

FPLC 6: Raising and Escalating Complaints/Concerns within Practice Environments

Guidance for Students and Staff

This guidance advises staff and students of the process for raising and escalating complaints and concerns from practice settings so that issues can be addressed promptly and appropriately – working with our practice placement providers within an ethos of **Speak Up** and **All Feedback is Welcomed**. Throughout all investigations there will be a clear, transparent and confidential tracking process in place from initial concern to formal resolution.

Regarding practice education, we, as a University, want to know about what works well and where there are problems. If there is a concern that is impacting or could impact on service users, then we all need to act on this – we all have an expectation of good practice and professional standards to uphold. If a complaint/concern is raised, this helps us to address and improve practice education and practice standards.

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

Managing complaints and concerns should be discussed with students during preparation for practice learning and they should be informed of the University's raising and escalating complaints and concerns process. By discussing this at an early stage, students are better equipped to manage a difficult situation and to address it at the time of occurrence. Whilst it is preferable that concerns are raised at the time, 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 programme). 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.

If the situation is not resolved, then 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 programme). This report may form part of an investigation so information should be presented clearly and professionally. 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.

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.

See attached Appendix 1: reflective template – useful for students and staff to consider the context and differing perspectives.

Stage 2: If not resolved, escalate

The Faculty Director for Practice Learning (or nominated other person) sends the Alert Report to the Senior Manager within the practice placement area and 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 Placement Lead and the Senior Lecturer in Practice Learning (SLPL) for that area.

The practice placement provider investigates following their policies and procedures. Complaints/concerns will be addressed and actions agreed wherever possible in partnership between the University and the practice placement provider, and if required, escalated 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 and returning this 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 by the FDPL.

During the investigative stage, we will endeavour to keep the student informed on the progress of the investigation.

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 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 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, please refer to *Fitness to Practise guidance* (Available at: <https://cccu.canterbury.ac.uk/student-support-health-and-wellbeing/policies-and->

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[procedures/policies-and-procedures.aspx](#)). 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, Programme 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, please see *Raising Concerns in an Academic Context Guidance* (Available on Practice Learning Unit webpages). 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, then 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/Concerns within Practice Environments

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 well-being 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 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 on an Alert Report (marking it as resolved) depending on the seriousness, possible impact on service users or likelihood to reoccur in the practice area. If unresolved, complete Section 1 & 2 of Alert Report (completed by student and staff member if possible). All Alert reports are sent to placementsquality@canterbury.ac.uk. On receipt, a case number is allocated.

Stage 2: If not resolved, escalate

Alert Report submitted to placementsquality@canterbury.ac.uk only. This report is submitted within 3 working days of initially raising the complaint/concerns. Faculty Director of Practice Learning, Senior Lecturer in Practice Learning and Practice Education Lead/PPF/senior manager 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, Practice Education Lead/PPF/senior manager at practice placement area will investigate the complaint/concerns. Placements Quality will send out the Alert Report form for Section 3 to be completed, which should be 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.

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 and forwarded to Senior Lecturer in Practice Learning and Programme Placement Lead. The outcome is then reported back to student by the initial staff member they approached who supported their writing of the Alert Report statement or by the Faculty Director of Practice Learning. Programme Placement Lead to inform necessary other staff within their team. There may be outcomes that the Practice Learning Unit or other HEIs need to follow up.

Stage 5 - External reporting and reviewing the process

- Quarterly reporting of all concerns by Faculty Director of Practice Learning
- Regular review of handling of process between organisation & university and agree any actions required

Guidance for Students for Raising and Escalating Complaint/Concerns within Practice Environments

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, i.e. through talking through the issue with your Practice Learning Facilitator (or mentor), or their line manager, with your Personal Academic Tutor/ Academic Link/ Programme 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 (and these are just some examples and not a complete list):

- Low standard of practice learning facilitation/mentoring
- 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

Consider the Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis, 2013) and the resulting review of the NHS complaints system, Putting Patients Back in the Picture (Clwyd & Hart, 2013). There is a call for a cultural shift 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-act-statutory-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/Academic Link 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:

NMC (2015) *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/>

HCPC (2013) *Raising and Escalating Concerns*, Available at: <http://www.hcpc-uk.org/registrants/raisingconcerns/>

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/ Academic Link/ Programme Placement Lead for support – we recognise that as a student you are an evolving practitioner. Students 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). 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 in order 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 was 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 for roles instead – we can always ask for names at a later date if required. Discretion should be used at all times around giving peoples' names involved in the incident.

The NHS gives advice for reporting concerns. Available at:

<http://www.nhsemployers.org/~media/Employers/Documents/Campaigns/Top%20tips%20for%20raising%20concerns.pdf> This includes:

- 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/ Academic Link or Programme 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 County Council have whistleblowing

telephone contacts, however as a student or member of staff, there is support 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 programme who is identified as your practice support (Personal Academic Tutor, Academic Link or Programme 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 Raising and Escalating 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.

The following external organisations provide advice and support on raising and escalating complaints/concerns within Health & Social Care settings.

Public Concerns at Work (PCaW) (provides independent confidential advice)

020 7404 6609
Helpline@pcaw.co.uk
www.pcaw.co.uk

Health and Care Professions Council (2013)

<http://www.hcpc-uk.org/registrants/raisingconcerns/>
<http://www.hpc-uk.org/complaints/raiseaconcern/howto/>

Nursing and Midwifery Council:

<https://www.nmc.org.uk/education/becoming-a-nurse-or-midwife/raising-concerns-as-a-student/>

Further Reading

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/wp-content/uploads/2016/07/CoDH-lit-review-students-raising-concerns-FINAL-with-covers.pdf>, Last accessed 20/12/17)

Department of Health (2000) No Secrets: Guidance on Developing and Implementing Multi-agency Policies and Procedures to Protect Vulnerable Adults from Abuse

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

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Health and Care Professions Council (2016) Information for Students and Education Providers: Guidance on Conduct and Ethics for Students. Available at: <http://www.hpc-uk.org/assets/documents/10002c16guidanceonconductandethicsforstudents.pdf>

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-protection/adult-protection-forms-and-policies/national-adult-protection-legislation>, Last accessed 20/12/17)

Kent Safeguarding Children Board, Kent and Medway Safeguarding Children (Available at: <http://www.proceduresonline.com/kentandmedway/chapters/contents.html>, Last accessed 20/12/17)

NMC (2015) Guidance on Professional Conduct for Nursing and Midwifery Students. Available at: <https://www.nmc.org.uk/education/becoming-a-nurse-or-midwife/when-studying-to-be-a-nurse-or-midwife/guidance-for-students/>

Robert Francis QC (2013) Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry: Executive Summary. Available at: <https://www.gov.uk/government/publications/report-of-the-mid-staffordshire-nhs-foundation-trust-public-inquiry>

Rt Honourable Ann Clywd MP and Professor Tricia Hart (2013) A Review of the NHS Hospitals Complaints System: Putting Patients Back in the Picture. Available at: <https://www.gov.uk/government/publications/nhs-hospitals-complaints-system-review>

Faculty of Medicine, Health and Social Care

ALERT REPORT

Case Number:

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	
Programme	
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 on this report)	

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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 on this report)

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Date this report is completed	
Level of Risk: (Low/ Medium/ High)	
Equality & Diversity Issue: (Yes/ No/ Maybe)	
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 part 4. 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

Case Number:

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 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 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 (FDPL)

ALERT REPORT - TRACKING

(FOR OFFICE USE ONLY)

SECTION 5a: THEMES FROM RAISING COMPLAINTS/CONCERNS REPORTS	
Case Number:	
LEVEL OF PRACTICE EDUCATION	
Standard of practice learning facilitation (complaint)	
Incorrect assessment documentation for student	
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	
Students being asked to do tasks beyond those agreed for their level (complaint/concern)	
Reduced satisfaction in placement evaluation data	
POTENTIAL INJURY	
Accidental injury to Student (e.g. needle stick, back injury)	
Assault on student	
Student witnessing an assault on staff member	
Student involved in medication error	
Student mentioned in patient complaint	
Breaching confidentiality	
STUDENT MALPRACTICE	
Inappropriate use of social media by student	
Unprofessional behaviour of student (e.g. attendance)	
CONCERN - STAFF BEHAVIOUR	
General standard of staff behaviour	
Standard of staff to patient care	
Poor moving and handling technique of staff	
Low staffing level impacting on level of care	
Staff unfamiliar with Trust/PVIS health guidance/policy	
DISCRIMINATORY BEHAVIOUR	
Inappropriate behaviour of staff to student	
Possible bullying indicated from staff to student	
RAISING AND ESCALATING COMPLAINT/CONCERNS PROCEDURE	
Misuse of RC (e.g. for student unwell on shift)	
Datix being completed - overlooking RC process	
OTHER – brief outline	

SECTION 5b: OUTCOME OF INVESTIGATION/ CASE REFLECTION**Case number:**

Comments and conclusions

Date of Case Review by FDPL

FOLLOWING CASE CLOSURE, FDPL HAS NOTIFIED THE FOLLOWING:

(THIS MAY CROSS PROGRAMMES)

Student (Informed by FDPL or agreed appropriate CCCU staff)

Staff member reporting (Informed by FDPL)

PLF/Mentor/Practice Educator (FDPL to agree with practice placement provider who informs)

Senior Lecturer in Practice Learning (Informed by FDPL)

Programme Practice Lead (Practice Lead is expected to inform people if necessary within their own team) (Informed by FDPL)

Personal Academic Tutor/Academic Link (usually informed by their Programme Practice Lead)

Head of Faculty/School/Programme (informed by FDPL)

Practice Learning Unit informed of any relevant actions (informed by FDPL)

Another HEI (informed by FDPL)

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.)	

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 – 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 Trusts have 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

Programme Placement Lead – a named individual leading practice education within their specific programme at CCCU

Senior Lecturer in Practice Learning (SLPL) – there is a named SLPL allocated and providing a key link to each Trust and the PVI sector, providing quality assurance and developing the practice learning experience for PLFs 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