

School of Nursing and Allied Health

Supporting Learners in Practice Policy

2021-2024

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Policy owner: Head of School of Nursing and Allied Health		
The Policy has been reviewed and supersedes all previous issues. It has undergone the following approval process:		
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1. Introduction

The School of Nursing and Allied Health works with a range of Placement Providers across Sussex, Surrey and Hampshire and together they support practice learning for students. Placement learning agreements are in place for all placements with an agreed commitment to supporting learners in practice as outline in the School of Nursing and Allied Health Learning, Teaching and Assessment Framework.

This policy contains guidance to support student learning in practice. The primary consideration in the provision of support is the health, safety and wellbeing of students, staff, service users and carers. The School has implemented a partnership approach with Placement Providers sharing responsibility for practice supervision, learning and assessment, including clear lines of communication and accountability. This policy sets out actions to ensure that the university fulfils its legal obligations under section 3 of the Health and Safety at Work Act 1974 to look after those not in its employment and to ensure they are not exposed to risks to their health and safety. The policy outlines duties and responsibilities for key personnel, how to achieve and promote student wellbeing and learning including preparing students for placement, how to report issues and accidents that may occur on placement and the quality assurance of placements through regular monitoring and review.

This policy should be read in conjunction with the Educational Audit Policy which details the process for the approval of a placement and the regular review of all learning environments. The educational audit cycle ensures that each placement has the capacity, facilities and resources in place to deliver safe and effective learning opportunities and practical experiences for students as required by their programme learning outcomes.

2. Glossary

Part – a part refers to a specific time period for a programme i.e. each academic year. Therefore a 3 year programme is divided equally into 3 parts.

Placement - a period of accredited work experience (e.g. professional practice, internship, observation / shadowing, volunteering) offered by the university as an integral component of the student's course. The student is enrolled at the university during the period. There is transfer of direct supervision of the student to a third party i.e. Placement Provider.

Placement Provider - any third party who provides the placement. During the placement, responsibility for the direct supervision of the student is transferred to the Placement Provider.

Professional, Statutory and Regulatory Body (PSRB) - organisations that include professional bodies, regulators and those with statutory authority over a profession or a group of professions e.g. Nursing and Midwifery Council (NMC), Health and Care Professions Council (HCPC).

3. Duties and responsibilities

The following duties and responsibilities relate to the practice learning element of programmes delivered within the School of Nursing and Allied Health. University Health and Safety Advisors and the Health and Safety Service are a useful source of help and information regarding the expected health and safety standards that should be met in placements.

Head of School:

- Implement and review all relevant practice related policies and procedures subject to approval from the Learning, Teaching and Student Engagement Committee.
- Maintain a partnership approach with Placement Providers to support student learning in practice.
- Ensure a strategic approach to learning in practice; networking within the university and with external partners such as Health Education England.
- Nominate and support the Placement Lead.
- Act as the named NMC correspondent, comply with PSRB requirements, communications exceptional reporting and annual monitoring.

Programme Lead:

- Implement and review all relevant practice related policies and procedures.
- Maintain a partnership approach with Placement Providers to support student learning in practice.
- Chair Programme Board.
- Oversee the delivery of the programme and the related elements of student placements and student learning in practice.
- Monitor the student's placement learning experience, receive feedback from practice partners, service users / carers and students.
- Ensure practice learning is evaluated and included in annual monitoring and subsequent action plans.

Placement Lead:

- Implement and review all relevant practice related policies and procedures.
- Maintain a partnership approach with Placement Providers to support student learning in practice.
- Attend Programme Board.
- Oversee the organisation and delivery of student placements and student learning in practice.

- Ensure each placement meets the required educational standards.
- Coordinate procedures to ensure all students are prepared before the placement commences with sufficient information, instruction and training.
- Coordinate procedures to allocate and ensure all Academic Assessors are prepared for their role with sufficient information, instruction and training and ongoing support.
- Communicate with staff and students to ensure that they are familiar with the process of raising and resolving any issues that may arise during a placement.
- Co-operate with any investigation that might be undertaken with the object of investigating incidents or preventing accidents in the future.
- Monitor and review placements through the educational audit cycle and feedback mechanisms.
- Co-ordinate student placement preparation including Next of Kin sharing by student and emergency contact at University
- Verify placement passports prior to entry to first placement

Placement Provider:

- Act with due care for the health, safety and welfare of students and others and comply with instructions and procedures for safe working.
- Maintain a partnership approach with the university to support student learning in practice.
- Attend Programme Board.
- Coordinate procedures to allocate and ensure all Practice Supervisors and Practice Assessors are prepared for their role with sufficient information, instruction and training and ongoing support.
- Co-operate with the university in the educational audit cycle.
- Co-operate with any investigation that might be undertaken with the object of investigating incidents or preventing accidents in the future.
- Provide both internal and external feedback (e.g. Care Quality Commission reports) on placements to the Placement Lead to support ongoing monitoring and review.

Student:

- Act with due care for the health, safety and welfare of themselves and others and comply with instructions and procedures for safe working.
- Attend and complete all relevant preparation for placement instruction and training.

- Report via placement and university reporting systems any issues that may arise during a placement.
- Co-operate with any investigation that might be undertaken with the object of investigating incidents or preventing accidents in the future.
- Provide feedback on placements through placement evaluation to support ongoing monitoring and review.
- Share next of kin details with placement staff as appropriate

4. Student supervision and assessment

Students are supervised and supported in their practice learning in accordance with the Nursing and Midwifery Council [NMC] Standards for Student Supervision and Assessment (NMC, 2019) or the Health and Care Professions Council [HCPC] Standards of Education and Training (HCPC, 2017). Students are allocated and can make use of supported learning time when in practice. This may include supernumerary status that enables students to be supported in safely and effectively achieving proficiency. Students must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting. In the event that supported learning time is compromised, students are expected to report this. Examples of how supported learning time can be applied in placement include:

- Provide opportunities for skills practise and knowledge application
- Enable observation of practice
- Schedule time for student reflection (individual or group)
- Organise access to available resources and study opportunities
- Facilitate shadowing and following a patient pathway across clinical settings

The partnership approach to placement learning means the School works with Placement Providers to facilitate and promote inter-professional learning and working, to support opportunities for research collaboration and evidence-based improvement in education and service provision and to ensure students have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills. For example, a number of Placement Providers have developed student led clinical settings with students from a range of health care professions participating.

In order to confirm, that students meet the required proficiencies and programme outcomes in full, demonstrating their fitness for practice and eligibility for academic and professional award, students will undertake assessments in practice. Students will be assessed across practice settings and learning environments as required by their programme.

Through partnership working the assessment process is monitored to ensure it is fair, reliable and valid to enable students to demonstrate they have achieved the proficiencies for their

programme. As such practice assessment is facilitated and evidenced by direct observation of the student and other appropriate methods including students' self-reflections, questioning to elicit knowledge and comprehension, and feedback from Practice Supervisors, other health and social care professionals and service users / carers. The assessment outcome is evidenced in the student's Practice Assessment Document (PAD). To promote and encourage reflective learning students will receive constructive feedback throughout the programme from stakeholders with experience of the programme such as academic staff, placement staff, peers, service users and carers.

It is expected that a range of people including service users contribute to student assessment. The responsibility for the assessment of students in practice is undertaken by the student's nominated Practice Assessor in liaison with the student's nominated Academic Assessor.

4.1 Supervision and assessment roles – Programme staff

Each student whilst on the programme will have a nominated Academic Assessor (AA) who is an NMC registered member of the programme team with appropriate equivalent experience for the student's field of practice. The student will be assigned a different nominated AA for each part of the programme. The AA is responsible for collating and confirming student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme and recording this in the student's Ongoing Achievement Record (OAR). The AA is also responsible for determining the equivalent for the practice learning environment. As such the AA makes and records in the ORA objective evidence-based decisions on the student's conduct, proficiency and achievement and makes recommendations for progression, drawing on student records and other resources such as feedback from Practice Supervisors, the nominated Practice Assessor and the student's Academic Advisor. See [Appendix 1](#) for details of the preparation and ongoing support for AAs.

A key aspect of the AA role is to preserve public safety as such the AA is expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement. The Placement Lead and Programme Lead are available to support the AA to do so.

The AA works in partnership with the nominated Practice Assessor (PA) to evaluate and recommend the student for progression for each part of the programme, in line with programme standards. To facilitate this, communication between the AA and PA is scheduled at relevant points in each part aligning to the programme structure and student progression. The expected communication schedule is as follows:

1. Within the first 2 weeks of the student's placement the nominated AA is to confirm and introduce them to the PA.
2. Within the last 2 weeks of the student's placement the nominated AA is to evaluate the student's progression with the PA.

The AA is available for additional meetings and communication throughout the placement period e.g. for action planning or to respond to any concerns raised. Communication can be in person, via email, telephone, e-meeting as appropriate. Any meeting and its outcome(s) are documented in the student's PAD and/or ORA.

The AA will also meet with their designated student at regular points in the part of the programme and will maintain ongoing communication with the student as needed. Minimum communication should be prior to each placement, during the placement, following the placement and in the period following release of unratified results.

The AA cannot simultaneously be the PS or PA for the same student.

4.2 Supervision and assessment roles – Practice staff

Practice Supervisor

Each student whilst on placement will be supervised to ensure safe and effective learning. The Practice Supervisor (PS) fulfils this role in the coordination and continuity of support and supervision. A PS can be an NMC registered nurse, midwife or other registered health and social care professional. It is expected that the student will be supervised by a number of PSs during the placement period. The PS will facilitate students' independent learning and enable the student to meet their proficiencies and programme outcomes. See [Appendix 2](#) for details of the preparation and ongoing support for PSs.

A key aspect of the PS role is to preserve public safety as such the PS is expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement. The AA, PA and Practice Educator (or equivalent if employed within the placement) are available to support the PS to do so.

The PS will provide feedback to the nominated PA and AA on the student's progress and achievement and record evidence of achievement in the students' PAD and ORA.

The PS cannot simultaneously be the PA or AA for the same student.

Practice Assessor

Each student whilst in placement will have a nominated Practice Assessor (PA) who is NMC registered with the appropriate equivalent experience for the student's field of practice. The student will be assigned a nominated PA for a placement or series of placements. PAs conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning. As such the PA makes and records in the PAD and ORA objective evidence-based decisions on the student's conduct, proficiency and achievement, drawing on student records, direct observations, student reflection and other resources such as feedback from Practice Supervisors and service users / carers. See [Appendix 2](#) for details of the preparation and ongoing support for PAs.

A key aspect of the PA role is to preserve public safety as such the PA is expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement. The AA and Practice Educator (or equivalent if employed within the placement) are available to support the PA to do so.

The PA works in partnership with the nominated AA to evaluate and recommend the student for progression for each part of the programme, in line with programme standards. To facilitate this communication between the PA and AA is scheduled at relevant points in each part aligning to the programme structure and student progression. The expected communication schedule is as follows:

1. Within the first 2 weeks of the student's placement the nominated PA is to confirm and introduce them to the AA.
2. Within the last 2 weeks of the student's placement the nominated PA is to evaluate the student's progression with the AA.

The PA is available for additional meetings and communication throughout the placement period e.g. for action planning or to respond to any concerns raised. Communication can be in person, via email, telephone, e-meeting as appropriate. Any meeting and its outcome(s) are documented in the student's PAD and/or ORA.

The PA will also meet with their designated student at regular points in the placement and will maintain ongoing communication with the student. Minimum communication should be at the start of each placement, during the placement, and at the end of placement.

The PA cannot simultaneously be the PS or AA for the same student.

5. Student wellbeing

Central to effective learning is for students to experience a sense of belonging whilst in placement. As such Placement Providers in partnership with the School ensure the practice learning culture is fair, impartial, and transparent. The Placement Provider also fosters good relations between individuals and diverse groups e.g. for inter-professional learning and ensures placements are compliant with equalities, human rights and health and safety legislation.

Students are provided with information and support which encourages them to take responsibility for their own mental and physical health and wellbeing which may be impacted whilst in placement. This is primarily through students accessing their Academic Advisor, the online and in person Student Support and Wellbeing Services and the promotion of critical reflection. It is important that students are provided with the learning and pastoral support necessary to empower them to prepare for independent, reflective professional practice. For example, a number of Placement Providers have developed Schwarz rounds which give students an opportunity to reflect on the emotional and social aspects of working in healthcare.

5.1 Student preparation

Students are well prepared for learning in practice having received relevant induction and a Placement Handbook. The preparation of students includes the following:

- Their health and safety responsibilities.
- The health and safety responsibilities of the Placement Provider.
- Assessing and managing risks for activities they will undertake.
- Feedback and reporting mechanisms.

The preparation for students prior to their first placement, subsequent placements, following a period of intermission or new entry to year two will be adjusted accordingly. [Appendix 3](#) details the written information to provide to students to support their preparation for placement.

5.2 Reasonable adjustments

Students can expect to have their diverse needs respected and taken into account across all learning environments, with support and adjustments provided in accordance with equalities and human rights legislation and good practice. Students are to be supervised and assessed according to their individual learning needs, proficiency and confidence. As such reasonable adjustments are to be put in place. Placement Providers and the Placement Lead for the programme will work in partnership to ensure that reasonable adjustments are facilitated in the best way for the student, the PSs and the nominated PA.

Prior to the first or subsequent placement (if the requirement manifests once the programme has started) students accessing support from Student Support Services and who have a Student Additional Requirement Agreement (SARA) will complete a Reasonable Adjustments for Work Experience (RAWEx) form with a Student Support Advisor.

The RAWEx forms are emailed to the Placement Administrator and attached to the student profile for the purposes of placement matching and allocation. The relevant parts of the form are then shared with the placement so that the information enables meaningful discussions about adjustments relevant to specific placements. There is a further opportunity at the point of the initial interview and creation of the learning plan in the PAD to ensure that students have been open in sharing their needs and that support arrangements are put in place accordingly.

6. Reporting concerns and accidents

Students are supported to follow the duty of candour principles when reporting any concerns and accidents. Students and staff can expect:

- to be protected from discrimination, harassment and other behaviour that undermines their performance or confidence.
- any concern, complaint or accident is investigated and dealt with effectively

- any concern, complaint or accident affecting the wellbeing of people / public protection is addressed immediately and effectively
- mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated
- to be supported in following the procedures for reporting and investigating concerns, complaints and accidents

In the event that a student's behaviour falls short of the expected professional standard the University's robust fitness to practise procedures will be actioned to swiftly address concerns about the conduct of students that might compromise public safety and protection.

6.1 Reporting concerns

Student and staff concerns or complaints about placement may relate but not be limited to:

- Bullying or harassment (*see also the University Bullying and Harassment*)
 - Complaints in practice learning provision (*see also the University Complaints Resolution procedure*)
 - Failures in supervision or assessment according to process or people
 - Failures in patient safety / public protection (*see also the University Safeguarding and the Prevent Duty Policy*)
 - Failures in practice / professionalism (*see also the University Professional Suitability and Fitness to Practise Policy and Procedure or Capability Policy*)
 - Suspicion of or witnessed abuse (*see [6.2 Forms of abuse](#)*)
1. In the first instance the person should discuss the concern with the Practice Supervisor or Practice Assessor (if a student) / Placement Lead (if University staff) / Line Manager (if Practice staff).
 2. If the concern is considered serious or significant and cannot be resolved locally the person should report their concern within 5 working days to the Programme Lead.
 3. The Programme Lead will discuss the reported concern and offer support to the person.
 4. The Programme Lead will request the person to keep the reported concern in confidence and only share details with designated people.
 5. If the reported concern is any [form of abuse](#) the Programme Lead will advise the person to contact the Police on 101 and report what they saw and provide details of the Programme Lead for the Police to contact. Or to follow the employer's processes for reporting abuse (see point 10).
 6. The Programme Lead will request the person to submit a witness statement (see [Appendix 4](#)) and will confirm if any other students are in the same placement and when future students will next be in the placement.
 7. The Programme Lead will inform the Head of School or agreed nominee within 5 working days of the reported concern.

8. On receipt of the witness statement the Head of School or agreed nominee will decide on any investigation / action that needs to be taken including suspension of the placement and initiating the fitness to practice procedure.
9. If the placement is suspended the Placement Lead will contact any students in the placement or future students due to attend the placement to offer support and to explain the process including expected absence from placement and any resulting issues with completion of the Practice Assessment Document.
10. The Head of School or agreed nominee will contact the placement to inform them of the reported concern. The placement should have a procedure which includes informing the police, the CQC, the NMC and initiating an internal investigation/disciplinary proceeding. The Programme Lead will participate in any investigation. Likewise the Placement Provider will participate in any fitness to practise procedure.
11. On conclusion of the investigation, a remedial action plan will be agreed between the School and the Placement Provider. Achievement of the action plan will be monitored by the Placement Lead who will also complete an audit for reactivation of the placement. The outcome of the action plan and audit will be reported to the Programme Board.
12. The Head of School or agreed nominee will inform the NMC of the reported concern and outcome through the exceptional reporting mechanism.
13. Once all provisions of the action plan and audit have been completed the placement may be reinstated or withdrawn.
14. The person will be informed of the outcome of the investigation / action plan and if relevant supported in their return to placement / future placements.

6.2 Forms of abuse

Physical abuse - is any physical contact which harms clients or is likely to cause them unnecessary and avoidable pain and distress. Examples include handling the client in a rough manner, giving medication inappropriately, and poor application of manual handling techniques or unreasonable physical restraint. Physical abuse may cause psychological harm.

Psychological abuse - is any verbal or non-verbal behaviour which demonstrates disrespect for the client and which could be emotionally or psychologically damaging. Examples include mocking, ignoring, coercing, threatening to cause harm or denying privacy.

Verbal abuse - is any remark made to or about a client which may be reasonably perceived to be demeaning, disrespectful, humiliating, racist, sexist, homophobic, ageist or blasphemous. Examples include making sarcastic remarks, using a condescending tone of voice or using excessive and unwanted familiarity.

Sexual abuse - is forcing, inducing or attempting to induce the client to engage in any form of sexual activity. This encompasses both physical behaviour and remarks of a sexual nature made

towards the client. Examples include touching a client inappropriately or engaging in sexual discussions which have no relevance to the client's care.

Financial / material abuse - involves not only illegal acts such as stealing a client's money or property but also the inappropriate use of a client's funds, property or resources. Examples include borrowing property or money from a client or a client's family member, inappropriate withholding of clients' money or possessions and the inappropriate handling of, or accounting for, a client's money or possessions.

Neglect - is the refusal or failure on the part of the registered nurse, midwife or health visitor to meet the essential care needs of a client. Examples include failure to attend to the personal hygiene needs of a client, failure to communicate adequately with the client and the inappropriate withholding of food, fluids, clothing, medication, medical aids, assistance or equipment.

6.3 Reporting accidents

The School will maintain an accurate record of all accidents / incidents that occur during students' placements. If an accident / incident occurs at any time in practice the student is responsible for ensuring that an incident form is completed in the placement and a copy is sent to the Programme Lead. If the student is unable to get a copy, the student should complete a separate university form detailing the event. University forms are available from the Programme Lead. In the case of an emergency, students should be treated as any other member of staff within the placement. If a placement does not have in-house emergency treatment, the student should attend the nearest emergency department not the contracted Occupational Health Department.

The Placement Provider is responsible for conducting the investigation. The Programme Lead will participate in any investigation. On conclusion of the investigation, a remedial action plan will be agreed between the School and the Placement Provider. Achievement of the action plan will be monitored by the Placement Lead who will report to the Programme Board. The student will be informed of the outcome of the investigation / action plan and if relevant supported in their return to placement / future placements.

If a student sustains an injury during or outside placement time that impacts on their ability to continue in the placement, the student will meet with the Programme Lead to discuss their progress and to consider a personal emergency evacuation plan (PEEP), any risk assessments and managing absence and progression.

7. Quality assurance of learning in practice

The School works in partnership with Placement Providers in the quality assurance of placements to maintain compliance with PSRB standards and requirements and (but not limited to) equality and diversity and health and safety legislation.

The three main health and safety risks arising out of placement are a) Foreseeable injury, ill-health or loss to the student arising out of the undertaking of the Placement Provider or the management of placements by the university; b) Foreseeable injury, ill-health or loss to the student not arising out of the undertaking of the Placement Provider or the management of placements by the university but as a direct consequence of the placement; c) The actions of the student could cause injury or ill health to others, damage to property, or loss of income to a business. Details on the criminal and civil action that might be taken against the student, the Placement Provider or its employees, or the University or its employees are available in the USHA Guidance on Health and Safety of Placements for Higher Education Students (2018).

The University has both Employers Liability and Public Liability insurance policies, which are dealt with by the Finance Department. The Placement Provider will have Employers Liability insurance to cover the placement period. The University does not arrange any Personal Accident type cover for students in the UK whether on placement or otherwise.

7.1 Partnership working

The School works in partnership with Placement Providers to share lessons, promote awareness and best practice in the quality assurance of placements. The Programme Board is chaired by the Programme Lead and leads on the operational aspects of practice learning. The forum provides planned meetings for practice partners across all Placement Providers to meet with those supporting practice at the university. The forum is also attended by students and service users / carers. The meeting facilitates representatives from each group to work together on practice learning and develop strong working relationships both with the School and between partner organisations.

7.2 Monitoring and review of placements

In order to maintain the student's safe and effective learning in practice each placement will need to meet the required standards as confirmed in the educational audit (see the Educational Audit Policy). The monitoring and review of placements is supplemented by the audit cycle with the following reporting mechanisms;

- Feedback from the student including information received from reporting concerns, complaints and accidents, placement evaluations and contact with Academic Assessors and Academic Advisors.
- Feedback from the Placement Provider including information received from contact with Practice Supervisors, Practice Assessors and service users / carers

- Feedback from the External Examiner including information received from contact with students, Practice Supervisors, Practice Assessors and Academic Assessors

The Placement Provider will alert the Placement Lead to any external feedback e.g. Care Quality Commission reports in order for the current placement provision to be reviewed. In the event that a Placement Provider no longer fulfils the requirements of safe and effective practice learning the temporary or permanent withdrawal of a placement will be actioned.

The Head of School will provide annual self-reports to the NMC which will provide further quality assurance of practice learning. The University appreciates the need for enhanced monitoring for the next few years as a new AEI (Approved Education Institute). Furthermore, the NMC exceptional reporting mechanism will be used proactively. The monitoring system embedded in placement learning will ensure a closed loop process should there be any concerns raised which then contribute to the exceptional report. The placement Lead will use a RAG system to monitor any potential 'hot spots' where concerns are identified.

8. Policy monitoring and review

The Head of School of Nursing and Allied Health is responsible for the monitoring of compliance with the policy. The Head of School will report to the Academic Steering Group any issues with compliance. The Head of School of Nursing and Allied Health is also responsible for the review of the policy and will seek feedback from programme teams and Placement Providers to inform the review stage.

9. References

Nursing and Midwifery Council [NMC]. (2018) *Part 1 Standards Framework for Nursing and Midwifery Education*. London: NMC.

NMC. (2019) *Standards for Student Supervision and Assessment*. London: NMC.

Health and Care Professions Council [HCPC]. (2017) *Standards of Education and Training*. London: HCPC.

Universities Safety and Health Association [USHA]. (2018) *Guidance on Health and Safety of Placements for Higher Education Students*. London: USHA

Contact details in case of an emergency personal emergency of student in practice – out of hours:

If you, or your supervisor, needs to notify the University in the event of any *personal emergency* (such as unexpected illness requiring hospital admission) out of normal working hours then a message can be left via: **01243 793477** with the duty manager/security staff. If notification is needed during normal working hours then contact the University via the normal methods

Appendix 1 - Preparation and ongoing support for Academic Assessors

The School of Nursing and Allied Health require all AAs to hold a minimum of an undergraduate degree and to hold or be working towards a qualification in education at a minimum of Level 7 study. The School provides training that includes the following key elements:

- Understanding the Nursing and Midwifery Council Standards for Student Supervision and Assessment
- Interpersonal communication skills relevant to student learning and assessment
- Establishing learning needs and reasonable adjustments
- Facilitating learning including independent learning, coaching models and inter-professional learning
- Conducting objective evidence-based assessments of students in practice and giving constructive feedback
- Documenting evidence of achievement
- Raising concerns and public protection

The training may be delivered via e-learning or in person and is normally 1 day in length for AAs with no previous PA training or 0.5 days for AAs with previous PA training. Assessment of learning is via self-assessment.

Confirmation of successful completion of the training is recorded in the Placement Provider PS/PA database which will need to be accessible when conducting a placement audit to confirm the presence and number of PS and PA available in any given placement.

Following AA training the AA will complete an annual update to maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing and confirming. The annual update can be used as part of their revalidation to collate feedback from students and others and reflect on their role and will be considered in their Personal Review Development Plan and workload allocation.

Appendix 2 - Preparation and ongoing support for Practice Supervisors and Practice Assessors

Many Placement Providers and local Higher Education Institutes provide Practice Supervisor and Practice Assessor training. The School endorses any training that includes the following key elements:

- Understanding the Nursing and Midwifery Council Standards for Student Supervision and Assessment
- Interpersonal communication skills relevant to student learning and assessment
- Establishing learning needs and reasonable adjustments
- Facilitating learning including independent learning, coaching models and inter-professional learning
- Conducting objective evidence-based assessments of students in practice and giving constructive feedback
- Documenting evidence of achievement
- Raising concerns and public protection

The training may be delivered via e-learning or in person and is normally 1 day in length for PS only and 2-3 days for PS and PA combined. Assessment of learning is via a workbook, academic assignment or e-learning self-assessment.

Confirmation of successful completion of the training is recorded in the Placement Provider PS/PA database which will need to be accessible when conducting a placement audit to confirm the presence and number of PS and PA available in any given placement.

Following PS/PA training the PS or PA will complete an annual update to maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing and confirming. The annual update can be used as part of their revalidation to collate feedback from students and others and reflect on their role and will be considered in their annual appraisal and workload allocation.

Appendix 3 – Student preparation for placement

Placements provide an opportunity for students to apply skills acquired whilst at the university to 'real-life' situations. Many qualities can also be learned and developed during a placement that will support student achievement of course learning outcomes and eligibility for professional registration. It is important that a student is fully prepared for placement and is aware that there will be health and safety aspects to every placement, namely:

- being under the supervision of a third party
- being involved with, or undertaking, activities where they have little or no experience.
- working in and visiting environments and locations that they are unfamiliar with.

In order to support a student to maximise their learning in practice and to ensure it is safe and effective the preparation for placement induction comprises the following content:

1. Responsibilities
2. Safe and effective learning
3. Monitoring and reporting

1. Responsibilities

Students will be made aware of the following responsibilities:

(a) Placement Providers must:

- Take account of your potential inexperience for activities you will be expected to undertake and put into place appropriate controls.
- Provide you with information, instruction, training and supervision including an induction.

(b) Students must:

- Avoid anything that puts your or other people's health and safety at risk.
- Follow health and safety instructions, information and training.
- Never intentionally misuse equipment or anything provided for health and safety reasons.
- Bring any health and safety concerns to the attention of your Practice Supervisor or Practice Assessor and the Placement Lead (or nominated university staff member) as soon as possible. Do not wait for their next visit or contact with you.
- Share next of kin contacts as necessary for personal situation
- Share EMERGENCY contact detail of University with staff as necessary

2. Safe and effective Learning

Students will be made aware of the following expectations:

- adhere to the code (Nursing and Midwifery Council, 2018)
- offer service users the opportunity to give and if required withdraw their informed consent to student participation in their care
- apply the principles of duty of candour in the event of any accident, incident or near miss.

(a) Placement structure:

- Placement length and hours
- Programme planner
- Hub and spoke model
- Recording practice hours and reporting absences

(b) Supervision and assessment:

- Roles
- Orientation, first, mid-point and end interviews
- Action plans
- Direct and indirect supervision
- Supported learning time

(c) Practice Assessment Document and Ongoing Achievement Record overview:

- Structure
- Mandatory elements
- Process for completion

(d) Learning opportunities

- Apply theory to practice
- Socialise into profession and inter-disciplinary team
- Develop technical and non-technical skills

(e) Reporting accidents, incidents and health and safety concerns

- Actual events and near misses
- Reporting processes
- Support following an incident

3. Monitoring and feedback

You are an essential element in the monitoring of safe and effective placements. Ensure you discuss this with your Practice Assessor and Academic Assessor. At the end of your placement reflect on the placement and complete the placement evaluation. This information is very useful to the university as a means of reviewing the student experience of practice learning and supporting action plans to enhance your experience.

Appendix 4 - Witness statement

A witness statement is a narrative account of what you heard and saw. It should be detailed and specific but avoid interpreting behaviour or suggesting the thoughts or opinions of others. You will be required to participate in the investigation and the University will support you through this process.

Name of witness	
Name and designation of others present (use initials in statement)	
Location of incident	
Date of incident	
Time of incident	
<i>Please describe what occurred to the best of your knowledge</i>	
Date completed	
This is a true account as I heard and saw it of the event as detailed	
Signature of witness	
Further information <i>(only complete if you remember further information to add to your statement)</i>	
Date completed	
This is a true account as I heard and saw it of the event as detailed	
Signature of witness	