



Placement Pact

Placement setting _____

Student name _____

This document summarises the behaviour and attitudes that the student and placement setting agree to demonstrate over the course of the placement to help optimise the student-supervisor relationship.

Start time

Student:

- Arrive to placement 10 minutes early to settle yourself for the day
- Apologise for any lateness before you specify reasons for it

Placement setting:

- Make the start time each day clear to the student
- Give the student as much notice as possible of any changes to the usual start time

Finish time

Student:

- Expect to finish on time most days
- Accept that you may need to stay later some days to ensure time-sensitive tasks are complete

Placement setting:

- Facilitate the student finishing on time most days
- Give the student as much notice as possible if there are changes to the finish time

Breaks

Student:

- You are welcome to join the staff on tea break, if you wish to do so
- If you do not wish to join the staff for tea break, you can remain in the office or go to the canteen
- You can take your lunch separate to the staff, to support constructive boundaries for everyone

On-site attendance

Student:

- Only attend the placement setting on dates agreed with the College
- Rest days cannot be used for on-site placement learning

Phone use

Student:

- Use your mobile phone for personal purposes at breaktimes only
- Ensure that references to the placement setting on personal social media accounts are professional
- If a PE shares their personal phone number with you to facilitate communication while under their supervision, you must delete their number once direct supervision with them has ended



Leadership in learning

Student:

- Proactively request learning opportunities that would benefit your progression in line with mapping
- Ask for recommended reading in advance of a new area
- Submit placement documentation on time

Placement setting:

- Facilitate clinical exposures that support the student's ability to achieve agreed learning goals

Feedback

Student:

- Seek feedback on your practice
- Seek clarity from your PE on feedback that is not well-understood
- Specify at the end of feedback conversations the actions you will take to apply feedback to practice
- Treat all placement documentation and written feedback as confidential

Placement setting:

- Be timely in the provision of feedback
- Be neutral and task-focused when framing feedback

Personal matters

Boundaries at work create a healthy space between your professional life and your personal life.

Student:

- Recognise that making detailed personal disclosures to PEs with whom you have a reporting relationship may impact on learning and evaluation processes
- Contact the College if personal matters may affect professional performance. The College will facilitate an appropriate disclosure with the placement setting, should this be required

Placement:

- Maintain workplace boundaries consistent with effective student learning and feedback

Engaging with the College

Student **and** placement setting:

- Recognise that the College is also part of this Pact. It helps optimise student-supervisor relationships
- Contact the College if there are concerns in relation to any of the items listed herein

I agree to demonstrate the relevant behaviour and attitudes listed above to the best of my ability in the interests of optimising this learning experience and fostering an effective student-supervisor relationship.

Signed:

On behalf of placement setting

Student signature
