

TCD PRACTICE EDUCATION CLINICAL SITE AUDIT

Please tick yes/no to each question and summarise findings at end

Abbreviations: Practice Educator: PE, Practice Tutor: PT, Regional Placement Facilitator: RPF

Placement site _____

Year _____

1. Are these documents available in your clinical site?	
Current Practice Education Handbook	
Current Curriculum document	
Learning outcomes for each level of practice education	
Guideline for Good Practice in Practice Education	
Practice Educators Competencies	

2. Placement allocation information available to the PT/PE?	
Is the clinical site supplied with a projected yearly placement list of placements 6 – 8 weeks in advance of the academic year	
Throughout the academic year are the students names, stage on the course and placement dates available 6 weeks prior to placement	
Are any changes affecting clinical placements allocation communicated immediately to the PT/RPF/PE prior to commencement of placement?	

3. Does the student have the following information prior to the commencement of the placement?	
Clinical contact number (Pre placement information)	
Specific area of placement (Placement list from Practice Education Co-ordinator)	
Uniform requirement (Practice Education Handbook)	
Pre-placement reading list (Pre placement information)	
Info about public transport/car parking (pre placement information)	
Access to computer/internet (pre placement information)	
Reporting time on Day 1 of placement (Pre placement information)	
Accommodation information if applicable (Pre placement information)	
Unit specialities (Pre placement information)	
Information re on-site library (if applicable)(Pre placement information)	

4. Does orientation include information about the following?	
Name and contact details of PT/RPF	
Name of physiotherapist to bleep in event of difficulties	
How bleep system works	
Relevant telephone numbers	
Changing facilities	
Start time/ Lunch hour / Finish time	
Accident & emergency procedures	
Procedure in the case of an accident to student or patient being treated	

by student?	
Local infection control policies	
General information about department-e.g. canteen, shop, staff room access etc	
Staff structure	
Specialities of department	
Recording statistics	

5. Prior to the commencement of the placement does the PE/PT/RPF undertake the following?	
Review the learning outcomes of the placement	
Plan the students & clinicians caseloads	
Take into account students level & local learning opportunities	
Plan induction period for the student	
Identify & contact any other team member who may be involved in the learning process	

6. On placement does the PE/PT/RPF?	
Set ground rules regarding clinical site expectations in within the first week of placement	
Ensure the placement meets the learning outcomes/expectations of the Discipline of Physiotherapy	
Ensure the student takes advantage of potential learning experiences of the placement	
Provide regular feedback to the student regarding their performance (2-3 times per week or at least once weekly)	
Provide regular feedback to the tutor regarding the students performance (at least once weekly)	
Provide advisory support to the student as necessary	
Liaise with the PT/RPF on placement management	
Placement providers must ensure the health & safety of students whilst on placement	

7. On placement do Practice Educators:	
Make alternative arrangements for students in case of PEs absence?	
Explore all possible models of clinical education in their clinical area e.g. 2 or more students to one supervisor?	
In the case of split placements, communicate effectively and share a common approach to clinical education? Is a lead PE identified to the student?	
Promote a culture of support for practice based learning within the department?	
Involve the whole team in the learning process	

8. Do these criteria pertain to Practice Educators in your site?	
Have practised physiotherapy for at least one - two years	
Undertake regular CPD in practice education	
Demonstrate a positive commitment to physiotherapy student education	

Receive appropriate training prior to taking students i.e. attend 'Introduction to Practice Education Study Day' run by HEI or get individual training from PT/RPF?	
Aware of ISCP Practice Education Competencies	
Competent in identifying & developing education opportunities for students in their area of practice	

9. Does the following apply to students on placement?	
Written placement goals are negotiated between the student PE +/- PT/RPF by the end of the first week of placement?	
Student wears a name badge at all times	
Students adhere to uniform guidelines in Practice Education Handbook	

10. Does the PT/RPF liaise with the student & PE on the following:	
Timetable of tutorials/sessions with student	
Monitoring the students progress & their learning experience	
Facilitating learning within the placement parameters	
Provide support & guidance in the student(s) assessment programme	
Provide feedback on performance (2-3 times per week or at least once weekly)	
Provide feedback on placement management to PE	

11. Does the PT/RPF liaise with HEI and PE on the following:	
Student or placement issues (HEI and PE) as appropriate	
Communicate information from the HEI to the PE as appropriate	
Audit clinical marks once yearly and feedback as appropriate	
Audit student feedback and feedback to PE as appropriate	
Complete annual report for department manager and HEI	

12. Written feedback/grievance procedure on placement	
There are procedures in place for dealing with grievances and all parties (University/students/placement providers) are aware of them	
Written procedures for grievances are available	
Institutions investigate & respond to reasonable grievances about clinical placements	

13. Assessment process	
PE/PT/RPF should organise assessment opportunities to enable them to monitor a students performance	
Regular formal & informal feedback should be given to the student on their progress on placement	
In the event of a weak student, early contact should be made with the PT/RPF/university	
The PE/PT/RPF who spends most of their time with the student should complete the clinical assessment form and feedback to the student if possible	

Any comments from any of the above sections:

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Could you summarise the needs/deficiencies identified from the above tables in your placement site

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