Student & Practice Educator Induction Handbook
Allied Health Professions

AHP Practice-based Learning Quality Group

AHP Student and Practice Educator Handbook
Updated September 2024
NHS GGC AHP Practice-based Learning Quality Group
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Introduction

Welcome to the NHS Greater Glasgow & Clyde (NHSGGC) allied health professions (AHP) student & practice educator induction handbook. This was developed in 2018 by members of the NHS GGC AHP practice placement quality group. It was further revised in June 2022

This handbook aims to support the practice educator and AHP student at the beginning of the placement when carrying out student induction. Practice educators may use this document as a basis for the student's induction and add their local induction information which may provide more profession or service specific information. There is guidance in the appendix regarding additional local information that should be provided and also information which can be provided pre-placement.
The handbook is divided into two sections:
Section one has general information for NHS GGC AHP practice educators and students.
Section two has information /guidance for the AHP student which will require completion by the practice educator and AHP student.
We hope that you find this handbook useful.
If you have any comments or additions please contact Elspeth.lee4@nhs.scot

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Section One

NHS GGC mission and values
NHS GGC's mission statement is to
"Deliver effective and high quality health services, to act to improve the health of our population and to do everything we can to address the wider social determinants of health which cause health inequalities".

Information about our values can be found in the link below:

NHS GGC's Culture & Values

Pre-Placement Contact

AHP students may wish to contact their placement area prior to their placement commencing. This is good practice and contributes towards the Quality Standards of Practice Placement.
The NHS GGC placement area will try to accommodate a pre-placement visit where possible which may be virtual, however there may be reasons that the student cannot visit prior to the placement starting.

PVG Status

It is the higher education institutions (HEI's) responsibility to ensure that all AHP students have appropriate membership of the PVG Scotland scheme in relation to undertaking regulated work with children and adults prior to their placement commencing. Within NHS GGC no AHP students can commence placement without appropriate membership of PVG scheme.
Where a student whose home is elsewhere in the UK is undertaking study via a Scottish University, The HEI also has the responsibility, to seek additional appropriate and equivalent documentation on the students' admission to an AHPs programme.
If the HEI is notified that a student's PVG record has convictions then, in accordance with the AHP practice-based learning agreement and the HEI processes, a risk assessment will be undertaken to determine if the student is suitable to undertake practice placements.
It is the responsibility of the student to advise the HEI of changes to their PVG status.

Risk Assessment

Under Health and Safety at Work Regulations 1999, all employers shall make suitable and sufficient risk assessments of the risks to the health and safety of employees and non-employees. We do this by completing risk assessment form as shown in the appendix. The majority of risk assessments are completed for the students before placement sites are approved, but we may have to complete individual risk assessments with students in order to understand health concerns at the time of placement.

Photo Identification

All students on placement within NHS GGC require to display photo ID for identification purposes. Student matriculation cards issued by the higher education institution should be worn on a pocket clip.

Communicating Students information.

Practice educator's must consider GDPR regulations when communicating information about the student e.g. information relating to any health conditions, reasonable adjustments, their performance on placement. When using email to communicate with the HEI, the student's initials and the practice-based learning experience they are undertaking will suffice (e.g. PP2). Consideration should be taken as to who needs to be included in communications regarding the student.

Practice Placement Passport

AHP students may have a student passport provided by the HEI. . The passport documents the student's immunisation status and the training each student has undertaken. This training includes the following learning:

- Professionalism and ethical behaviour in alignment with the Health and Care Professions Council Guidance on Conduct and Ethics for Students *(2016)*;
- Duty of candour
- Information governance & IT security;
- Violence and aggression de-escalation;
- Basic life support;
- Moving and handling;
- Health acquired infection;
- Child protection awareness;
- Adult protection awareness;
- Fire safety
- Equality and Diversity

Other profession specific learning may be required dependent on the clinical area where the student will be undertaking their placement e.g. breakaway training, food hygiene.

AHP Practice-based Learning Agreement

The AHP Practice-based Learning (PrBL) Agreement replaced the AHP Practice Placement Agreements which had been in place since 2010. The agreements provides greater clarity and consistency in approach to governance arrangements for professions, universities and Practice Education Providers. It consolidates current custom and practice that has evolved in relation to student Practice-based Learning since 2009.

NHS GGC has AHP Practice-based Learning Agreements with Glasgow Caledonian University, Queen Margaret University, Robert Gordon University, University of Strathclyde and Edinburgh Napier University.

More Information can be found on the NHS GGC AHP Practice information webpage

AHP students who are studying at non-Scottish HEI's often have placements within NHS GGC. There are not AHP PrBL agreements with these institutions and therefore governance arrangements regarding issues such as PVG, immunisations etc must be discussed with the HEI and student prior to the student coming on placement.

Student Conduct

All AHP students must behave according to the Health and Care Professions Council *Guidance on Conduct and Ethics For Students (2016)* which details the expected standard of care with respect to: promoting and protecting the interests of service users and carers; communicating appropriately and effectively; working within the limits of your knowledge and skills; delegating appropriately; respecting confidentiality; managing risk; reporting concerns about safety; being open when things go wrong; being honest and trustworthy; keeping records of your work with service users and carers.

In case of emergency

AHP students should be made aware of local fire procedures, know where to find the First Aid box and who is the designated first aider within the department. On hospital sites phone **2222** to report a Fire, Cardiac Arrest or Incident to Response Team (state type of emergency and location). For community-based placements the practice educator will advise the student for the emergency number specific to your location.
AHP students and their practice educator should complete the NHSGGC fire safety induction form located in section two of this document within 1 day of student commencing placement**.**

Use of Technology

Mobile phones should not be used for personal use during placement hours except in emergencies. Use of social media, email, internet use, including any electronic clinical case recording and use of virtual communication e.g. near me and MS Teams should be in line with NHS GGC IT and social media policies. Please see the guidance and policy documents below. Information on Setting up a NHSGGC Student Account is on p17-20 of this handbook.

Corporate use of social media and personal use of social media policies and guidance

Information Governance & IT Security links

AHP student NHS GGC network login and student use of Electronic Information Systems

AHP students on placement within a NHS GGC AHP Service will be provided with a username and password to allow access the electronic information systems ie TrakCare and Clinical Portal if required. These systems can only be accessed using a NHS GGC device.
Training in their use will be provided by the Practice Placement Educator and/or Department Super user, however it is the students' responsibility to ask any member of staff for assistance if required. Please see p17-20 of this handbook for more information.

NHS GGC Policies

There are several NHS GGC HR and health and safety policies which are relevant to AHP students on placement. These can be accessed via the following link:

https://www.nhsggc.org.uk/working-with-us/hr-connect/policies-and-staff-governance/

Relevant policies relating to health & safety include: Infection control; moving and handling requirements, reporting faults, incidents and near misses involving students or others (Datix); safe guarding; Management of sharps/Needle stick injury Hazardous waste and spillages procedures; Work stations and Display Monitor usage; Disposal of waste (Waste management policy); Food Safety and Food Hygiene; Fire Appliances; Personal protective equipment use; Occupational Health/ Spiritual Care, zero tolerance situations, whistle blowing.

Policies relating to Professionalism include; documentation standards & accepted abbreviations & countersigning; Duty of candour; Equality and diversity; Confidentiality, consent & capacity; Gifts, gratuities and secondary employment; how to raise a concern re practice placement.
AHP Practice Educators will advise of specific policies and guidance which will be applicable to the clinical area location.

Cause for Concern

On some occasions, practice educators may have concerns for or doubts about a student's progress in the practice education environment. This should be communicated to the HEI, either purely for information or to activate support mechanisms.
These may include, as illustration but not as an exhaustive list:

- Pattern of absence, lateness
- Poor adherence to uniform policy
- Lack of preparation for placement
- Inability / unwillingness to listen and act upon advice
- Inadequate theoretical knowledge
- Inappropriate interpersonal behaviour

Most minor issues can be dealt with informally by the practice placement site allowing any problems to be resolved at an early stage.

Students Health & Wellbeing

If there is concern for a student's health and wellbeing there is a range of wellbeing support for students provided by each Scottish HEI. Students can self-refer themselves.
HEI-specific support sites.

NHSGGC provide Spiritual care and wellbeing resources which can be accessed by students and staff.

A Support for AHP Students poster has been created, detailing local resources which may support AHP students during the cost of living crisis.

The NHSGGC Staff Disability Forum provide a support network for staff and to facilitate positive changes in the organisation. Students on placement are very welcome.
The forums' aims to:

- Promote equality
- Protect staff against discrimination
- Encourage colleagues to share their lived experiences

- Empower staff to feel able to confidently disclose their disability

To find out about the forum and their informal sessions please have a look at the NHSGGC Staff Disability Forum webpage.

The LGBTQ+ NHSGGC Forum aims to create a safe and welcoming space for staff members and welcomes students on placement within our LGBTQ+ community. We have social activities, a programme of events, and formal as well as informal meetings. To find out more information and join events please contact the LGBTQ+ NHSGGC Forum

Reasonable Adjustment

AHP students may require reasonable adjustments to their placement setting to support and facilitate learning. NES provide resources to guide AHP practice educators within the practice setting who are, or will be, working with a student where reasonable adjustments should be considered to allow a student to safely perform during practice placement. The resources are based upon principles to provide guidance, they do not replace any existing guidance from higher education institutions.

AHP Student Paperwork

We have liaised with NHSGGC data protection and Glasgow Caledonian University who have advised student reports should be stored under data protection conditions for 6 years. However NHSGGC data protection also noted that the 6 years is recommended guidance, if a service has a valid reason to hold records for a different time period, if you feel records need to be kept slightly longer then as long as you have a justifiable reason and process in place then this can be decided by the service.

Further Information for AHP Students and AHP Practice Educators

NHS Education Scotland AHP Practice Based Learning (PrBL) site

NHS GGC AHP Student Webpage

NHS GGC AHP Practice Educator Webpage

Raising Concerns and whistleblowing

Key references and information for Allied Health Professions (AHP) students and practice educators, in relation to raising concerns, grievance and whistleblowing can be found on the AHP learning site.

Raising Concerns and whistleblowing

Car Insurance
Please note that if a student requires to use their own car during their placement e.g. to travel between clinical sites or to service users homes they should check that they have their car insured for business purposes. This does not apply when a student is travelling to and from placement site at beginning and end of day. Students should check with their own car insurance company to ensure they have the correct insurance.

AHP Student Feedback
We hope that AHP students as well as having a focus on developing the necessary clinical and non-clinical skills during your time with us, also enjoy your placement and continue to be enthused about their choice of career. Towards the end of the placement the AHP student should be provided with the link to an online questionnaire. This helps NHS GGC monitor the quality of AHP practice placements.

AHP Student Feedback Questionnaire

Travel Expenses

If the student is eligible to claim travel and accommodation costs they can do so through their usual processes to the Students Awards Agency Scotland. Only students on the four-year undergraduate programmes are able to apply for mileage. Further information can found below on reimbursement of both travel and accommodation for MSc students by contacting your local HEI.

Section Two

This section contains information and resources which can be completed by the student or practice educator. Some of this information may be discussed in the first few days the students is on placement and some may be have been discussed prior to placement.
Additional local pre-placement information or induction information which should be provided is suggested in appendix 1 and 2.

Student Welcome

Welcome to your placement with one of the Allied Health Professions teams in NHS Greater Glasgow & Clyde (NHS GGC).

Your practice educator will be:

Additional contact within the department is:

Your hospital(s) or clinic(s) will be:

Your main clinical area(s) will be:

Recommended reading prior to placement is:

You are advised to make sure you know about:

Your hours of placement will be: with a lunch break of at least 30 minutes.
If you are unable to attend placement you should:
For up to date information on COVID isolation requirements please refer to the NHS GGC COVID staff FAQs

Please bring your practice placement passport provided by the HEI with you on your first day.

Practicalities
AHP student's timetable can vary depending on the type of placement model that is being undertaken. HEI's may provide a timetable to record weekly time and activities when on specific placement models such as a virtual placement. Placements may use a similar timetable to the one below where a format can be recorded. Timetables may change once on placement and in response to clinical need.

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
AM					
PM					

Placement Information

Placement specific information such as duties and responsibilities; learning outcomes; learning styles; supervision arrangements; lecturer contact arrangements; attendance at seminars/ tutorials; visits to other areas; half way and final report; assessment process can be discussed during the first few days of placement.

Pre-placement Reflection
You may have already completed a University reflection form after your last clinical experience regarding your aims for subsequent placements. Now that you know which placement area you will be working in these aims may have changed. With this placement area in mind, complete your goals for this placement below and discuss plans for monitoring and supervision arrangements with your practice educator.

Placement outcomes (what will you be doing at the end of your placement that you're not doing now)	
Learning experiences available (that will assist you to meet the agreed outcomes)	
Plan for monitoring progress (how will progress against outcomes be monitored, recorded and assessed?)	
Supervision agreement (including frequency, roles, mode of supervision e.g. face to face or virtual, recording of outcomes and action)	

Expectations
We aim to provide you with high quality learning experiences that develop your clinical skills as appropriate to your profession and stage of training, and extend your enthusiasm for your profession. We believe that students should be treated as adult learners who are capable of taking responsibility for their own learning, and developing colleagues who are able to contribute to professional discussions. All of our departments are working departments and the needs of the services must be the priority. In view of this your programme could change at short notice and will require flexibility if this happens.

As part of our commitment to a high quality placement you can expect:

- to be treated with respect
- to be clear about the aims and tasks of your placement
- to be treated fairly and non-judgmentally
- well-organised training with adequate notice of tasks where possible
- clear expectations from your supervisor
- to be given adequate support
- to have confidential matters kept confidential
- to be given the opportunity to contribute to the day to day running of your department, as appropriate to your practice setting
- to receive honest and constructive feedback at the earliest opportunity
- to be given every opportunity to demonstrate your skills and abilities
- to not keep any data pertaining to you, including student reports without your permission once the placement has finished.

In return, we expect you:

- to be self-motivated
- to prepare adequately for tasks, revising notes or reading around a subject if needed
- to contribute equally to tasks when working with your peers
- to listen to, and acknowledge, others' views and opinions both when working with your peers and qualified clinicians
- to inform your supervisor / student training coordinator if tasks or tutorials have been cancelled and need to be rearranged
- to be honest and ask if you are unsure about something (this **doesn't** mean asking your clinician when you could easily look it up instead!)
- to use your initiative, e.g. answering the phone if others are busy
- to be punctual to meetings, tutorials etc.
- to meet deadlines without prompting and inform your clinician in advance if you are having difficulty
- to use any spare time within the placement constructively
- to ensure that you have completed all paperwork required before meetings and to ensure that all forms are filed in your portfolio
- to ensure your supervisor / department secretary knows where you are
- to understand what is expected in terms of your evidence portfolio

Emergency Contact Details for AHP Students

To be completed, held within AHP department/base and destroyed at the end of the placement. Please return to your practice educator at the beginning of the placement. This information will be shared with relevant NHS GGC AHP staff who are involved in the students' placement learning.

Student Name	
Address during placement	
Mobile Number	
NOK/Emergency Contact name and number	
University Contact name and number	

Additional Support Needs/ Adjustments

We encourage and support people to raise any issues or adjustments that they may require to safely practice and learn to their full potential. This helps us to support you in your learning during your practice-based learning experience.
Please let your practice educator know if there is anything that you would like to tell us about your health or learning requirements that will support you on placement. You can ask for support from your university to disclose these if you are not sure how to.

These can include a reasonable adjustment plan, religious or cultural needs that require observed, caring responsibilities that require supported, if you have specific pronouns you would prefer to be used, any health and wellbeing needs that may require adjustments to your placement, or if you have any specific needs due to treatments you may be undertaking.

NHSGGC Fire Safety Induction Proforma

As noted within the NHSGGC Fire Safety Policy, managers are responsible for completing fire safety induction for all staff, volunteers and long term contractors and maintaining a record of this induction locally.
This proforma has been developed to identify the points that require to be covered during the Fire Safety Induction process, and also to record the training activity for local retention.

Points to be covered during Induction:	
Inductee to be:	
1	Shown a copy (and allowed time to read through) the NHSGGC Fire Safety Policy, NHSGGC Wilful Fire Raising Policy, and NHSGGC Toaster and Kitchen Electrical Appliances Management Policy (displayed on Staffnet – Acute>Facilities>Fire Safety).
2	Shown (and allowed time to read through) the displayed and laminated Fire Action Plan for the ward/area/department *Note: These are still in the process of being rolled out to all areas. If this is not present within your area, the below information requires to be cascaded to the new staff member:* • Name(s) of Fire Safety Officer for site • Name(s) of Fire Warden for area • Items from the Fire Risk Assessment that require to be taken into consideration • Fire Alarm information including test day/time (if applicable), whether alarm is intermittent/continuous/strobes present, type of detection present (smoke or heat) • What to do if a fire is present or fire is suspected: *1) Raise the Alarm* *Immediately raise the alarm by breaking a red Fire Alarm Call Point.* *2) Contact the Fire Service* *Within Acute sites* *If able to get to internal phone without endangering self, dial x2222 (emergency fire number) and provide clear details of location (site, address, building, floor, ward/area/dept) to contact centre staff in addition to letting them know if any persons are involved (i.e. being evacuated) and what is on fire (if known) or whether fire is suspected. The contact centre staff will contact the Emergency Services on your behalf. If unable to get to internal phone, dial 999 direct and provide clear details of location of fire direct to Emergency Services. When safe to do so, call x2222 informing them of your actions if possible.* *Within Non-Acute sites* *If able to get to phone without endangering self, dial 999 and provide clear details of location to Emergency Services Operator. Clearly state whether there is a real fire or whether a fire is suspected. If unable to get to a phone, on evacuating the area, call 999 as soon as possible.* *3) Proceed to Evacuate the area (see below)* • Procedure for evacuating the area and checking all areas have been evacuated • Role of Fire Response Team • What to do if fire alarm is known to be a false alarm • Reminded never to wedge open a Fire Door, and never to block/obstruct a Fire Exit

3	Shown the location of: • Fire Exits • Break Glass Point boxes • Any evacuation aids that are present • Any portable fire fighting devices (including the operating instructions displayed on the appliance) • Fire Assembly Point • Fire detection devices • Fire Panel • Isolation devices (if applicable, with separate instruction to be provided)

Manager or AHP practice Educator : **(whoever has carried out all points of induction)** I confirm that the above items on the proforma have been covered as part of the Fire Safety Induction Process. Name: Signature: Date	**Inductee:** I confirm that the above items on the proforma have been explained to me as part of the Fire Safety Induction Process, and all elements are understood. Name: Signature: Date

Student use of Electronic Information Systems - Data Protection
To be completed on day one of each placement prior to a username and password being given to the learner/student.

As a learner/student on placement within a NHS GGC AHP Service you are being provided with a username and password to allow you to access the electronic information systems we use ie TrakCare and Clinical Portal.

Training in their use will be provided by your Practice Placement Educator and/or Department Superuser, however it is your responsibility to ask any member of staff for assistance if required.

You must always use your own login to access these systems and be aware that everything you look at on these systems is monitored.

You must only ever look at information on these systems that relates directly to the AHP service your placement is within and its care of your patients, as looking at information relating to anything or anyone else is a data protection breach.

The key principles when using patient identifiable information are:

- Justify the purpose
- Use only when necessary
- Use the minimum necessary
- Access on a 'need to know' basis
- Be aware of your responsibilities
- Understand and comply with the law
- The duty to share information can be as important as the duty to protect patient confidentiality

I confirm I have read and understood these key points to data protection and agree to abide by these throughout this placement.

Student Signature - _____

Student Name Printed - _____

Practice Placement Educator Signature - _____

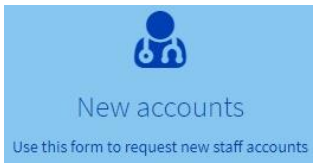
Practice Placement Educator Name Printed - _____

Placement Dates – From _____ To _____

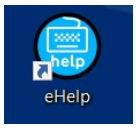
Adapted from NHS GGC Physiotherapy MSK Service

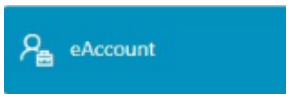
Setting up a NHSGGC Student Account

All students **new** to NHSGG&C will require a new XGGC account student accounts can be requested through the 'new accounts' section on the eAccount portal. Account for other applications such as TrakCare, can also be requested in this way. If the student has had an XGGC previously please see information on enabling/re activating the account using the student e-health portal landing page. The e-Account requires students name pit into the search and if no match follow new account process. If there is a match send the link to the student to re-activate their accounts using the **Student** e-health Portal Landing Page (link below).



The eAccount portal can be accessed in several ways.
1 - Via the eHelp webpage
2 - Via the eHelp shortcut on your NHSGG&C desktop
3 - Directly on NHSGG&C Staffnet Hub





After submitting your request, you will receive a ticket number and can review the progress of your request via 'My Tickets' on the eHelp page.
If an NHSGGC AHP requires to set up new accounts for over 25 students:

- Provide student details on a spreadsheet.
- Log a call with e-health, uploading the spreadsheet.
- Once a call is logged, email Wilma.kilroy@ggc.scot.nhs.uk with the reference number. This ensures the request is audited.

The Student e-health Portal Landing Page - Reporting Student e Health IT Issues

Students report their own ehealth IT issues on the E-Health Portal Landing Page.
All students **MUST** register for an account following the steps on the -Health Portal Landing Page 'A guide for Student NM eHealth Portal V3'

If a student has had an eAccount and it is inactive for 180 days it will be disabled due to inactivity. The student will be able to use their logon to the Student e-health Portal Landing page to raise a request ticket for their xggc login to be enabled re activated. Please encourage students to raise these requests in advance of requiring these for placements.

GG&C Network Terms & Conditions of use

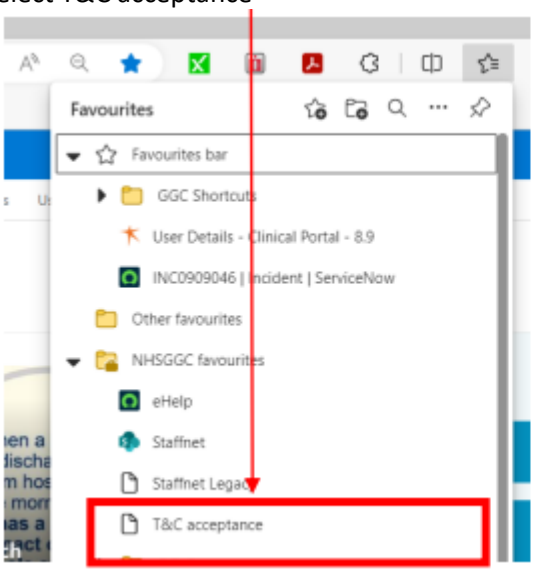
e-health's process for students to accept GG&C Network Terms & Conditions of use is on page 17.

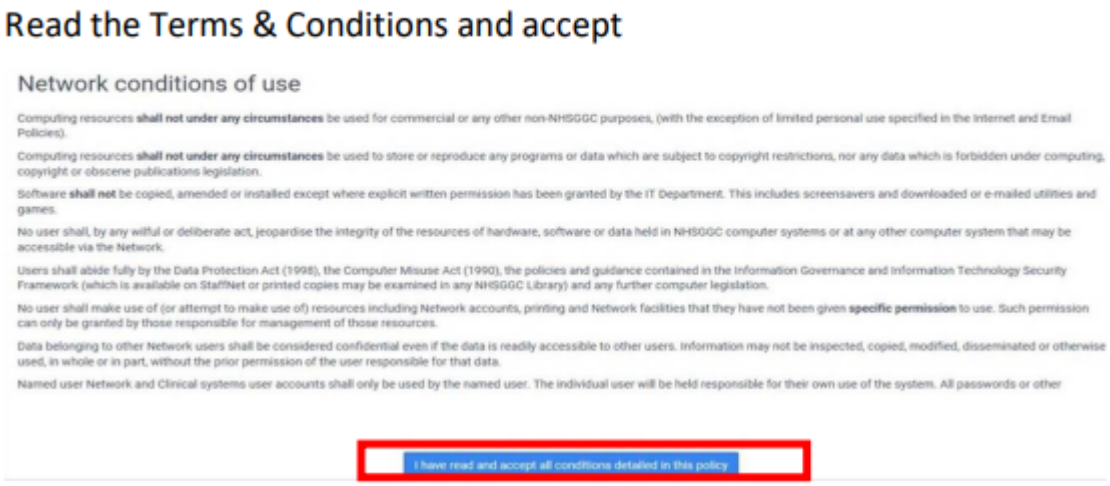
GG&C Network Terms & Conditions of use

Students accepting NHS Greater Glasgow & Clyde Terms & Conditions of use: It is student's responsibility to ensure the safe keeping of their Login details throughout the clinical years. Students must accept NHS GGC Terms & Conditions, failure to accept the T&C's will result in your XGGC login disabling. Students must be logged into a NHS GGC PC to accept the Terms & Conditions

- Log onto a GGC pc
- Select Microsoft Edge
- Disregard any error message when launching Edge
- Select favourites

- Select T&C acceptance





Important information on GG&C accounts:

- Always ensure a password protected screensaver is activated or log off when leaving a PC
- Only view information that is relevant to the work that you are performing.
- Viewing information which is not pertinent to your work is a breach of several UK laws. (It is not permitted to view the records of a patient for whose care you are not party to including your own.)
- Never disclose your passwords – even to IT Support - In the event that a user deliberately discloses their username and password to a 3rd party the user and the 3rd party will be held jointly responsible for the activities of the 3rd party
- Never use somebody else's user id and password; to do so is a breach of the Computer Misuse Act.

Information Governance & IT Security links – please read once logged into GG&C Network

http://www.staffnet.ggc.scot.nhs.uk/Corporate%20Services/eHealth/PoliciesandProcedures/Non%20Clinical%20Policies/Pages/InformationGovernanceandInformationTechnologySecurityFramework.aspx

DATA BREACH POLICY

This policy applies to all staff employed by NHSGGC. It also applies to contractors, partnership organisations and visitors not employed by NHSGGC but engaged to work with, or who have access to, information systems, applications and paper records

Data Breach Definition

The Information Commissioner's Office describes a breach of personal data as:

"a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data transmitted, stored or otherwise processed in connection with the provision of a public electronic communications service"

Data Breach Examples

The following are examples of data breaches and should be reported on Datix. Please note this list is not exhaustive.

1. Staff member looking up their own information on our clinical systems
2. Staff member looking up information of family, friends or colleagues on our clinical systems
3. Leaving log on and password details visible or easily found such as taped to the office / ward computer where anyone can see or access this
4. Leaving passwords and/or encryption keys kept with your mobile device
5. Failure to log off when leaving a computer unattended
6. Leaving any personal identifiable data in a public place, such as on a bus, in a taxi
7. Leaving personal identifiable data overnight in the boot of your car
8. Losing personal identifiable data in the public domain
9. Stolen/lost IT equipment / device which holds patient identifiable data – even if the device is encrypted
10. Incorrectly addressing a letter containing personal identifiable data which is subsequently received by the wrong person
11. Emailing/Faxing information to the wrong recipient or copying the wrong recipient in
12. Posting information about patients, colleagues or your employer on social network sites
13. Discussing confidential information in a public place – being overheard

NHSGGC Data Breach Policy

Fair Warning Policy
All student should be aware of the Fair Warning system in place to identify if patient records are not viewed appropriately. More information on the process where the fair warning system identifies this as a possibility is documented in the Fair Warning Protocol for AHPs and students in NHSGGC which can be accessed by NHS staff.
Students have a responsibility to only access the information which you need in order to carry out your legitimate duties and may not access their own health records without a freedom of information request.

Protecting Patient Confidentiality NHS Scotland Code of Practice

Permission to share reports with Higher Education Institute

This form is to ensure that AHPs students are aware and give permission for the reports written during their placement about their progress on placement to be shared with the higher education institute where they are undertaking their study.

I give permission for my Practice Educator to share my reports with the appropriate person in the department and higher education institute detailed below.

Signed:
Date:

Student name:	
Practice educators name:	
Profession or higher education institute department:	
Higher education institute	

Appendix 1

General Risk Assessment Form

NHS Greater Glasgow and Clyde

Activity being Assessed:	Hazards Identified: ✔					
	Violence and Aggression		Blood and Body Fluids		Radiation	
	Lone Working		Machinery / Equipment		Fire	
	Sharps / Needlestick		Hazardous Substances		Ergonomic	
	Slips, trips, falls		Electricity		Work Methodology	
	Moving & Handling		Weather		Work Environment	
Department / Service: (Insert Dept. / Service)	Additional hazards / information:					
Location: (Insert Location)						
Person(s) exposed:						

Control measures currently in place:	Specific risk assessments or guidance to be referred to:
	(Eg. Moving & Handling, Violence & Aggression, COSHH, Fire etc.)

General Risk Assessment Form

NHS Greater Glasgow and Clyde

Evaluation of Risk:	Additional Control Measures Required:

Likelihood	Severity				
	Negligible	Minor	Moderate	Major	Extreme
Almost Certain	Medium	High	High	V High	V High
Likely	Medium	Medium	High	High	V High
Possible	Low	Medium	Medium	High	High
Unlikely	Low	Medium	Medium	Medium	High
Rare	Low	Low	Low	Medium	Medium

Negligible – minor injury first aid not required
Minor – minor injury or illness first aid required
Moderate – agency reportable, significant injury/illness medical treatment or counselling required
Major – major injury or long term incapacity/disability
Extreme – death or permanent incapacity

Risk Level: ✔				Responsible Manager for arranging additional controls:	
Low Risk	Medium Risk	High Risk	Very High Risk	(Insert Name / Title)	Signature:

Risk Level Acceptable: ✔		Date additional controls to be in place:
Yes (If medium risk indicate any additional controls desirable)	No (Indicate additional controls required)	
Final Risk Level: ✔		Low / Medium / High / Very High

Requirement to Add to Risk Register? ✔	Y	N	Requirement to share Risk Assessment? ✔	Y	N	Services / Depts. shared with:	

Assessed by / Job Title:	Date:	Review Date:

Appendix 2

Additional Core Orientation and Induction Information to be provided by practice educator
This should be provided for the student in addition to the induction information provided in the handbook

Orientation to Department & setting
Organisational Structure Departmental Structure and organisational structure Role of student within the department & the role of others.
Introduction to all relevant Staff Tour of work area: hours of Work & breaks location of computers and IT equipment; treatment areas; offices/reception; Equipment stores; location of dining room; cash machines; Shops; changing rooms, toilets, prayer area.
Security access to areas including sign / key codes; controlled access/secure areas and security procedures, secure documentation storage areas and procedures; secure storage of personal items, rest areas, personal alarms, call points and procedures.
Lone working policy – ensure student knows contacts and safety procedures relating to lone working
Key policies, procedures and resources related to placement
General Administration Systems: phones, photocopying, mail, personal belongings, equipment storage areas and procedures,
Office equipment - Telephones, IT equipment, multifunction devices, codes + usage,
useful contact numbers, local data collection/statistics.
Operational professional procedures: Uniform/ dress code requirements, caseload management, appointments, Fail to attends; Goal setting and outcome measures; definitions & criteria used by service; service pathways; local assets.
Local risk assessments pertinent to practice (generic/site/profession specific).
Notification of Sickness and Absence process.
Third person contact – either within department or in organisation for additional support if needed.
Library Access.

Core Pre – Placement Information to be provided by practice educator.
This should be provided for the student pre-placement if possible, in addition to the induction information provided in the handbook.

Local information

- General information about the geographical area.
- General information re hospital/AHP/department including link to google map [or similar] on-site bank, shop, canteen, library access.
- Links to local information on community resources e.g. shops, banks, recreation, social, spiritual, cultural opportunities especially in remote and rural areas.

Placement Supporting Information

- Accommodation options if available e.g. staff accommodation, hospital recommended accommodation. [detailed information about accommodation including eg wi-fi link, cooking facilities, linen requirements would be helpful].
- Travel to placement including e.g. car parking, public transport, car pools or rent a bike schemes.
- Contact details for emergencies [doctor/dentist/NHS24/police/ chemist].

Placement Specific Information

- Placement hours of attendance, dress code, procedure if absent from work, placement key contact details – including when, where and who to report to on first day, learning outcomes/supervision.
- Department or team specific information for example any information about the department that will help the student formulate their learning outcomes.
- Any policies or legal responsibilities to be considered or acted on before placement e.g. Patient rights and responsibilities (Patient Charter and Patient's Rights Act 2011).

Student Information regarding any adjustments required

- Please let your practice educator know in advance of arriving for your placement if there are any adjustments required in terms of your health or learning requirements to help you participate to your full potential.

Pre-placement Reading

- Links or guidance to pre-placement reading for the student.
- Link to Quality Standards for Practice Placements [QSPP]

References

Glover, P., MacKay, R.,MacLean, K., 2018 *Preparing AHP Students for Practice-based Learning*. [online]. [viewed 7th December 2021] Available from: Guidance for student induction and orientation | Turas | Learn (nhs.scot)