitness to Practise or Cause for Concern is required. If referred for Fitness to Practise, an Investigating Officer is appointed. The Placement Lead, Course Director, with FDPL and Practice Education Lead (or PPF) will decide on whether the student can remain in practice during the investigation.

If a concern is raised through academic work or academic discussion

All issues of complaints/concerns relating to practice placements or service user/patient safety reported within a student assignment or through a classroom discussion should be reported by the staff member (after clarification with the student) to the FDPL to consider recording this through the Raising and Escalating Complaints/Concerns process and an Alert Report. If considered appropriate to record and investigate, the staff member may be the appropriate person to support the student to complete the Alert Report. The FDPL may decide to meet and discuss further with the student before the Raising and Escalating Complaints/Concerns process is triggered.

Please Note:

Whistleblowing

CCCU Guidance to Students on Whistleblowing is a policy that refers mainly to unprofessionalism within CCCU and not to 'whistleblowing' or escalating concerns as the phrase is commonly understood within Health and Social Care.

Flow Chart: Process for Raising and Escalating Complaints and Concerns within Practice Placements

ACT IMMEDIATELY - IF YOU WITNESS OR SUSPECT THAT THERE IS A RISK OF IMMEDIATE HARM, REPORT YOUR CONCERNS TO AN APPROPRIATE PERSON IMMEDIATELY. EACH PLACEMENT AREA WILL HAVE A SAFEGUARDING POLICY AND LEAD CONTACT. INFORM CCCU AS SOON AS YOU CAN.

A concern or complaint is raised by student or staff member

A **complaint** is where a student is complaining about how they have personally been treated whilst on a practice learning experience and are seeking resolution for themselves.

A **concern** regards practice and/or patient safety, where the safety and wellbeing of patients/service users or others may be at risk. You are acting as a witness to what you have observed, or to risks that have been reported to you, and are taking steps to draw attention to the situation.

Stage 1: Aim for informal resolution

Student discusses/reflects upon their complaint/concern with their practice learning facilitator and/or their placement tutor from CCCU. Immediate escalation may not be necessary or helpful. If resolved at this level, it may still be useful to record the incident/issue on an Alert Report (marking it as resolved) depending on the seriousness, possible impact on service users or likeliness to reoccur in the practice area.

Stage 2: If not resolved, escalate

If unresolved from Stage 1, completion of Section 1 & 2 of Alert Report by student and staff member if possible. **All Alert reports are sent to placementsquality@canterbury.ac.uk only.** On receipt, a case number is allocated. Alert Report is submitted within 3 working days of initially raising the complaint/concerns. Faculty Director of Practice Learning (FDPL), Senior Lecturer in Practice Learning (SLPL) and Practice Education Lead within the practice placement area receives a copy to agree action and for monitoring standards of practice education.

Stage 3: Further investigation

If further action required, Placements Quality will send out the Alert Report form for Section 3 for completion by the Practice Education Lead at the practice setting who then investigates the complaint/concerns. **Section 3 is returned to placementsquality@canterbury.ac.uk** An initial response email is required within 5 working days (to show receipt and planned actions), with the completed Section 3 returned within 15 working days (if reasonable considering the situation).

Stage 4 - Outcome of investigation

The outcome of the investigation, **Section 4 of the Alert Report**, is recorded by the Faculty Director of Practice Learning (or nominated person) and Placement Lead if there are considerations/learning points for the course. The outcome is forwarded to the Senior Lecturer in Practice Learning and course Placement Lead, who ensures the outcome is reported back to student by the most appropriate member of course staff. There may be outcomes for the Practice Learning Unit or other HEIs to follow up

Stage 5 - External reporting and reviewing the process

- There is quarterly reporting of all concerns by the FDPL
- The nominated SLPL reviews themes of alert reports, escalates repeated themes, and leads regular reviewing of the process between organisations & University and actions, reporting to the Faculty Practice Learning Sub Committee

Guidance for Students for Raising and Escalating Complaints and Concerns within Practice Placements

Please read this in conjunction with the above process guidelines.

Overall, this guidance aims to:

- Encourage you to feel confident in raising a complaint/concern
- To reassure you that if you raise a complaint/concern, the university will support you through the process
- Provide advice about how you may go about raising a complaint/concern
- Ensure that you receive a response to your complaint/concern
- Promote high quality practice for all

What is a complaint and what is a concern?

A **complaint** is when you are complaining about how you personally have been treated in the practice setting and are seeking resolution for yourself.

A **concern** is when you are worried about an issue, wrongdoing or risk which affects others. You are acting as a witness to what you have observed, or to risks that have been reported to you, and are taking steps to draw attention to the situation which could adversely affect those in your care, staff, or the organisation.

A complaint can link to a concern – for example, how you are treated may reflect how a service user/patient could be treated; there can be an overlap.

The response to complaints and concerns may be differentiated – complaints may be more easily resolved at Stage 1 of the resolution process, through talking through the issue with your Practice Learning Facilitator (Practice Assessor/Supervisor or Educator), or their line manager, with your Personal Academic Tutor/ Academic Link/ Course Placement Lead as a tripartite meeting. A complaint may not be escalated as rapidly or as high as a concern when the risk factor for service users is not considered high.

Examples of complaints

- Low standard of practice learning facilitation/support
- Assessment documents not completed in time
- Reasonable adjustments not being met

Examples of complaints that can raise concerns of standards of service user care

- Breaching supernumerary status of student
- Students being asked to do tasks beyond those agreed for their level

Examples of concerns

- Health and safety violations
- Unprofessional staff conduct (attitudes, values and behaviour), perhaps related to equality and diversity
- Low standard of care and service delivery

- Issues related to the environment of care, such as resources and staffing
- The health of a colleague affecting their ability to practise safely
- Issues around equipment and lack of adequate training
- Financial malpractice

There is a call for a culture where:

- All feedback is welcomed
- Feedback is considered as part of a learning cycle to improve care
- Complainants can feel confident that their concern will be dealt with
- The process is open and transparent

For all staff and students, there is a professional responsibility, a duty of candour, to escalate all concerns relating to practice learning environments. There is a professional duty to put the interests of the people in your care first and to act to protect them if you consider they may be at risk. Safeguarding people is everyone's business and if you have a safeguarding concern, you must raise this. **Speaking up** on behalf of people in your care, raising genuine concerns, represents good practice. 'Doing nothing' and failing to report concerns is unacceptable.

'Safeguarding means protecting people's health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect. It's fundamental to high-quality health and social care' (<http://www.cqc.org.uk>). Please read the safeguarding section at <https://www.gov.uk/government/publications/care-actstatutory-guidance/care-and-support-statutory-guidance#safeguarding-1> for duties and process of managing safeguarding concerns and enquiries under the Care Act 2014.

It can be difficult to go into troublesome cultures and stand up for change however advocating for good practice is part of your professional role. It can be difficult to raise concerns. You may worry about being disloyal or have a fear of reprisals, however protecting people in your care is your primary concern. If you are a student, please speak to your Personal Academic Tutor or Placement Lead for support if you are questioning whether you should raise a complaint/concern.

You should always be acting with the best of intentions. The University will not tolerate any criticism or negative responses regarding your actions when you raise a complaint/concern in good faith. Failure to report concerns can lead to your Fitness to Practise being questioned and investigated. However, a malicious or vexatious complaint could result in disciplinary action.

You do not need to have all the facts to prove your concern – just a reasonable belief that people are at risk from harm. It could be happening now, took place in the past, or likely to happen in the future.

Please note: If there is risk of immediate harm to a person in your care, you should report your concerns to the person in charge of the practice area without delay. Acting appropriately may include calling the police or contacting the relevant safeguarding contact. Follow up your actions by notifying the Faculty Director of Practice Learning as soon as possible. If a practice placement provider takes immediate action (and there could be police interviews), the University (contact point being the Faculty Director of Practice Learning) expects to be informed as soon as possible and no later than the following working day.

For further information on professional duty of candour and advice on addressing complaints and concerns, please see the following guidance that is underpinned by the HCPC and NMC professional codes of conduct:

For NMC, please see: *Raising and Escalating Concerns: Guidance for Nurses and Midwives*, Available at: <https://www.nmc.org.uk/standards/guidance/raising-concerns-guidance-for-nurses-and-midwives/> (Last accessed 31/8/22)

For HCPC, please see: *Raising and Escalating Concerns*, Available at: <http://www.hcpcuk.org/registrants/raisingconcerns/> (Last accessed 31/8/22)

For Social Work England, please see: <https://www.socialworkengland.org.uk/concerns/raise-a-concern/> (Last accessed 1/9/22)

Confidentiality

When raising and escalating a complaint or concerns, whilst we understand that there may be times when you would prefer to keep your identity confidential, your anonymity cannot be guaranteed for professional and legal reasons. Any complaint or concerns raised will need to be fully investigated and in more serious situations, this may include you being asked to provide a full and accurate witness statement for the Police or the University which may be shared under the Kent and Medway Information Sharing Protocol. Your evidence could be pivotal in an investigation. Support will be available from the University for those involved in an escalating concerns process. Senior Lecturers in Practice Learning (SLPLs) keep an overview of the raising and escalating complaints/concerns process and can give advice if required to students and staff at any stage of the process. You can also contact the Safeguarding Lead within the placement provider organisation for advice.

Ideally, if you have a complaint or concern, you need to address the issues within the practice area first, near the time of the issue; this can take courage. However, if uncertain, you can call upon your Personal Academic Tutor/ Course Placement Lead for support – we recognise that as a student you are an evolving practitioner. You should have regular access to supervision where issues can be discussed. Issues can be addressed at a tripartite meeting with yourself, a member of CCCU staff and your Practice Learning Facilitator (PLF, so your Practice Assessor/Supervisor or Educator depending on which course you are on – they use slightly different terminology for similar roles). There may be a different perspective on the issue and this may be part of your learning (*see attached Appendix 1: reflective template – useful for students and staff to consider the context and differing perspectives*).

There should be an opportunity for informal discussion and resolution. The issue may be resolved at this stage and this can be the end of the process. If the matter is resolved and you consider it is an issue the University should be aware of to maintain good practice placement experiences for our students, then please still complete an Alert Report and return this to placementsquality@canterbury.ac.uk, clearly marking this as **resolved**. This should be written in collaboration with a University staff member if possible. The Senior Lecturer in Practice Learning (SLPL) and Faculty Director of Practice Learning (FDPL) can then monitor practice placement experiences, trends and issues to inform their work. They may decide further action is required. Low risk complaints will be managed through regular reporting to the practice placement provider and feed into ongoing work to improve standards.

If you raise a complaint/concerns with a Personal Academic Tutor (PAT), then the tutor should address the issue with you and practice before reporting the concern, such as through a tripartite meeting. Your tutor will use professional judgement as to whether a complaint warrants being recorded as an Alert Report required for monitoring standards and improving practice support. If the issue is very specific to an individual set of circumstances for one student and easily resolved, then it will probably not require an Alert Report.

Completing a raising complaint/concerns Alert Report

Keep an accurate record of your complaint/concerns and actions taken, giving details such as dates and times of any events, details of witnesses and how you have attempted to resolve the concerns. Please protect service user/patient confidentiality within your reporting. Also, omit staff names and refer to their roles instead (e.g. the matron, my practice educator) – we can always ask for names at a later date if required. Discretion should be used around giving peoples' names involved in the incident.

For reporting concerns:

- Be specific
- Be positive
- Express yourself in a professional manner
- Wherever possible, raise the concern with the support of your colleagues
- Keep a paper trail
- If you receive assurance of action in response, keep this on record

As a student, you are advised to seek support in completing the Alert Report, most likely from your Personal Academic Tutor or Course Placement Lead. Please aim to complete and submit an Alert Report within 3 working days of raising your complaint /concerns. This allows the issue to be addressed in a timely manner.

Please return the Alert Report to placementsquality@canterbury.ac.uk. Avoid copying in other parties as the information is likely to be sensitive and confidential.

Parallel Policies and Procedures

University guidance should be used in conjunction with the whistleblowing policies of the practice placement provider, and with local clinical governance and risk management procedures. This is especially important for notification of adverse incidents or near misses (such as Datix Incident Reporting). If there is a Datix recording that involves a student, the University expects to be informed through an Alert Report. At the start of each practice experience, please ensure you ask about and read the safeguarding policies for the practice placement provider. These will notify you of the Designated Safeguarding Lead. The large NHS Trusts and Kent & Medway Councils have whistleblowing telephone contacts, however, as a student or member of staff, support is available at the University.

Out of Hours Management

If an urgent complaint/concerns arise outside of university opening hours that cannot be raised locally, contact the Senior Manager on call within the practice organisation to discuss the issue. This should be followed up with an explanatory email to the member of staff in your course who is identified as your practice support (Personal Academic Tutor, or course Placement Lead), copying

this email to placementsquality@canterbury.ac.uk so the FDPL is ready to respond on the next working day if urgent or within 5 working days.

Note on Alerting Police/Regulatory Body

After exhausting the Managing Complaint/Concerns process, you are advised to seek advice from the Faculty Director for Practice Learning (FDPL) if you feel your concern has not been addressed adequately. You should seek advice and clarification from the FDPL before reporting your concern to a regulatory body. You are requested to inform the FDPL if you do contact a regulatory body or the police.

Further Reading

Health and Care Professions Council

<https://www.hcpc-uk.org/globalassets/resources/guidance/how-to-raise-a-concern.pdf> (Last accessed 31/8/22)

Health and Care Professions Council (2016) Standards of Conduct, Performance and Ethics. Available at: <http://hcpc-uk.org/publications/standards/index.asp?id=38> (last accessed 31/8/22)

Kent County Council, Adult Protection Policy, Protocols and Guidance for Kent and Medway.

Available at: <https://www.kent.gov.uk/social-care-and-health/information-for-professionals/adult-safeguarding> (Last accessed 31/8/22)

Kent Safeguarding Children Board, Kent and Medway Safeguarding Children (Available at:

<https://www.kscmp.org.uk/> (Last accessed 31/8/22)

Milligan, F., Wareing, M., Preston-Shoot, M., Pappas, Y. & Randhawa, G. (2016) Supporting Nursing, Midwifery and Allied Health Professional Students to Raise Concerns with the Quality of Care: A Systematic Literature Review, June 2016 (Available at

<https://www.councilofdeans.org.uk/wpcontent/uploads/2016/07/CoDH-lit-review-students-raising-concerns-FINAL-with-covers.pdf> (Last accessed 31/8/22)

Nursing and Midwifery Council

<https://www.nmc.org.uk/education/becoming-a-nurse-midwife-nursing-associate/raising-concerns-as-a-student/> (Last accessed 31/8/22)

Glossary of Terms and Roles / Responsibilities in Practice Education

Complaint – a complaint is 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

Concern – a concern relates to an issue, wrongdoing or risk, which affects others

Student / Learner – interchangeable term for the purposes of this document. The term learner implies students who are also employed in practice, such as a seconded student

Faculty Director for Practice Learning (FDPL) – lead person within the Faculty of Medicine, Health and Social Care for managing placements and ensuring quality practice learning environments for our students

Personal Academic Tutor (PAT) – students within Health and Social Care are allocated a Personal Academic Tutor who supports their academic journey during their time at Canterbury Christ Church University (CCCU). The PAT does not usually provide placement support for the student, however this may be the most trusted point of contact for the student.

Link, Practice or Placement Tutor – an allocated tutor from within the student’s programme with the specific role of supporting the student with practice related issues, and this will involve being the named contact if an issue arises whilst on placement. For Nursing, this may be the Academic Assessor.

Practice Learning Facilitator (PLF) / Practice Assessor / Practice Educator – across the Health & Social Care programmes these are the various terms for the immediate supervisor for practice learning support for the student based within the placement provider organisation. ‘PLF’ is the term commonly agreed within CCCU whilst ‘practice assessor’ is the specific term within the nursing profession and ‘practice educator’ for allied health programmes

Practice Education Lead / Practice Placement Facilitator (PPF) – each of the main placement providing NHS Trusts/or Kent County Council has a named person/s leading practice education within their organisation who provides a direct link for the University to correspond on placement issues, standards and allocations

Course Placement Lead – a named individual leading practice education within their specific course at CCCU

Senior Lecturer in Practice Learning (SLPL) – there is a named SLPL allocated and providing a key link to each Trust and the private, voluntary and independent (PVI) sector, providing quality assurance and developing the practice learning experience for practitioners within the placement provider organisations and students

Practice Placement Provider – refers to any organisations that provide practice learning placements for CCCU students on Health & Social Care Programmes

Working days – the University is open Mon-Fri 9-5pm

Faculty of Medicine, Health and Social Care

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)	
<p>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.</p> <p>A concern relates to an issue, wrongdoing or risk, which affects others.</p>	
Is this a Complaint or Concern? (please specify)	
<p>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)	
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)

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

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)

Appendix 1: Reflective Analysis of Issue of Concern

What happened to trigger your concerns? (What did you see? what was said, what did you do?)	
Who was involved? Did you ask their perspective and if so, what was it?	
Were there any additional influences that are relevant (emergency situations, previous issues, context or environmental factors)?	
What is your interpretation of what happened? How confident are you of your interpretation?	
Do you think your perspective is complete or could there be some information missing? If so, what might that be?	
Can you think of any alternative explanation?	
Was there anything else you could have done / said at the time?	
What action was taken or proposed during the placement (incident reporting etc.)	