

Placement Allocation Policy for 2026/2027

1. Background Information

1.1. Pre-registration training includes professional practice placements as follows:

Degree Programme	Practice Placements
BSc Dietetics & Nutrition	DT5W51 Practice Based Learning 1 (2 weeks and 1 day)
BSc Dietetics	DT6W52 Practice Based Learning 2 (12 weeks)
MSc Dietetics & Nutrition	DT6W53 Practice Based Learning 3 (8 weeks) DT6W63 Practice Based Learning 3 (11 weeks) DT6W54 Practice Based Learning 4 (11 weeks) DT5W53 Practice Based Learning 2 Health, Leadership and Quality Improvement (7 weeks)
BSc (Hons) Adult Nursing	<u>Year 1</u> NR4W02 Practice 1 Placement 1 – 6 weeks
BSc (Hons) Mental Health Nursing	NR4W02 Practice 1 Placement 2 – 6 weeks <u>Year 2</u> NR5W02 - Practice 2 Placement 1 – 6 weeks NR5W02 - Practice 2 Placement 2 – 7 weeks <u>Year 3</u> NR6W02 - Practice 3 Placement 1 – 10 weeks NR6W02 - Practice 3 Placement 2 – 12 weeks
BSc (Hons) Physiotherapy	PT4W50 - Practice Education 1 Longitudinal placement (One day a week for 10 weeks) PT5W51 - Practice Education 2 Longitudinal Placement (2 days a week for 10 weeks) PT5W52 Practice Education 3 Block placement (5 weeks) PT6W51 Practice Education 4 Block placement (5 weeks) PT6W52 Practice Education 5 Block placement (5 weeks) PT6W53 Practice Education 6 Block elective placement (5 weeks)
MSc Physiotherapy (pre-registration)	PT5W50 Practice Education 1 Longitudinal placement (20 weeks) PT5W50 Practice Education 2 Block placement (6 weeks) PT6W50 Practice Education 3 Block placement (6 weeks) PT6W50 Practice Education 4 Block placement (6 weeks) PT6W50 Practice Education 5 Block placement (6 weeks)

- 1.2. Practice placements are undertaken in a variety of approved settings, including health and social care organisations and higher education institutions (HEIs), across NHS, private, independent, voluntary and third-sector sectors. Placement experiences may occur across the pillars of practice, including clinical practice, research, leadership and education, with simulation integrated throughout.
- 1.3. Placement availability is influenced by workforce capacity, demand from other Higher Education Institutions (HEIs), government policies, budgetary allocation, timing and

duration of required placements. Infrequently students have not been placed at the expected time or location and placement supply remains uncertain.

- 1.4. While every effort is made to place students on time, exceptionally for the points made in point 1.3, this may result in delays to progression and graduation. Flexibility may occasionally be necessary to accommodate sector-wide changes and ensure all students have access to high-quality learning opportunities.

2. Allocation process

- 2.1. Students must attend placement allocation introduction talks led by placement academic staff specific to each pre-reg healthcare course.
- 2.2. Placement allocation takes place as part of an annual cycle, from September to August. The system of student placement allocation is intended to be:
 - Fair
 - Transparent
 - Practical
- 2.3. Some placement providers operate across multiple sites, and it is not always possible to guarantee that a specific site will be available for student placements during a particular period. We cannot guarantee that any student will be placed at a requested/preferred site. Please also be aware that students may be required to attend more than one location during the course of their placement. In some cases, the address provided for the placement base may differ from the actual locations where learning is undertaken. Community placements in particular often involve travelling across the geographical area served by the organisation.
- 2.4. Students who have individual learning needs and/or health requirements should register with the university's Disability and Dyslexia Service (DDS) as recommendations relating to reasonable adjustments made by this service will also be considered. Students are advised to meet with the DDS adviser as soon as possible to discuss specific learning needs for placement which will be different to the classroom environment.
- 2.5. The normal procedure will be that students' names will be drawn electronically at random and the database will allocate students to placements in the order in which the names are drawn.
- 2.6. Students will not be permitted to make changes by swapping placements with other students at any time. This is to allow placement providers to be informed of placement allocations at the same time as students, and to streamline administrative processes.
- 2.7. Any students unplaced after an allocation cycle will go onto a waiting list according to their allocation number. The student will be allocated to a placement as soon as capacity becomes available working through the waiting list which will follow their allocation number.
- 2.8. Students can view their allocation through the database.

3. Placement Refusal

- 3.1 Students are encouraged to accept their allocated placement wherever possible, recognising the importance of maintaining equitable access to placement opportunities for all students. Where a placement presents significant challenges and may not be

viable, students should discuss their circumstances with their Placement Leads at the earliest opportunity and contact healthplacements@londonmet.ac.uk for further advice and support. The University will work collaboratively with students to explore available options; however, due to placement capacity constraints, it may not always be possible to provide an alternative placement within the same placement cycle.

- 3.2** If students are in receipt of the NHS Learning Support Fund, they can claim for Travel and Dual Accommodation Expenses (TDAE). Details about TDAE can be found using this link: <https://www.nhsbsa.nhs.uk/nhs-learning-support-fund-lsf/travel-and-dual-accommodation-expenses-tdae>. **If students are sourcing placement accommodation they should seek approval from healthplacements@londonmet.ac.uk before booking.**

4. Withdrawal of allocated placements by placement providers

- 4.1. If a placement provider withdraws a placement which has already been allocated to a student, the displaced student will be allocated when the next placement becomes available (they will automatically be placed at the top of the waiting list dependent on placement capacity and availability). Refer to point 1.3

5. Health

- 5.1. Applications for placement should only be made in the knowledge that the student concerned is fit to complete the placement period. If there are any circumstances which may prevent completion of the placement, such applications should not be made and student should email their course leader and copy in healthplacements@londonmet.ac.uk.
- 5.2. Students must attend an Occupational Health assessment at the start of their course and should self-declare any changes that may make them unfit for placement.
- 5.3. Some placement sites pose particular difficulties or risks for pregnant staff and students. Therefore, disclosure is essential in order to allow for allocation to an appropriate placement site and for a full risk assessment to be completed. A placement would not normally be allocated to a student whose expected delivery date is during the expected placement period.
- 5.4. Students who withdraw from placement on health grounds or as a result of a change in personal circumstances should discuss their progression both with their placement academics and course leaders.
- 5.5. Most placements take place in multiple environments at a variety of locations and some of those environments may be challenging (e.g. noisy, or with significant distractions). Placements can be both physically and mentally tiring and students who feel that they may struggle to perform in such an environment should speak to their course leader or placement academic to arrange appropriate support.

6. Disclosure and Barring Service (DBS)

Students who are under investigation or being questioned by police regarding a criminal matter, must inform their course leader immediately. This will be managed confidentially through the University Fitness to Practise policy.

Students who have a known conviction or caution, that has been managed through the Fitness to Practise policy, must declare it to their placement site. The placement academic

will arrange a meeting with a representative from the placement provider and the student to disclose the information. A decision will be made following this meeting by the placement provider.

Students are expected to register with the DBS update service and are responsible for ensuring their payment details for the annual subscription are up to date.

7. Fitness to Practise (FtP)

If you are involved in a Fitness to Practise (FtP) investigation, your placement allocation will be paused until the process is completed. You will not attend or be allocated a placement during this time, and any planned placements will be deferred until the process has been completed.

8. Failure of pre-requisite subjects and reassessments

Students who fail subjects, that are university pre-requisites for placement, will not be allowed to progress to placement.

Following successful completion of pre-requisites by the student, a placement will usually be allocated in the next allocation cycle (i.e. they will join the cohort of students in the year below) or sooner, if available.

Students who have more than one outstanding reassessment, will not be able to progress to placement, even if they have met the pre-requisites for placement. Students should not normally take re-assessments during the placement period and can only do so with the prior agreement of the placement provider and the university placement academic.

Students who have met all placement pre-requisites at the first attempt will be prioritised. This may include the need to deallocate students who have reassessments or who are re-sitting modules due to previous module failure.

All students must be fit to practise in order to undertake practice-based learning. Regular checks are in place throughout the course, however, students remain responsible for informing their course leader if there is a change in their fitness to practise in line with the relevant professional standards. All students should refer to the [Fitness to Practise Policy](#).

9. Placement Dates

Whilst start dates for placements are requested by the University, placement providers will make the final decision and this can change at short notice. Refer to point 1..3

Students are advised to avoid making personal commitments, including holiday bookings, until their placement schedule has been completed. Placement dates may be subject to change, and some students may be required to undertake additional placement hours or retrieval placements to meet programme requirements, which could affect planned placement end dates. Students are encouraged to seek guidance from their Placement Academic before making any arrangements to ensure they can meet all placement and programme requirements.

Students are responsible for informing their placement site, placement tutor, and the placement admin team (healthplacements@londonmet.ac.uk) as soon as possible if they are unable to attend placement due to sickness or experience any other issue that may affect their attendance. Students should email all relevant parties, providing details of the reason for the absence or delay and, where possible, the expected duration.

10. Policy on student contact with practice placements

Dietetics and Physiotherapy students who are allocated to a placement should await confirmation regarding placement dates from the practice placement provider. Confirmation and paperwork are usually sent to allocated students approximately one to two weeks prior to the given start date. If the placement provider has not made contact approximately 1 week prior to the start date, students should email healthplacements@londonmet.ac.uk.

Nursing students who have been allocated a placement should contact their placement sites to confirm arrangements including obtaining their rota.

Under no circumstances are students to contact placement providers to request non-elective placements, or to use family connections to make requests on their behalf. Such action will be managed under the University Fitness to Practise policy.

11. Professional Indemnity Insurance

All students are encouraged to take out professional indemnity insurance which provides liability cover for health professionals in their day-to-day roles. This is included as part of the student membership with professional associations such as the British Dietetic Association. Suitable providers are listed here:

Dietetics students should register with The British Dietetic Association:
<https://www.bda.uk.com/membership/membership-categories/students.html>

Information for Physiotherapy students can be found at:
[CSP – Student Practice Placements Insurance Guidance](#)

Reference

Great Britain. Parliament. Equality Act 2010: Elizabeth II. (2010) London: Stationery Office.
[Dietetics Placements Team](#)
July 2024 – For review 2025

Great Britain. Parliament. Equality Act 2010: Elizabeth II. (2010) London: Stationery Office.
NMC (2018) *The Code*. Available at: <https://www.nmc.org.uk/standards/code/> (Accessed: 14 April 2025).

Health and Care Professions Council (HCPC), 2023. Standards of conduct, performance, and ethics. [online] Available at: <https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/> [Accessed 5 September 2024].

Chartered Society of Physiotherapy (CSP), 2011. Code of professional values and behaviour. [online] Available at: <https://www.csp.org.uk/publications/code-professional-values-behaviour> [Accessed 5 September 2024].

Appendix A

Practice Based Learning: simulated and collaborative learning expectations agreement

Practice based learning will allow students to develop their judgement based on the clinical decision making process, through a focus on the integration and practical application of the knowledge and skills learnt in the university setting. The practice-based learning modules will be delivered through a mixture of simulated learning, collaborative learning and practical learning in approved settings.

Throughout the practice-based learning modules students will be able to demonstrate confidence, resilience, ambition and creativity and act as inclusive, collaborative and socially responsible practitioners.

Students will be provided with a variety of learning experiences to support them in meeting the Practice Based Learning outcomes and it is expected that as an adult learner students will also take responsibility for their own learning.

With this in mind, students should review the following expectations agreement at the start of their simulated learning and collaborative learning programme and sign it to ensure they are clear about what is expected of them.

Support on Placement and Workload Expectations

There are a number of mechanisms in place to support students throughout their placement experience. This includes the placement team as well as staff and services (e.g. Disabilities and Dyslexia Service (DDS)) available at their University.

Students are required to work the same hours as a full time member of staff at the placement site and during the simulated activities. For further details on workload expectations please refer to practice based learning student handbooks.

Simulated Learning

Simulated learning is an important part of education and will provide students with a safe space to practice their skills and to increase their confidence. It provides equity in learning experiences via students having access to the same simulation-based clinical experiences to help put their skills and knowledge into practice.

To get the most from the simulated learning experience we ask students to enter into a learning agreement to help them immerse themselves into the simulation based experiences. We will make efforts to provide opportunities that reflect some aspects of clinical practice through the use of simulated patients (actors, role-play, avatars) and case examples that mimic patient demographics and clinical presentations students may come across in clinical practice. However, there may be limitations to what can be achieved and we ask students to suspend disbelief, accept these limitations by agreeing to overlook aspects of simulated based learning that may appear unrealistic and buy into the simulated learning experience cognitively and emotionally.

During simulated learning experiences we expect students to:

- Treat all members of staff, students and external facilitators with respect and behave professionally.
- Accept feedback and work to address any areas highlighted.
- Be self-motivated.
- Read and be familiar with the contents of the practice based learning student handbooks.
- Be prepared to reflect, evaluate themselves critically and to learn from their mistakes.

- Prepare adequately for simulated learning experiences or other tasks by reading through relevant material and completing necessary tasks beforehand.
- Ask if unsure about something.
- Meet deadlines without prompting and inform supervisors in advance if having any difficulties.
- Ensure they understand what is expected in terms of evidence required for their portfolio.
- Be on time, present and visibly engage during simulated learning activities.
- Approach simulated learning activities as if they are in a clinical setting.
- Any recording (audio, video, or photo) in the simulation lab without prior approval is unacceptable.
- Any publication of recordings to social media is unacceptable and unethical and will result in disciplinary action.

Simulated learning equipment should be treated with care, respect and should not be used for any purposes other than those specified by the assignment. We accept accidental damage may occur, however, if it is found that the simulated learning equipment has been deliberately misused, abused, and/or damaged then the student may be reported for non-academic misconduct as governed by the Institutions' Student Conduct regulations, within the academic regulations.

Collaborative Learning

Collaborative learning will provide students with the opportunity to reflect on their learning, reflect on practice both in action and post activities/experiences having taken place and enable them to share their knowledge and learning with peers. Collaborative learning will be delivered through a mixture of facilitated case discussions and peer learning via online or in-person sessions. During these learning experiences, we expect students to

- Treat all members of staff, students and external facilitators with respect and behave professionally.
- Be self-motivated.
- Be prepared to reflect, evaluate themselves critically and to learn from mistakes.
- Be on time, present, and visibly engaged.
- Ask if are unsure about something.
- Read and be familiar with the contents of the practice based learning student handbooks.
- Approach collaborative learning activities as if in a clinical setting.
- Keep the camera on if participating in online learning activities. If this is not possible, you should explain why, (for example bandwidth issues) as this is expected in a professional context. Seeing student's on camera helps to see if students are engaged and allows the presenter to adapt information provided appropriately. Valuable feedback is provided to presenters from seeing the faces of the online audience they are presenting to.
- Mute the microphone when participating in online learning activities if not actively speaking or in a breakout room.
- Staff and external facilitators will not record collaborative or simulated learning activities due to the sensitive nature of information that may be discussed. To allow students to refer to the material after the session students will receive:
 - a briefing prior to collaborative learning activities which can be recorded.
 - on completion, a recorded or written summary of the key learning points from the case or scenario

Appendix B

Dietetics students

Practice Based Learning 2, DT5W53, Health, Leadership and Quality Improvement, students should refer to the placement handbook as these placements are normally allocated separately from clinical placements approximately 1-2 months before the placement start dates.

Students will not normally be allocated placements in departments where they are currently or have in the past been employees, volunteers or a patient. If students are connected to placement providers through an employment relationship (past or current), have close friends or relatives working in the placement setting, this should also be declared and discussed with one of the placement academics as it may not be appropriate to be allocated to such a site.

A list of placement providers (by placement type) likely to be offering placements to students will be made available on the Health Placements database. Please note that placement providers do not provide all types of placements at all times of the year e.g. placement provider X may only provide Practice Based Learning 2s starting in February and June and so will not appear on the lists for any other placements. Some placement providers offer placements in partnership with other providers. Please note that any partnerships are correct at time of publishing, but may be subject to change due to unforeseen circumstances.

The Dietetics Placements Team will endeavour to minimise travel times as much as possible by allocating to the closest available placement. Students' term time addresses currently held on file will be used during this process, it is each individual student's responsibility to ensure contact details are up to date on the Health Placements Database. Placement opportunities are dependent on offers made by placement providers.

Subsequent allocation rounds: If any student remains unallocated after the first allocation round they will be placed on a waiting list. Students will be allocated placements as and when new placements become available. Every effort will be made to secure placements for unallocated students either within London or elsewhere in the country. Students will be regularly updated on the number of students unallocated until all students are allocated.

In the event that not all students can be allocated to placements in time to keep them in cohort, those unallocated students will be allocated first for the next occurrence of that placement.

Students have the opportunity to indicate on their placement application form any carer responsibilities which may impact their ability to take up specific placements. Students must provide details of their carer responsibilities and supporting evidence on the health placements database. Students should outline clearly how their carer responsibilities impact on their placement. **Providing this information will not guarantee that the student will be allocated, but the student's circumstances will be considered at the time the student is selected for allocation.**

Appendix C

Nursing Students

Following the completion of the UCAS admissions cycle and confirmation of the number of nursing students, the university provides clinical placement partners with projected placement requirements. These partners then confirm the number of placements they are able to offer for the academic year.

Placement allocation planning will commence once all mandatory requirements have been successfully completed. Students must sign the Placement Allocation Policy and provide evidence of all required pre-placement clearances, including Disclosure and Barring Service (DBS) clearance, mandatory training (including Basic Life Support, Manual Handling, and Breakaway Training for Mental Health Nursing students), Occupational Health clearance, and the DDS pre-placement questionnaire (where applicable). Students can only be allocated a placement once all mandatory requirements have been met.

An OH assessment ensures that students are fit to undertake the demands of practice. Where necessary, an Individual Needs Risk Assessment (INAR) will be completed, and reasonable adjustments may be recommended to support the student's learning and safety in the placement setting.

With the student's consent, relevant information, including any recommended adjustments, will be shared with the placement provider to support appropriate planning and supervision. However, it is important to note that the ability to implement reasonable adjustments may vary depending on the nature of the placement environment and the specific demands of the service. In some cases, a particular placement area may not be able to accommodate certain adjustments, and alternative arrangements may need to be considered.

Students will be allocated a base placement, which is the primary setting where they will complete the majority of their clinical hours for a particular placement period. This base provides consistency and an opportunity to build deeper relationships with the team, service users, and practice supervisors/assessors. The Placement Team will also endeavour to ensure that each student gains a broad and balanced range of clinical experiences throughout their programme. This process begins at the initial stages of placement allocation planning, with careful consideration given to the student's field of practice, stage of learning, and previous placement history.

In addition, some NHS organisations allocate placements using a planned pathway model, designed to provide varied and progressive learning opportunities. This ensures students are exposed to different care settings, patient populations, and clinical challenges. For example, the Practice Education Team within an NHS Trust may map out a student's placement journey: a student in adult nursing may start in an acute medical ward, then rotate to a surgical unit, and later undertake a community placement, all within the same Trust. These pathways are structured to support learning outcomes and align with the NMC proficiency requirements, while offering a diverse and enriching placement experience.

The term-time address held on file will be used during the placement allocation process. It is the responsibility of each student to ensure that their contact details, including their current address, are accurate and up to date on the Health Placements Database. Placement opportunities are subject to availability and are based on the offers made by placement providers.

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If any student remains unallocated they will be placed on a waiting list. Students will be allocated placements as and when new placements become available. Every effort will be made to secure placements for unallocated students. Students will be regularly updated on the number of students unallocated until all students are allocated.

Students will be notified of their placement allocation via the Health Placements Database / email at least two weeks prior to the start of the placement, unless information from the placement provider is delayed. Once notified, students can view their allocated placement directly through the database / EPAD. No further action is required at this stage. In cases, where there are concerns, students must contact the Placement Team by emailing healthplacements@londonmet.ac.uk within 48 hours of the placement offer being published.

Please note that some placement areas may contact students directly with pre-placement information, such as induction details, reporting instructions, or required documentation. It is the student's responsibility to regularly check their university email and follow any guidance provided by the placement area. Inductions must be attended and completed prior to starting placement.

Retrieval Placements

In cases where a placement has not been completed – due to absence, unforeseen circumstances, or failure to meet the required competencies / proficiencies – a retrieval placement will be necessary.

A retrieval placement is offered during July and August . This offers the student an opportunity to make up missed hours and/or demonstrate achievement of the required proficiencies. Requests for retrieval placements will be made by the Placements Team. While every effort will be made to secure a suitable retrieval opportunity, this is not guaranteed and is subject to placement provider capacity and availability. In some cases, delays in securing a retrieval placement may result in disruption to the student's progression or the need to interrupt studies until a suitable opportunity becomes available.

Students are strongly encouraged to engage with academic and placement support teams early if they encounter difficulties during a placement, to allow for timely support and planning.

Carry-Over of Practice Hours

Year 1 and Year 2 students may carry forward a maximum of 100 outstanding practice hours into the following academic year. Any outstanding hours exceeding 100 must be completed through a retrieval placement during the summer period before progression to the next academic year can be approved. Students are therefore strongly encouraged to complete all required practice hours within the designated academic year, as arranging additional placement opportunities may be challenging and could impact progression.

Appendix D

Physiotherapy students

The Placement Team at London Metropolitan University, in collaboration with the Placement Management Partnership (PMP) will manage and allocate student placements.

Students are expected to act professionally and by the Health & Care Professions Council (HCPC) Standards of Conduct, Performance and Ethics (HCPC, 2023) and the CSP Code of Professional Values and Behaviours (CSP, 2019) at all times and whilst on placement. This also includes completing all mandatory training, communication requirements and any other course requirements needed for placements.

Allocation to any scheduled placements will **NORMALLY** take place within 4 weeks to the start of the placement. The Placement Team will inform students if there is any delay to the release of placement allocation.

Students are expected to sign the Physiotherapy Allocations Policy and complete all mandatory training, DBS checks, Occupational Health clearance, and the DDS pre-placement questionnaire (where applicable) before they can be allocated a placement.

The Physiotherapy Placements Team will allocate students to practice sites within a maximum of a 90-minute commute (subject to availability of placement offers). Students term time address on the Health Placement Database will be used for this; it is the student's responsibility to ensure their contact details are up to date on the database at the beginning of each academic year. Should student's term time address change during the academic year, they must notify the Placements Team immediately and update the placements database.

Across the 5 (MSc) or 6 (BSc) placements, students will build a placement portfolio which will enable students to demonstrate competencies across a broad range of physiotherapy practice-based learning environments and in patient facing presentations. Students will carry out placements across a range of settings, including areas such as musculoskeletal, neurological and cardiorespiratory within inpatient, outpatient, community and rehabilitation. It is important to note that due to placement capacity and the offers we receive, this cannot always be guaranteed.

After the Placements Team allocates placements, final confirmation of allocation will be emailed to London Met student email account by the Placement Management Partnership (PMP). The email will normally come from this email address – pmp@tribalgroupp.com (students should add this email to their safe list and check their junk box on a regular basis). If there is a delay/late change of placement, students will be informed by the Placements Team. The notification will include details of the placement site, setting, practice educator, dress code, information about IT systems, supervision model, induction processes and any other information such as pre-placement reading.

Please note that the placement site address in the PMP notification email may be different to where students are primarily based on placement. Community-based placements will involve travelling throughout the area covered by the placement setting.

Students **MUST** contact their Practice Educator immediately after receiving their allocation. In most cases, students **MUST** have contacted their Practice Educator no later than 2 weeks prior to the commencement of their placement.

Please note, if there is a conflict of interest in any placement allocations, it is important for the student to share this with the Physiotherapy Placement team.

Placement allocations are made with the knowledge that students have been cleared by the occupational health team to be fit to complete a clinical placement in a health and social care setting as a physiotherapy student. If there are any circumstances that may affect a student's ability to attend and complete their placement at the time, including dyslexia, ADHD, mental health challenges, physical health issues etc., students **MUST** notify the Physiotherapy Placement Team at the start of the academic year to discuss these issues.

In addition, should students become ill or develop an emergency health care challenge or need before the start or during placement that impacts on their ability to start or continue with placement safely, they **MUST** notify the Physiotherapy Placement Team immediately. Students will be required to self-declare any additional changes to their health that may make them unfit to complete placement annually. It is the student's responsibility to declare all health and learning issues that could pose a risk to themselves, the patients, or placement providers and settings. Students are expected to take responsibility for their health and wellbeing on placement. Failure to do so would violate the HCPC Standards of Conduct, Performance and Ethics. Students will be expected to discuss such issues with their Practice Educators and include them in their Common Placement Assessment Form (CPAF) to enable necessary reasonable adjustments to be identified and implemented. The Physiotherapy Placement Team Lead will support students and identify necessary reasonable adjustments and its implementation when on placement.

If students have to withdraw from placement on health grounds or because of a change in personal circumstances, their progression on the course could be affected and this should be discussed with their Practice Education Lead.

Please note, it is very important that students **do not breach confidentiality of patients** by uploading their information to AI platforms.

Elective Placements:

An Elective placement presents an exciting opportunity for students to research and source their own placement for their final placement in an area of interest to them. It is a level 6 placement that students will have to look for, identify and secure by themselves. Before confirming the placement, the identified placement will need to be shared with the Physiotherapy Placements Team to be verified, including several steps before it is completely confirmed. An Elective placement is not compulsory for the final placement; it is an option and an Elective placement form will be sent out prior to identify whether each student would like to choose this option. This placement will contribute to mandatory practice education and therefore it requires students to work to meet the learning outcomes assessed by the level 6 CPAFs (Common Placement Assessment Form). It is recommended that students consider the learning outcomes assessed by the CPAF to ensure they select an appropriate setting that can support this level of learning and supervision for their elective.

Policy for elective placements:

- Elective placements are completed as the FINAL placement in both BSc (placement 6) and MSc (placement 5) course.
- To graduate from the course (BSc or MSc), students are expected to complete at least one placement in core specialties (cardiorespiratory, musculoskeletal or neurology) and gain experience of working in both hospital and community settings. Students' elective placement must complement this clinical placement profile.
- If students are yet to achieve this clinical placement profile, they **MUST** select their elective to ensure this employable placement profile is achieved.
- If students have completed placements in these specialties and settings, they can select an elective in another area (specialty and setting) to complement their clinical profile.

- Students are allowed to repeat a placement specialism that they have already completed so far in their placement profile for their elective placement, **as long as** it has been agreed by the Physiotherapy Placements team.

Process for elective placements:

- Students **MUST** attend an elective placement briefing given by the Placement Education Lead and read all guidance documents provided for their elective placement.
- Students can consider their elective in any setting located anywhere within the UK such as the NHS, Private, Third Sector, Sports Team, Public Health, Research Group, Leadership, Health Education Organisations, such as the Chartered Society of Physiotherapy (CSP), NHS England, Inter-disciplinary teams, Nursing Homes etc.
- The first step of completing an elective placement is identifying an appropriate setting that will complete the clinical profile as detailed in the policy above.
- Students who wish to carry out an Elective placement will need to complete an Elective Placement form for the Physiotherapy Placements team to review. Students will be provided with a deadline to do this.
- Once the Physiotherapy Placements team receive the form of information, the Physiotherapy Placement Team will investigate the elective offer to carry out quality checks to ensure the proposed elective placement site, educator and available support meet our placement quality standards. They will contact the site to confirm the offer and discuss any next steps, for example, a site visit, setting up a Placement Agreement, as well as go through any queries.
- After all our checks are completed, the elective offer will then be added to the PMP database to allow it to be allocated to the student.
- After allocation, students will be required to follow the process after notification of placements detailed above.