

Practice Learning Guidelines

Pre-Registration Adult, Children's, Learning Disabilities, Mental Health Nursing

2020/21

**The latest version of these guidelines will supersede all
previous versions and will therefore apply to all students**

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LSBU Practice Learning Guidelines (Nursing)
2020-2021

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Introduction

These guidelines are to inform students and their Practice Assessors/Supervisors of their roles and responsibilities in practice learning opportunities. It is the students responsibility to read and familiarise themselves with the practice learning guidelines. These guidelines are shared with all practice learning providers and are typically available to staff on a Trust or care organisation's intranet.

In practice learning opportunities, students should always introduce themselves as a student. Patients/clients and carers should be informed about the student's role and their right to decline to be cared for by a student.

These guidelines are not exhaustive and will be regularly reviewed and updated in response to National, Statutory and local requirements. Any recommendations for future inclusion or clarity are welcomed. The latest version of these guidelines will supersede all previous versions and will apply to all students.

London South Bank University (LSBU) is committed to equality of opportunity both as an employer and as an educational institution. Equality of opportunity means working to ensure that no student or member of staff receives less favourable treatment on the grounds of: race, gender, age, ethnic or national origin, mental and/or physical disability or illness, marital status, sexual orientation, care responsibility, HIV or Hepatitis status, trade union activity, political or religious belief. The University reserves the right to add further categories to these groups.

The University will:

- promote good relations among its staff and students and will create conditions which contribute to the full development and potential of all its members
- create an environment which promotes equality of opportunity in education and employment that is free from unlawful discrimination, harassment or victimisation of any kind
- create a climate where staff and students are empowered to have the confidence to challenge acts and behaviour which contravene the University's Equality and Diversity Policy and the law
- respect equally all employees, students and users of its services
- support appropriately and reward fairly each student and employee

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Section 1: Aim and Allocation of Practice Learning Opportunities

1.1 Rationale for practice learning opportunities

Practice education is an integral and significant component of the total curriculum that enables students to demonstrate and achieve competence. It forms an indispensable part of the learning process. Learning gained in practice settings is vital to students' educational and professional development. Experience gained enables the acquisition of new knowledge and skills as well as the application, consolidation and reflection upon the learning gained in the university environment.

The aims of practice experience are to:

- prepare students who are fit for practice, purpose and award on eligibility for registration
- provide relevant experience of a range of health and social care settings as well as diversity of client/patient needs
- enable students to meet the requirements of their registering professional body
- facilitate integration of theory and practice
- facilitate interprofessional learning in practice

The provision of practice learning opportunities includes a large number of geographically diverse practice learning experiences. Depending on the discipline-specific practice learning outcomes, students will have the opportunity to gain experience in one or more of the following:

- Acute and Foundation Trusts
- Primary Care Providers
- Social Care Providers
- Tertiary Specialist Centres
- Voluntary Sector
- Private Sector

1.2 Students in practice learning

Whilst undertaking a practice learning opportunity students are required to familiarise themselves with, and adhere to, local policies and procedures. The prime concern for a student's practice experience should always be to facilitate and maximise learning whilst complying with pre-registration course requirements and meeting assessment

competencies. There is a requirement for students to be involved in 7 day a week/24-hour care of patients/clients during their course.

LSBU students are located at the Southwark and Havering campuses. LSBU works in partnership with Health Education England and individual Trusts/care organisations. Students experience a range of different working environments and practices and it is recognised that there are variations in arrangements such as the shift patterns, which are responsive to individual Trust/care organisation's working arrangements. However, students will achieve the same outcomes.

Some students will have been seconded by their Trust to undertake their pre-registration course. Seconded students are required to adhere to their secondment agreement. This will include notifying their Trust of any sickness or absence during their pre-registration course.

A student's LSBU email address is provided to a Trust/care organisation for the purpose of contacting the student with information to facilitate their practice learning opportunity, such as a Welcome pack, shift rota, etc. A student's LSBU email address is not shared with a Trust/care organisation not earmarked to provide a practice learning opportunity. This complies with General Data Protection Regulation (2018).

1.3 Allocation of practice learning opportunities

Students are allocated to specific practice learning opportunities according to their Trust/care organisation, the experience they need to acquire and the availability of practice learning opportunities.

The majority of student practice learning opportunities will be within their Host Trust. However, students may be allocated to practice learning opportunities in other locations in order to get the breadth of practice learning experience required e.g. a field of nursing other than their own, community, independent sector, voluntary sector, nursing homes. Students will not normally be placed in a practice learning opportunity where it takes greater than 1.5 hours to reach the location from their home address according to the Transport for London (TfL) website. This is providing the student's home address or term-time address is within the M25 motorway. Where the student does not live within the M25, their main campus postcode will be used to determine travel time.

A student should not be placed in a practice learning opportunity where they are currently or have previously been a service user or in-patient, or if the student has a pre-existing relationship with a patient/client or staff member in a practice learning opportunity (see Section 5.8). If the student discovers that they have been placed in such a practice learning opportunity, they should immediately inform their Course Director, who will then discuss this with the Placement Office and Trust/care organisation as appropriate to organise an alternative practice learning opportunity.

Only in exceptional circumstances will a practice learning opportunity change be considered, e.g. the speciality of the practice learning opportunity may potentially cause the student distress due to personal and/or family circumstances such as oncology services; the student is pregnant so the allocated practice learning opportunity is no longer suitable for the student or does not accept pregnant students. It is the student's responsibility to discuss this with their Course Director, who will then discuss this with the Placement Office and Trust/care organisation as appropriate.

Practice learning allocations will be emailed to students as an InPlace notification 4 weeks prior to the commencement of the practice learning opportunity. Practice learning opportunities are sometimes altered due to circumstances within the Trust/care organisation. Therefore, changes may occur at any time up to the commencement of the practice learning opportunity. Likewise, sometimes practice learning allocation publications can be delayed due to circumstances within the Trust/care organisation and beyond the control of the University. Students will be notified of changes or delays via Moodle or directly by a Placement Administrator. It is the student's responsibility to ensure that they check their LSBU emails and Moodle regularly.

As a consequence of the Covid 19 pandemic, the practice learning opportunity may need to be changed by the Trust/care organisation during the practice learning opportunity itself to meet changing service needs. If this occurs, students will be fully supported by University and Trust/care organisation staff (See Section 2.1).

1.4 Practice learning expectations for students

Before commencing all practice learning opportunities, it is recommended that students find out what the speciality of the practice learning opportunity is so they can do some preparatory reading about common conditions, procedures and medications and learn more about the organisation in which they will undertake their practice learning

opportunity, if it is not their host Trust. This will assist students to feel more informed and settled once they commence their practice experience. The practice learning opportunity and/or Link Lecturer can be contacted in advance to provide guidance if needed.

In the Part 1¹, the assumption should be made that students will not have previous experience in the speciality of the practice learning opportunity. Students would normally have been taught some core skills e.g. communication, observation, assessment and practical skills prior to commencing practice, but will need time to draw on and develop these within the practice learning opportunity.

At the beginning of the practice learning opportunity, Part 1 students, in particular, may feel that they would prefer to spend more time observing staff and generally orientating themselves. By the end of the practice learning opportunity, all students should be feeling confident enough to spend most of their time with patients/clients.

As students progress through their course, they will develop core nursing skills and should be drawing on these and developing them further during their practice learning opportunities. Students are expected to participate as part of the workforce team and become active participants in patient/client care. Students can undertake delegated duties under supervision and care for their own group of patients/clients appropriate to their level of competence. Students may also take opportunities to visit related areas in order to broaden their experience if appropriate. This must only be organised in conjunction with their Practice Assessor/Practice Supervisor/Manager², ensuring that sufficient time is spent within the allocated practice learning opportunity to complete the identified learning outcomes.

Part 3 students undertake a 12 week practice learning opportunity at the end of their programme. This long practice learning opportunity enables students to become part of the care delivery team. It also enables them to see and practice, with increasing independence, whilst under supervision, the roles and responsibilities of a qualified nurse before they take up the role themselves.

¹ Part 1, Part 2 and Part 3 is NMC terminology that equates to Year 1, Year 2 and Year 3 of BSc (Hons) nursing courses. In the accelerated post-graduate pre-registration nursing courses, Parts 1 and 2 occur in Year 1, and Part 3 equates to Year 2.

² The term 'Manager' in this document refers to a person in charge of, for example, a ward, a clinic, a centre, a service.

1.5 Students with previous experience

It is recognised that some students may have substantial experience with a particular client group prior to commencing the programme e.g. those who have previously worked as Health Care Assistants, Assistant Practitioners or Nursing Associates. Such experience is valued by the pre-registration course, but it remains the responsibility of the student to demonstrate skills required irrespective of this previous experience. Students should advise their Practice Assessor/Practice Supervisor of previous experience because this may enable some specific learning objectives to be negotiated, which will extend their knowledge further.

1.6 Paid employment outside of the pre-registration nursing course

All pre-registration nursing courses are regarded as full-time courses. Students have a professional responsibility to ensure that they are fit to attend their practice learning opportunity and/or University, in order to protect their own health and well-being and to ensure the safety of those in their care. Students should adhere to the European Working Time Directive that limits the working week to 48 hours. Students must also comply with current terms and conditions/regulations of any bursary or grant in regard to being permitted to undertake paid employment. Students are not permitted to undertake paid/unpaid employment in a location where they are at the same time undertaking their practice learning opportunity. The student's hours of attending a practice learning opportunity will not be allocated around outside employment.

Hours worked while undertaking paid/unpaid work external to the University such as working a shift as a Healthcare Support Worker cannot be counted as completed practice hours and must not be recorded in the practice assessment documentation. This type of paid/unpaid work is not the same as undertaking a practice learning opportunity as a student because the performance expectations associated with such work are different from that expected from a student undertaking practice learning.

Students are also advised to carefully consider their level of competence, experience and knowledge when undertaking external work. A Trust/care organisation and the University have a range of support processes available to students, which are not available to the student when they undertake external work. Students are reminded that they are still bound at all times to comply with '*The code: professional standards of*

practice and behaviour for nurses, midwives and nursing associates ' (NMC, 2018e).

Should an incident occur while undertaking any kind of paid or unpaid external work, the student must inform their Course Director immediately as follow-up action may be required.

Section 2: Supporting and Facilitating Learning in Practice

2.1 Support during practice learning opportunities

During practice learning opportunities, students will be able to access support from both the University (for example: their Link Lecturer, Academic Assessor, Personal Tutor, Cohort Leader, Course Director) and from individuals within the Trust/care organisation (for example the Practice Assessor, Practice Supervisor, Manager, Lead Nurse, Practice Education Team).

For students who have specific learning or health needs and need reasonable adjustments relevant to practice learning, as agreed by the Occupational Health provider or Disability and Dyslexia Support team, this information, with the student's consent, will be shared with the Trust/care organisation's Practice Education Team. This is to ensure that the student's allocated practice learning opportunity is suitable. If necessary, the practice learning opportunity may carry out a work-based risk assessment so that reasonable adjustments may be made to ensure the student gets appropriate support. Students are recommended to contact the Practice Education Team and their Practice Assessor, or named contact for the practice learning opportunity as soon as possible prior to the commencement of the practice learning opportunity. This will allow time for these staff and the student can discuss what reasonable adjustments are required and possible, and to plan for and implement the identified adjustments. The student should include in this discussion their specific needs and identify any known strategies that assist them. The Link Lecturer or Academic Assessor may be involved if this is thought to be helpful.

All students have a responsibility to work collaboratively and in a professional manner with practice learning providers and its employees, according to local policies and procedures as well as NMC (2018e) '*The code: professional standards of practice and behaviour for nurses, midwives and nursing associates*'.

2.2 Link Lecturer

This is a member of academic staff who is responsible for liaising with identified practice learning opportunities. The Link Lecturer will liaise with these areas on a regular basis and ensure that staff is kept informed of course developments that may

impact on assessment and supervision. Link Lecturers are also responsible for preparing staff, where necessary, for assessing and supervising students.

The Link Lecturer aims to have contact with a student at least once during their practice learning opportunity as a minimum requirement. Contact could be in the form of a visit, email, online meeting using a medium such as MS Teams or phone call. Some Link Lecturers and Trusts organise a published schedule of drop in sessions, so students will know when their Link Lecturer is present and available (on site or virtually) should they want to see them. Students in community practice learning opportunities may meet with the Link Lecturer for a group tutorial.

Link Lecturer visits are generally to support the student. The Practice Assessor and/or Practice Supervisor are welcome to join the visit if the student is agreeable. Students will normally be informed of the date and time of the Link Lecturer's visit and should inform their Practice Supervisor. The student should prepare for the visit by reviewing their current progress against their identified learning objectives and appropriate competencies and proficiencies. The student should negotiate an appropriate shift so that he/she will be on duty for the visit. Should a student be unable to attend the visit for any reason, it is the student's responsibility to inform the Link Lecturer as soon as possible so that the Link Lecturer does not make an unnecessary journey and an alternative visit can be arranged.³

Should the student have any difficulties or concerns in a practice learning opportunity, they should notify the Link Lecturer and Academic Assessor as soon as possible. The Link Lecturer or Academic Assessor will follow up any issues as appropriate.

Equally, should the Practice Supervisor feel there is a difficulty, concern, or wishes to make an enquiry, he/she should select from the Practice Assessor, Academic Assessor, Link Lecturer and the Trust/care organisation Practice Education Team to contact and, if necessary, arrange for them to visit the practice learning opportunity.³ Similarly, the Practice Assessor should contact the Academic Assessor, Link Lecturer and the Trust/care organisation Practice Education Team and, if necessary, arrange for them to visit the practice learning opportunity.³

³ Covid 19 rules, regulations, policies and guidance from Trust/care organisations and/or the University mean that Link Lecturers may not be able to physically visit a student in their practice learning opportunity or another location. The Link Lecturer or other University staff can visit virtually using a medium such as MS Teams or phone call.

2.3 Academic Assessor

As set out in NMC (2018a) '*Part 2 - Standards for student supervision and assessment*', an Academic Assessor is a registered nurse employed in the School of Health and Social Care. The Academic Assessor works in partnership with the Practice Assessor to collate, record and confirm student achievement of proficiencies and programme outcomes in the academic environment for each Part of the programme, and makes recommendations for progression to the next Part. The Academic Assessor has current knowledge and experience relevant for the proficiencies and programme outcomes of the student they are assessing. They have also received preparation to undertake the role.

Within the roles and responsibilities of the Academic Assessor, there are some key components. The Academic Assessor should make and record objective, evidence-based decisions on the students conduct, proficiency and achievement. The Academic Assessor should utilise a range of sources of evidence such as entries in the Practice Assessment Document and Ongoing Achievement Record, academic course work that demonstrates the student's learning and achievement, communications with the Practice Assessor, the student and anyone else who is involved in the education of the student, to inform their recommendations for student progression to the next Part.

The Academic Assessor has communication and collaboration with the Practice Assessor while a student is learning in practice and particularly prior to the progression point at the end of a Part. At these points, the Academic Assessor and Practice Assessor will liaise to make a recommendation for student progression. Communication can occur by a variety of methods e.g. telephone, Skype, e-mail or face to face contact. As part of the communication and collaboration, the Academic Assessor will be able update the Practice Assessor on their student's "learning and achievement in theory" (NMC 2018a, clause 7.8), so that the Practice Assessor can factor this into the practice learning objectives or experiential opportunities.

The Academic Assessor needs to ensure that they are aware of any concerns regarding student performance in the academic and practice settings. This should be communicated to them by the Practice Assessor or Link Lecturer for the placement area. The Academic Assessor in conjunction with the Practice Assessor formulates an action plan to address concerns. This may be delegated to the Link Lecturer. If it becomes apparent that the student will not improve or has not met the required actions

in a plan, the Academic Assessor should liaise with the Practice Assessor to recommend the student be failed on a placement and recommend that they do not progress.

There is a requirement to uphold public protection including raising concerns about a student's performance and behaviour or any risks to people arising from the environment in which the student is placed. If there is an immediate concern or risk to the public from the student's performance, the Academic Assessor should, once notified by the Practice Assessor, Link Lecturer or other staff, take appropriate action, such as recommending the student for removal or suspension from a placement or course. This should be done through the appropriate LSBU and Trust/care organisation's processes.

The Academic Assessor cannot simultaneously be a Practice Supervisor and/or Practice Assessor for a student. There must be a different Academic Assessor for each concurrent Part of the student's programme of study.

There is no formal preparation prescribed by the NMC to be an Academic Assessor. The Academic Assessor will have undergone suitable preparation for the role and have the appropriate level of experience to undertake the role. Additionally, Academic Assessors will typically have worked in the School for a minimum of 6 months and have sufficient knowledge of the relevant curricula to fulfil the role. This will enable them to advise students, Practice Assessors, Practice Supervisors, service users and others about curricula content at a given point in the programme.

Academic Assessors may also be the Link Lecturer for some students in some practice learning locations. The role and responsibilities are separate and clearly defined.

At the beginning of each Part, before the first practice learning opportunity in the Part commences, each student will be informed by their course team who their Academic Assessor is for the Part. The Academic Assessor allocation will be communicated to the practice location prior to each practice learning opportunity commencing.

2.4 Personal tutor

This is a member of academic staff, part of whose role is to track their student's academic and practice progress and provide general pastoral support and guidance where necessary.

2.5 Placement and sickness/absence administrators

Placement administration is managed by a team of Programme Administrators who have specific placement remits. Their names, contact details and remits are available via Moodle in the HSC Placement Information Section. Programme Administrators are based at both campuses and work closely with the Sickness/Absence Administrators.

Sickness/Absence Administrators record all sickness/absence reported to them by a student or Trust/care organisation staff.

- **Southwark campus**

Sickness/Absence Administration team:

Telephone: 0207 815 8141

Fax Number: 020 7815 8099

Email: hsc-southwarkabsence@lsbu.ac.uk

Postal Address for the School Office:

London South Bank University,
School of Health and Social Care, School Office,
103 Borough Road, London. SE1 0AA

- **Havering campus**

Sickness/Absence Administration team:

Telephone: 0207 815 5940

Fax Number: 020 7815 5906

Email: hsc-essexabsence@lsbu.ac.uk

Postal Address for the School Office:

London South Bank University,
School of Health and Social Care, School Office,
Goldcrest Way, Romford, Essex. RM3 0BE

2.6 LSBU practice learning academic staff

There are 2 academics within the School of Health and Social Care at LSBU who lead on placement/practice learning opportunities across all disciplines:

Dr. Yvonne Halpin
Associate Professor (Practice Learning)
School of Health and Social Care
Email: halpiny@lsbu.ac.uk
Direct Line: 020 7815 8413

Renée Francis
Senior Lecturer (Practice Learning, Skills and Simulation)
School of Health and Social Care
Email: francir6@lsbu.ac.uk
Direct Line: 020 7815 8437

2.7 Trust/care organisation practice education team

These are members of staff who are based at the Trust/care organisations, who work collaboratively with the practice learning academic staff, academics in each nursing department including Academic Assessors, placement and programme administrators, Practice Assessors, Practice Supervisors and Managers. Part of their role is to facilitate a positive learning environment within practice learning opportunities for all students. If the student has a concern or difficulty during their practice learning opportunity they should contact their Practice Education Team who will be able to assist and advice accordingly. Contact details for the Practice Education Team are given to each student during their Trust/care organisation Induction.

2.8 Practice Supervisor

As set out in NMC (2018a) '*Part 2 - Standards for student supervision and assessment*', a Practice Supervisor is a registered health and social care professional; for example with a professional regulator such as the NMC, GMC or HCPC, working in practice, who has up-to-date knowledge and experience relevant to the student they are supervising and who has received preparation to undertake the role.

The Practice Supervisor acts as a role model for safe and effective practice in line with their code of conduct, supports learning in line with their scope of practice to enable the student to meet their proficiencies and programme outcomes, provides support within their supervision providing students with feedback on their progress towards, and achievement of, proficiencies and skills.

Within the roles and responsibilities of the Practice Supervisor there are some key components. There is a requirement to uphold public protection including raising concerns about a student's performance and behaviour or any risks to people arising from the environment in which the student is placed. The Practice Supervisor should consider and facilitate their own as well as the student's equality and diversity needs including reasonable adjustments. The Practice Supervisor should provide inclusive and tailored learning experiences that enable students to meet their learning outcomes. Practical examples of this include providing and facilitating opportunities for students to practise skills, sharing knowledge with the student and effectively demonstrating how to put that knowledge into practice safely, observing students giving constructive feedback on other students' performance, empowering students to take advantage of available resources and learning opportunities, providing opportunities for students to learn independently through less 'hands on' supervision, and empowering students to take responsibility for their own learning.

Practice Supervisors also contribute to decisions on assessment for progression. Recommendations for progression are made by the Practice Assessor and Academic Assessor working together, but the Practice Supervisor may contribute through direct communication with the Practice Assessor and Academic Assessor to share their views on student achievement, underachievement or areas to continue to work on and/or by inputting into student practice assessment documentation their views on student achievement.

There is no formal preparation prescribed by the NMC to be a Practice Supervisor. Many Practice Supervisors are highly trained and experienced in supervising and supporting students, and in some cases a Practice Supervisor may not need any additional preparation, as long as they understand the outcomes that the student is hoping to achieve together with required proficiencies and programme outcomes. The Practice Supervisor's understanding of proficiencies may differ depending on the student, the stage of learning, and the role that the Practice Supervisor is playing in the education of students. Where any support, education or training is required, it can be provided by their Trust/care organisation or LSBU and will be designed to enable the Practice Supervisor to understand and meet all the roles and responsibilities of a Practice Supervisor in line with their scope of practice.

There are different ways in which Practice Supervisors are identified for a student during a practice learning opportunity. The Practice Assessor, Academic Assessor and/or Trust/care organisation's Practice Education Team may identify one or more Practice Supervisors to enable a student to meet their learning outcomes. The student can also identify a one or more Practice Supervisors to enable achievement of their own learning outcomes, but this must be confirmed and facilitated by another Practice Supervisor, Practice Assessor, Manager or Trust/care organisation's Practice Education Team.

2.9 Practice Assessor

As set out in NMC (2018a) '*Part 2 - Standards for student supervision and assessment*', a Practice Assessor for a nursing student is an NMC registered nurse, who assesses a student's practice learning for a placement or a series of placements and who works with the Academic Assessor to recommend their nominated student(s) for progression. The Practice Assessor will have current knowledge and experience relevant for the proficiencies and programme outcomes of the student they are assessing.

The Practice Assessor assesses and confirms the student's overall performance and achievements for a placement or a series of placements taking account of whether or not the student has met the relevant proficiencies and programme outcomes and has displayed the required values of their profession. The Practice Assessor will ensure that they have had sufficient opportunities to observe the student across environments in order to inform their decisions. However, the Practice Assessor does not need to be physically based or employed in each or any of the environments in which the student is placed. Additionally, the Practice Assessor has communication and collaboration with the Academic Assessor at scheduled, relevant points in the student's programme and particularly prior to progression points, where the Practice Assessor and Academic Assessor will work together to make a recommendation for student progression.

Within the roles and responsibilities of the Practice Assessor there are some key components. The Practice Assessor should conduct objective and fair assessments of the student, which is also supported by a diverse and reliable evidence-base. The evidence-base can be drawn from the student's practice documentation, direct observations, student self-reflection, service user feedback, feedback from other registered and non-registered people, communication with Practice Supervisors, other Practice Assessors and the Academic Assessor, an understanding of the student's

achievement in theory and other relevant resources. The Practice Assessor should consider and facilitate their own as well as the student's equality and diversity needs including reasonable adjustments. Reasonable adjustments may be made to the way that a student meets a competency or standard, but the competency or standard itself cannot be adjusted. The Practice Assessor will also ensure that all records they provide are accurate and up to date and that they provide the student with feedback as part of this process, including letting them know where they need to improve and how they may be able to do this.

The Practice Assessor needs to ensure that they are aware of any concerns regarding student performance, in the academic and practice settings. If the Practice Assessor is aware of a concern, the Practice Assessor has a role in improving the student's performance. This can be done by putting in place action plans or by working directly with the Practice Supervisors, Academic Assessor or the student. If it becomes apparent that the student will not improve or has not met the required actions in a plan, the Practice Assessor should take appropriate action liaising with the Academic Assessor, such as recommending the student be failed on a placement, or recommending that they do not progress.

There is a requirement to uphold public protection including raising concerns about a student's performance and behaviour or any risks to people arising from the environment in which the student is placed. If there is an immediate concern or risk to the public from the student's performance, the Practice Assessor is obliged to take appropriate action, which might include recommending that the student is removed from the practice learning opportunity. If the Practice Assessor has a serious concern about a student, they must involve the Academic Assessor and their Trust/care organisation Practice Education Team.

The Practice Assessor cannot simultaneously be a Practice Supervisor and/or Academic Assessor for the same student.

There is no formal preparation prescribed by the NMC to be a Practice Assessor. Some Practice Assessors will have a mentor qualification or equivalent together with previous experience. In such circumstances the Practice Assessor's additional preparation requirements may be limited to specific topics. For other registered nurses, they will require preparation as determined by their Trust/care organisation and provided by their

organisation or LSBU, or they will have received and be able to evidence prior preparation that the Trust/care organisation will accept.

The Trust/care organisation will identify who the Practice Assessor will be for a student for a practice learning opportunity. The Practice Assessor allocation will be communicated to LSBU and specifically the student's Academic Assessor and the student either the week before the practice learning opportunity commences or during the first week of the practice learning opportunity. If a student had any concerns about the Practice Assessor they have been assigned to, they should communicate this to their Academic Assessor.

The Practice Assessor may identify a second Practice Assessor to undertake specific, delegated assessments of the student in collaboration with the Academic Assessor during the practice learning opportunity. This might be required by virtue of the skill to be assessed or to provide continuity for the student during a Practice Assessor's period of work absence.

2.10 Assessment of practice

More detailed guidelines on practice assessment can be found in the student's Practice Assessment Document, the Guide to using the Practice Assessment Document and the School/LSBU's Regulations on Assessment and Progression.

It is the student's responsibility to approach their named Practice Supervisor or Practice Assessor depending on the practice learning opportunity being undertaken to set up regular meetings. These should be within the first week of starting the practice learning opportunity, at the mid-point and prior to the end of the practice learning opportunity, or more frequently if necessary. The student also takes responsibility for their Practice Assessment Document and Ongoing Achievement Record, for showing it to their Practice Supervisor or Practice Assessor on their first day and for ensuring that it is completed accurately with all sections completed as appropriate, by the end of the practice learning opportunity.

A key component of assessment in practice is that the Practice Assessor should conduct objective and fair assessments of the student, which is also supported by a diverse and reliable evidence-base. The student should attend to compiling their portfolio of documented evidence in their Practice Assessment Document such as direct

observations of their practice, self-reflections, service user feedback, feedback from other registered and non-registered people, communications with Practice Supervisors, other Practice Assessors and the Academic Assessor and other relevant resources. If a student has concerns about the portfolio of evidence they are compiling they should discuss this with their Practice Assessor, Academic Assessor, Link Lecturer or Practice Education Team

Should the allocated Practice Supervisor or Practice Assessor be unavailable, e.g. on Annual Leave, the student should discuss this with the Manager and inform the Link Lecturer/Practice Education Team if the problem remains unresolved. If the Practice Supervisor or Practice Assessor appears unfamiliar with the documentation, the student should inform the Link Lecturer/Practice Education Team so that the staff member can be updated accordingly.

If the student has completed a minimum of four weeks (150 hours) of the practice learning hours required for the practice learning opportunity and if the Practice Assessor is confident and has evidence to support that their student is meeting the required standard for that Part of their programme, the Practice Assessor can complete the final interview (also see Section 4.5). This does not include post-placement added reflection time (see Section 3.1). A student who has not completed these hours cannot be assessed. Students must not be assessed as not having achieved the required standard at final assessment without having had the opportunity to complete the full number of hours allocated to the practice learning opportunity. If this is the case the student should inform their Link Lecturer who will liaise with the Course Director.

2.11 Managing difficulties in practice

The student's presence in the practice learning opportunity is as a result of an agreement between London South Bank University and the Trust/care organisation offering the practice learning opportunity. It is recognised that difficulties may emerge in the practice setting which are not explicitly articulated within the formal assessment process. Equally, the difficulties may occur prior to a formal assessment point. The difficulties may be identified by the student, the Trust/care organisation or the University. Equally, there are standards and codes of conduct which govern practice education and make explicit the expectations for the student, practice learning opportunity provider and the University. Failure to meet the required expectations may

be identified by the Practice Supervisor, Practice Assessor, student or University. The following are examples of potential difficulties that can occur in practice:

1. Practice Supervisor/Practice Assessor

- The student's attitude or behaviour is considered to adversely affect: patient/client care, the provision of the service, relationships within the service team
- The student's conduct contravenes any of the Trust/care organisation's policies, e.g. health and safety, anti- discrimination
- Serious breach of the discipline's code of professional conduct
- Due to unforeseen circumstances, the student cannot be provided with the quality of experience, support or supervision reasonably expected and as a consequence the student's learning may be adversely affected
- Demands made of the student on staff resources for supervision are excessive to the extent that patient/client care is adversely affected
- The student's health is impacting on their ability to engage with practice learning

2. Student

- The student is persistently expected to undertake duties beyond those which might be reasonably expected of a student at his/her stage of the course or which may put him/her at unnecessary risk
- Anti- discrimination policies are blatantly ignored to the detriment of the student
- The student is left unsupported/unsupervised
- The student's health is impacting on their ability to engage in practice learning
- Insufficient learning resources and opportunities to meet the practice learning requirements

3. University/Academic Assessor

- Anti-discriminatory practices are not observed to the detriment of the student
- Practices used in the practice learning opportunity are putting the student at unnecessarily risk
- The student is not receiving the supervision required to further their knowledge and experience
- Serious breach of professional conduct and/or standards of practice
- The student's poor behaviour or conduct in practice is reported to the university and requires investigation through the LSBU Fitness to Practise process

- The student's performance on the programme is to be the subject of review at the next scheduled Examination Board and it is not considered in the interests of the student to remain in the practice setting

It is anticipated that the approach to resolving a difficulty in practice must involve the student, the Trust/care organisation and University/Academic Assessor. Below is an overview of the typical procedure for managing difficulties in practice. At all steps, all parties will be kept informed and will have an opportunity to discuss and put forward their views. All discussions and processes will be transparent to all parties involved. All discussions and actions must be documented and signed by all parties.

1. The student and Practice Supervisor/Practice Assessor will attempt to clarify and address any difficulties jointly

→ issue resolved

↓ Not resolved move to next step

2. The student and/or Practice Supervisor/Practice Assessor will contact the Link Lecturer and/or Academic Assessor. Given the nature of the difficulty, the Link Lecturer may inform the Academic Assessor and seek advice from the Academic Assessor, Course Director or the student's Personal Tutor. Likewise, the Practice Supervisor/Practice Assessor may seek advice or the direct involvement of the Trust/care organisation's Education Lead. The Link Lecturer (or Academic Assessor if appropriate) will visit the practice setting with a view to meeting with the student and Practice Supervisor/Practice Assessor to address the difficulties jointly³.

→ issue resolved

↓ Not resolved move to next step

3. Potential outcomes will depend on the nature/seriousness of the difficulties:
 - agreed action plan between student, Practice Assessor and Link Lecturer with the involvement or awareness of the Academic Assessor to address the difficulty with a timeframe for review and evaluation
 - involvement of the Trust/care organisation Practice Education Team
 - suspension or withdrawal of the practice learning opportunity

A breach of discipline or behaviour conduct may require the student to refrain from practice until such time the incident has been further investigated. The issues may also be referred into the LSBU Fitness to Practise process.

2.12 Theory assignments

Students usually have theory assignments to complete as an on-going process whilst undertaking a practice learning opportunity. Practice staff should never be expected to assist students with theory assignments, though some staff may offer support or interest. Guidance for completion of theory assignments should be sought from University staff. The Practice Supervisor/Practice Assessor should, however, be aware of what assignment the student is completing, especially since most assignments attempt to integrate theory and practice and may relate directly to the practice learning opportunity. Students should not take time off from their practice learning opportunity to complete theory assignments or to deliver them to the University. Theory assignments should be completed when the student is not scheduled to attend the practice learning opportunity.

2.13 Student self-directed learning and reflection

Practice Supervisors should provide a basic induction to the practice learning opportunity. Students should seek out basic information for themselves with the support or help of the Practice Supervisor if necessary, in relations to for example:

- Policies and procedures for the practice area e.g. infection control
- Medications and other treatments and procedures
- Information related to their patient/client's diagnosis
- The role of other members of the multi-disciplinary team
- Health and Safety policies
- Emergency procedures
- Fire policy

Students are expected to use their initiative and organise themselves and their time to maximise their learning. Learning should be reflective in nature. Students are encouraged to reflect not only on their own behaviour, thoughts and feelings but also on others' behaviours, thoughts and feelings. They should also attempt to see the above in a socio-economic context and take into consideration aspects of good anti-discriminatory practice.

2.14 Quality monitoring of the practice learning opportunity

Quality monitoring of the practice learning opportunity is undertaken jointly by the Link Lecturer and the Manager or nominated person nominated person. An audit document created by the Pan London Practice Learning Group is completed on a two yearly basis by the aforementioned staff or more frequently if there are significant service changes or concerns have been raised. All practice providers and London universities/nursing course providers use the same audit document.

An important element of the continuous quality monitoring process is the Practice Evaluation Form that students complete on their return from practice. It is vital to know from all students what went well and not so well, so that practice learning experience can keep enhancing and evolving. In the days following completion of each practice learning opportunity, students will receive the Practice Evaluation form electronically to complete and submit.

2.15 Interprofessional and alternative fields practice experience

Undertaking a variety of practice learning opportunities is an effective way of achieving the goal of interprofessional and alternative fields learning. Students will be expected to observe, participate and engage in interprofessional and inter-agency practice learning during their pre-registration nursing course in order to meet the NMC Standards of Proficiency (NMC 2018b)

In some practice learning opportunities, there may not be a Practice Assessor, Practice Supervisors or health and social care registrants; for example, schools, voluntary sector organisations. However, all such practice locations have experienced, senior staff that fulfil a supervisor role for the student, very similar to that of a Practice Supervisor. These locations all have a Link Lecturer assigned to them and all supervisors will have received appropriate preparation for their role with ongoing support and training from the Link Lecturer. The NMC describes such practice learning opportunities as “enrichment opportunities” and are still subject to the same quality monitoring outlined in Section 2.14. The student’s named supervisor will complete the Practice Assessment Document including the mid-point and final assessment, which will contribute to Practice Assessor and Academic Assessor decisions on achievement and progression.

Section 3: Student Practice Hours and Status

3.1 Shifts and hours of practice experience

Students must complete all required hours for each practice learning opportunity they undertake. Each day is signed in the practice hours pages of the Practice Assessment Document by the Practice Supervisor, Practice Assessor or Manager.

For Year 1 and 2 BSc and Year 1 and 2 PGDip students, practice learning opportunities are calculated based on 4 days or 5 days per week, though in reality students will work for example, 2 days one week and 6 days the next week. Details of how many hours need to be achieved in the practice learning opportunity can be found on the course plan. Reflection time, calculated as 4 minutes per hour of practice completed (this equates to 30 minutes for a 7.5 hours shift) will be added by the Academic Assessor in the practice hours pages once the practice learning opportunity has been completed and the Practice Assessment Document has been submitted for scrutiny. Reflection time accrued during the placement is not considered when determining if enough practice hours have been completed to undertake a valid assessment.

For Year 3 BSc students, each practice learning opportunity is calculated as 5 days (37.5 hours) per week, each day is 7.5 hours. Therefore, as an illustration: 262.5 hours for a 7 weeks practice learning opportunity and 450 hours for a 12 weeks practice learning opportunity. There is no reflection time added to any placement as this is not part of the validated curriculum that this cohort of students is on.

It is a requirement of the European Working Time Directive that students do not work more than 48 hours in a 7 day period. Consequently, working excess hours will not be accepted when totalling the number of practice hours completed. There is no provision on any pre-registration course for a student to opt-out of the European Working Time Directive.

Students are expected to undertake all shifts that reflect the normal work pattern of the practice learning opportunity, including primary care settings. The Manager for each practice learning opportunity will determine what shifts a student is expected to undertake. When a student has commenced in a practice learning opportunity it is expected that students will have their planned shifts at least 2 weeks in advance to

enable them to make personal arrangements. If this is not the student's experience, they should inform their Link lecturer and the Practice Education team.

Students should ensure that the shifts they are rostered to undertake are relatively evenly spread over their entire practice learning allocation. Students should have completed approximately half their practice learning hours by the middle of their allocation when their midpoint assessment occurs with their Practice Assessor or a Practice Supervisor nominated by the Practice Assessor. Students should have their final assessment completed by their Practice Assessor during the final week of their allocation. To be assessed, the student must have completed a minimum of four weeks (150 hours) of the practice learning hours required for the practice learning opportunity. If the 150 hours is less than 75% of the hours allocated to the placement, the Practice Assessor must be confident and have evidence to support that their student is meeting the required standard for that Part of their programme. The final assessment does not have to be undertaken on the last day of placement.

Students should not attempt to condense their practice learning hours in order; for example, to finish all their practice learning hours a week before the practice learning allocation is scheduled to end to effectively have a week off, as this may potentially disadvantage them in their midpoint and final assessments. Students are not permitted to extend a practice learning experience without the prior agreement of their Course Director and Practice Education team.

Students are not expected to undertake split shifts. However, in some community learning opportunities these shifts may be undertaken if this is the Practice Assessor's or Practice Supervisor's work pattern. If students undertake long days, they will not undertake more than 16 shifts in a 4 week period (in keeping with the European Working Time Directive). A Trust/care organisation may also have a policy on how many long days can be worked consecutively; for example, not more than 2 long days consecutively. Students are expected to comply with such local work-time policies.

A meal break is not included in the practice hours. Short tea/coffee breaks are inclusive of practice hours. The provision of breaks will be determined by the Manager for each practice learning opportunity.

All hours completed and any sickness or absence from the practice learning opportunity must be recorded in the practice hours section of the student's Practice Assessment Document. All hours must be signed for at the end of a shift or as soon as possible afterwards. It is the student's responsibility to maintain a personal record of all the shifts they have undertaken.

3.2 Night duty

In order that students experience the full 24 hours/7 days a week nature of nursing care and in preparation for qualified nursing work, students are expected to undertake practice learning overnight where this is available.

All nursing students should endeavour to complete a minimum of 5 nights and a maximum of 35 nights by the end of their pre-registration course to ensure they have had experience of nursing care and service delivery overnight.

For students undertaking a community learning opportunity as part of the Learning Disability field, hours completed outside of the usual 9am-5pm shift are regarded as the equivalent to night hours of practice; for example, a community-based evening service.

Students should follow local Trust/care organisation policy with regard to sleeping during their breaks while on Night duty.

3.3 Weekends and bank holidays

In order that students experience the full 24 hours/7 days a week nature of nursing care and in preparation for qualified nursing work, students (in areas where 24 hours, 7 days a week care is provided) should complete a minimum of 1 weekend, in whole or in part, in every 4 weeks or a maximum of 2 weekends out of every 4 weeks, in whole or in part.

Students must complete all required hours for their practice learning opportunity. If a Bank Holiday occurs during a practice learning allocation it is regarded as a regular day of practice experience, which the student may or may not be rostered to undertake. No time in lieu is given if a Bank Holiday is undertaken. If a Bank Holiday occurs within the practice allocation and the practice learning opportunity only offers Monday to Friday hours of work, the student should 'make up' the lost hours throughout their practice allocation; for example, lengthening other shifts by 1 hour. Where this is not possible

such as in some community practice learning opportunities, the student will be informed of a local arrangement by the Placement Office, Practice Education Team, or their Course Director. If a local arrangement is not possible, the Course Director may advise that the hours maybe carried over in line with the making up hours policy.

3.4 Shift requests, shift swapping and reducing the length of a shift

Students are entitled to make the same number of shift requests as the qualified nursing staff in the practice learning opportunity in which they are placed. Requests will be considered by the Manager in relation to Practice Supervisor and Practice Assessor availability and other management factors. There is no guarantee that a request can be honoured. Excessive requests and unreasonable requests may be referred to the University (Course Director).

Shift swapping should only occur in exceptional circumstances and at the discretion and authorisation of the Manager. Likewise, arriving on shift and requesting to leave early should only occur in exceptional circumstances and at the discretion and authorisation of the Manager. Time lost due to arriving late or leaving early will be recorded in the practice hours section of the student's Practice Assessment Document and will need to be paid back (see Section 4.5).

3.5 Practice experience in alternative locations to the allocated practice learning opportunity

Students are encouraged to explore practice learning experiences related to their practice learning opportunity e.g. undertaking a day in a clinic related to the specialism of the practice learning opportunity. The student is responsible for negotiating these activities, but it must not interfere with the normal assessment process. However, students are not permitted to undertake a practice learning experience in an alternative location to their allocated practice learning opportunity unless it has been authorised by their Practice Supervisor/Practice Assessor/Manager.

Students may also want to explore general learning opportunities relevant to their nursing education e.g. attend a hearing at the NMC, attend a hearing at a Coroner's Inquest. The student should arrange such activities for when they are not required to attend either their practice learning opportunity or scheduled University activities.

3.6 Visiting a hospital mortuary and attending a post-mortem

If a student is interested in visiting a hospital mortuary, the student should first identify their learning objectives and then arrange to discuss them with one of the Trust Education Team. The team will then arrange a mortuary visit, if that is the agreed outcome of the meeting. Students are not permitted to arrange a visit to the mortuary independently, without the direct involvement of the Trust Education Team.

Students are not normally permitted to attend a post-mortem (PM), as the procedure can be distressing for observers and due consideration needs to be extended to the deceased person and their significant others in permitting others to observe the procedure. If a student is interested in attending a PM, they should identify their learning objectives in wanting to observe the procedure and then contact the Trust Education Team to discuss their request. Students are not permitted to arrange attendance at a PM independently, without the direct involvement of the Trust Education Team.

3.7 Religious holiday

If a student needs to have time away from their practice learning opportunity for a religious holiday, the student must negotiate the time off with the Manager and the Course Director as far in advance as possible to see if and how this can be accommodated. Any agreed practice time off is required to be made up.

3.8 School and nursery practice learning opportunities

Students undertaking a practice learning opportunity in schools or nurseries may find that these close for holiday breaks and inset days. Course Directors will advise and direct student activities in these circumstances.

3.9 Community practice learning opportunities

Students are permitted to travel with a community nurse in the latter's car to patients/clients. However, as a consequence of the Covid 19 pandemic, it may be that government guidance on social distancing, car sharing and/or the policy of the Trust/care organisation means a student cannot travel in the same vehicle as the community nurse. In such a circumstance, the student can use their own vehicle or other mode of transport to travel between patients/clients (also see Section 5.12). If the student is unable to reasonably commute between patients/clients, they should inform

their Placement Administrator, who will seek to find them an alternative practice learning opportunity.

3.10 Supernumerary status and Coronavirus Life Assurance (England) Scheme 2020

Whilst undertaking any practice learning opportunity, all students have supernumerary status (NMC 2018a). This means that they will not be counted on the rota as part of the team. Students must be considered as additional to the team. However, students may see their name on the duty rota. This reminds practice staff which students are gaining experience with them and what days/shifts they will be on duty, as well as ensuring that a record is maintained of staff on duty for Health and Safety, and management reasons.

Being supernumerary does not mean that students take the role of an observer only. The nature of the learning outcomes is that students are not only expected to observe practice, but also to actively participate in patient/client care with direct or indirect supervision.

Because students are supernumerary, they may only be eligible for the NHS and Social Care Coronavirus Life Assurance (England) Scheme 2020 under the discretionary powers of the Secretary of State for Health and Social Care. More detailed information about this can be found on the NHS Business Services Authority website:

<https://www.nhsbsa.nhs.uk/nhs-and-social-care-coronavirus-life-assurance-scheme-2020-england/scheme-information-england-employers>

Section 4: Attendance

4.1 Annual requirements: Trust induction, mandatory training updates, declaration of good health and character, COVID-19 Individual Vulnerability Questionnaire

Where the Trust/care organisation provides an induction programme, it is mandatory to attend. Failure to attend may delay or prevent commencement of the student's practice learning opportunity reflecting local Trust/care organisation policy.

Part 1 students are required to attend all LSBU mandatory updates in such skills as Basic Life Support, Moving and Handling. Mental Health and Learning Disability field students will also be required to undertake Breakaway training. Failure to attend may delay or prevent commencement of the student's first practice learning opportunity. For continuing students, they should attend their annual LSBU mandatory updates, which will be scheduled at some point between January and August of each academic year. Additionally, all students are required to complete a range of mandatory training e-learning modules throughout each academic year of their course.

Due to Covid 19, students will undertake Personal Protective Equipment (PPE) training. This will be a mixture of theory (delivered by LSBU) and practice (delivered by the placement provider). Specific details will be communicated to students by LSBU and the placement provider prior to a practice learning opportunity and/or at the beginning of the academic year as it is an evolving national situation.

All students are required to complete and sign a 'Declaration of Good Health and Character' form on commencing their pre-registration education and at the beginning of each year of their course. It may also be required following a period of interruption from their course if instructed to do so by their Course Director. If a student has not signed a 'Declaration' as required, they must contact their course administrator in order to be sent the form. If there is a change to their 'Declaration' responses at any point during the academic year, the student must inform their Course Director immediately.

All Part 1 students must have completed a COVID-19 Individual Vulnerability Questionnaire as part of their enrolment requirements to their course. All continuing students must have completed COVID-19 Individual Vulnerability Questionnaire at the beginning of their new academic year. No student can proceed to their first placement opportunity of the academic

year unless they have completed this questionnaire. All questionnaires are sent to the LSBU OH provider (OH Works) for scrutiny with follow up by the OH provider directly with the student if further exploration of vulnerability is necessary. If significant vulnerability is identified and with the consent of the student to share information, the OH provider will provide a report of recommended reasonable adjustments to the Course Director. This information will then be shared with the placement administrator and placement provider to ensure that suitable practice learning opportunities are allocated and facilitated. If there is a change to their questionnaire responses at any point during the academic year, the student must inform their Course Director immediately.

4.2 Contacting the practice learning opportunity

Students are strongly advised to contact their practice learning opportunity as soon as possible (ideally 2 weeks before starting) in order to:

- Introduce themselves
- Confirm they will be attending the practice learning opportunity
- Check off-duty rotas and make requests if possible/necessary
- Ask any questions
- Request a copy of the Welcome pack for the area or any other pre-reading if such material was not evident on InPlace.

Occasionally, the practice learning opportunity is unaware of a scheduled student due to a communication error. If this occurs, the student must contact their Placement Administrator immediately. It is not acceptable for the student to expect the Placement Administrator team to be able to resolve problems if they have only been contacted two or three days before the start date. This is another reason for advising students to contact their practice learning opportunity as early as possible, so that issues can be successfully resolved before practice attendance is due to start.

4.3 Sickness/absence reporting

It is imperative for the student's ultimate qualification as a Registered nurse that an official record of a student's practice hours is maintained by the Placement Office. Hours/days missed, and when they are consequently made up, should be notified to the Sickness/Absence Administration team and will be recorded on the student's practice hours record. A monthly sickness/absence report will be sent to appropriate Trusts/care organisations for seconded students. Local policy regarding sickness/absence reporting

including if the student has contracted or been exposed to Covid 19 may differ between practice learning opportunities. It is the student's responsibility to familiarise themselves and comply with these arrangements.

As soon as the student knows that they will be unable to attend their shift due to sickness/absence, the student must contact the practice learning opportunity and the University. In the community, the student should also contact their Practice Supervisor/Practice Assessor on their work mobile telephone and contact the base in normal working hours.

Although the student may not wish to be specific with regard to the nature of their sickness/absence, the student should adhere to the following procedure:

1. Telephone the practice learning opportunity and leave a message with the most senior member of staff on duty
2. Clearly state their name, university and cohort
3. Clearly state that they will be taking sick leave or will be absent
4. Give some estimate of how long they feel they may be off sick or absent
5. Keep a record of who took their message
6. Ask the person to make a note of their message in the work diary/ message book
7. Telephone the LSBU Sickness/Absence Administrator for their campus (see Section 2.5)
8. Record the date(s) and hours of the sickness/absence in the practice hours section within the Practice Assessment Document.

Throughout the period of sick leave, the student should keep their nominated Practice Supervisor or Practice Assessor or Manager and the LSBU Sickness/Absence Administrator updated including an indication on how long they may feel they will continue to be on sick leave for.

When the student is ready to return to the practice learning opportunity, they should adhere to the following procedure:

1. Telephone the practice learning opportunity and notify their nominated Practice Supervisor or Practice Assessor or Manager when they will be back on duty
2. Telephone the LSBU Sickness/Absence Administrator for their campus stating when they will be back on duty

3. Complete a Sickness Self-Certificate form (available from the Post Office, G.P. or LSBU Reception) for the first 6 days of sick leave and obtain a Doctor's Certificate for the remainder of the leave if the sick leave exceeded 6 days
4. If the student was self-isolating because of Covid 19, they should get an 'isolation note' online from NHS 111.
5. Send the Sickness Self-Certificate form (Doctor's Certificate or 'isolation note' if required) to the LSBU Sickness/Absence Administrator
6. In certain instances, e.g. following surgery, injury, a 'fitness to return to work' certificate may be required before returning to practice. The student should check with their Course Director if they are unsure if this might be required.

4.4 Unauthorised absence

Absence from the practice learning opportunity is deemed to be non-attendance when this has not previously been negotiated or when the student has failed to follow the sickness/absence reporting procedure. This will be reported to the Placements Office immediately by the practice learning opportunity staff and will be followed up with the student by the Course Director.

Persistent lateness/poor timekeeping is considered poor professional behaviour and must first be discussed with their nominated Practice Supervisor or Practice Assessor, then with the Link Lecturer/Academic Assessor/Course Director. This will be recorded in the Practice Assessment Document and taken into account when assessing the student and considering their progression.

Unauthorised absence from a practice learning opportunity will usually result in a referral in the relevant core nursing values for the practice learning opportunity.

Unauthorised absence in University and/or practice learning opportunities for more than 20 cumulative days within an academic year may result in withdrawal from the pre-registration nursing course.

Seconded NHS Trust students must comply with their individual secondment agreement and are also expected to comply with the University requirements for attendance and punctuality.

4.5 Making up hours

Any time missed through sickness/absence, Special Leave or Compassionate Leave must be made up in order to meet the regulations of the pre- registration nursing course and the NMC in terms of achieving the minimum number of required practice hours for registration. Students should endeavour to 'make up' outstanding practice hours during the practice learning opportunity in which they occurred.

It may be possible to 'carry forward' to the next practice learning opportunity unachieved practice hours if the following criteria have been met:

- The student has completed a minimum of four weeks (150 hours) of the practice learning hours required for the practice learning opportunity
- The Practice Assessor has completed all aspects of the Practice Assessment Document and all aspects are graded as 'Achieved'
- The 'carrying forward' of practice hours has been authorised by the Module leader/Course Director
- Hours to be carried forward at progression points are authorised by the Module leader/Course Director and within the allowed deficit

When the student returns to the practice learning opportunity, the student must discuss with their nominated Practice Supervisor or Practice Assessor or Manager if and when they will be able to make up all the time they have missed. The Link Lecturer or Academic Assessor can also provide advice to practice staff and the student.

If a student is off sick for more than 1 week they must inform their Course Director who will discuss making up time with the relevant Trust/care organisation Lead. One of the reasons for this is that it is not always possible to make up time in the same practice learning opportunity. Also, students who have long periods of sickness, or frequent short-term sickness/absence, may be required to attend Occupational Health or G.P. for a health assessment, which the Course Director will request.

Building up an excessive deficit of practice hours may result in the student having to be interrupted on their course and their personal bursary may cease. Therefore, students should seek advice from their Link Lecturer, Academic Assessor, Module leader, Personal Tutor, Cohort Leader or Course Director if they need to make up practice hours and they are unsure how to plan for this.

4.6 Returning post-practice learning opportunity to complete practice documentation

Students should ensure that their Practice Assessment Document and Ongoing Achievement Record are completed by the end of the practice learning opportunity. If the student encounters difficulties with its completion e.g. their nominated Practice Supervisor or Practice Assessor is on sick leave or annual leave, the student should inform the Manager and the Course Director immediately.

4.7 Attending personal appointments

Students are expected to arrange personal appointments e.g. G.P. appointment, dental appointment, during the hours they are not on duty in their practice learning opportunity. It is at the discretion of the nominated Practice Supervisor or Practice Assessor or Manager whether to grant the student authorisation to attend a personal appointment when they had been expected to be on duty. If such authorisation is given the student must inform the relevant LSBU Sickness/Absence Officer, arrange for the lost time to be made up and document in the Practice Assessment Document.

Students, who need to attend an emergency Occupational Health appointment during practice hours e.g. following a needle stick injury, must not be prevented from doing so and will not be required to make up lost time. Students are also allowed to attend scheduled antenatal appointments without redress.

4.8 Attending interviews

Students in the final four months of their pre-registration course can attend a maximum of 2 interviews or selection processes for NHS Staff Nurse posts without redress. The time allowed may be dependent on the location (up to one shift per interview), though the student should attempt to arrange their practice learning opportunity rota so that they can attend the interview during the hours they are not on duty. The student must produce evidence of the interview dates and time if required by their nominated Practice Supervisor or Practice Assessor or Manager. However, time off for informal visits/open days/more than 2 interviews will need to be made up including the reporting of the absence to the relevant LSBU Sickness/Absence Officer.

4.9 Attending university recreational activities

LSBU encourages all students to undertake recreational activities on a Wednesday afternoon. Timetables and university attendance are structured around facilitating this university desire wherever possible. However, when a student is undertaking their practice learning opportunity, students cannot take time off; for example, every Wednesday afternoon, from their practice learning to attend their recreational activity. Students may request a day off (see Section 3.4) or negotiate their attendance with their nominated Practice Supervisor or Practice Assessor or Manager without expectation of a favourable outcome. If the request is granted, attending university recreational activities during practice learning cannot be included as practice learning hours. Students must complete all their practice learning hours during their allocated placement (see Section 3.1). Students are advised to consider and forward plan how they are going to complete all their required practice hours, especially if they are not placed in a 24 hours/7 days a week service, should they decide to request a day off or negotiate their attendance in order to attend university recreational activities.

4.10 Attending tutorials at a university campus

University lecturers sometimes have to schedule tutorial support and OSCE assessment practice events during the students' practice learning opportunity allocation. The student should attempt to arrange their practice learning opportunity rota so that they can attend the tutorial/event during the hours they are not on duty. The student should provide the practice learning opportunity with written proof of a scheduled tutorial/event. The student should have their personal practice hours signed by the lecturer who facilitated the tutorial/event to indicate the student did attend and for how long.⁴ The duration indicated by the lecturer will count as practice hours.

4.11 Attending exams at a university campus

Sometimes exams occur during a students' practice learning opportunity allocation. This can occur because the School of Health and Social Care follows the LSBU exam timetable, so all students across the University sit exams at the same time. For a student in this situation, the student should attempt to arrange their practice learning opportunity rota so that they can attend the exam during the hours they are not on duty. The student should

⁴ An alternative documenting of hours arrangement will be communicated to students for tutorials, events and exams conducted online.

provide the practice learning opportunity with written proof of a scheduled exam. The student should have their personal practice hours signed by the lecturer who facilitated the exam to indicate the student did attend.⁴ One day equating to 7.5 hours will count as practice hours for 1 or more exams scheduled on the same day; for example, a morning and afternoon exam on one day equals 7.5 practice hours credited, 1 exam on 2 separate days equals 15 (7.5 + 7.5) practice hours credited.

4.12 Occupational health considerations and reporting an incident

Occupational health clearance is a pre-registration course entry requirement. All students must have received occupational health clearance prior to commencing practice learning opportunities. All students must also have completed a COVID-19 Individual Vulnerability Questionnaire (see Section 4.1). Students must inform the Course Director of any changes to their physical/psychological health status including their COVID-19 Individual Vulnerability, which may affect their practice learning during their pre-registration course. This includes pregnancy.

If there is a concern about a student's physical/psychological health including their COVID-19 Individual Vulnerability, during the pre-registration course the University can request the student to attend LSBU Occupational Health for assessment and this may involve an interruption to the student's education if it is considered that the health problem will potentially affect their performance in the practice learning opportunity. The student may be required to have appropriate occupational health clearance prior to their resumption.

If a student is involved in any **incident, accident or sustains personal injury** e.g. physical abuse from a patient, they must complete an Incident form or equivalent document, keeping a copy for their own records, and follow the local Trust/care organisation policy with the guidance of the Manager. It is the student's responsibility to inform the LSBU Occupational Health provider of the incident.

Any student who incurs a **sharps/splash injury** whilst on duty must inform the member of staff in charge of the shift or Manager. It may as a result be deemed necessary for the student to be referred to the local Trust/care organisation Occupational Health Department or an Accident & Emergency Department. The student must also complete an Incident form or equivalent document, keeping a copy for their own records. The student should also refer to the policy of the LSBU Occupational Health provider.

If a student suspects they have developed an **allergic reaction** to a substance or product e.g. gloves, during their practice learning opportunity they should report this immediately to the Manager and seek advice from the LSBU Occupational Health provider.

It is the student's responsibility to be aware of their **Hepatitis B** status as well as their **chicken pox, measles, mumps, rubella and tuberculosis (TB) status** and to make/attend appointments as necessary to ensure continuing immunity with their GP or the LSBU Occupational Health provider.

If a student believes they have been in contact with an **infectious disease** e.g. **chickenpox, rubella, TB, measles**, they must seek advice from the Occupational Health Department of the Trust/care organisation or the LSBU Occupational Health provider, before attending their practice learning opportunity.

Students who have been suffering from **diarrhoea and vomiting** should not attend their practice learning opportunity and should seek advice from their G.P., the Occupational Health Department of the Trust/care organisation or the LSBU Occupational Health provider, prior to returning to work. This includes students returning from abroad. The student should not then return to their practice learning opportunity until they have been clear of symptoms for 48 hours.

If a student has **Covid 19 symptoms or has been in contact with someone who is symptomatic or has tested positive to Covid 19**, the student should immediately self-isolate and follow the last government advice on how to proceed. An 'isolation note' is available online from NHS 111 without the need to be seen by a G.P. or attend a hospital. In addition, students should inform their Course Director and studentwellbeing@lsbu.ac.uk. Sickness and absence reporting is still required (see Section 4.3) as is making up hours (see Section 4.5). The latest governance advice on Covid 19 can be found at:

<https://www.gov.uk/coronavirus>

It is the student's responsibility to inform the LSBU Occupational Health provider if they have **any physical/psychological condition(s)** that may affect their practice. Advice given by the LSBU Occupational Health provider must be adhered to, in order to ensure student, patient/client and staff safety.

If a student is taking any prescribed medication, which needs to be taken into their practice learning opportunity or kept upon their person, it is the student's responsibility to store the medication safely. The medication should be clearly labelled to be identifiable to the student and the nominated Practice Supervisor or Practice Assessor should be informed.

If a student is unable to seek advice from the LSBU Occupational Health provider as they may be unavailable e.g. at the weekend, the student should discuss their concern with the Manager and follow their advice. In addition, the student could contact their G.P. for advice or attend an NHS Walk-in clinic.

Students returning from sick leave of more than 3 weeks may require a referral to the LSBU Occupational Health provider. Consequently, the student should contact their Course Director to discuss the matter.

The contact details for LSBU's Occupational Health provider are:

OH Works

Dedicated Telephone No: 020 7815 8310

Email: lsbu@ohworks.co.uk

4.13 Pregnancy, maternity, paternity and adoption leave

It is the responsibility of the student to inform their Course Director and Trust/care organisation as soon as the pregnancy has been confirmed. This is to ensure that the appropriate risk assessment can be carried out in order that the student and her unborn child are not put at unnecessary risk.

Students should refer to the 'LSBU Student Pregnancy, Maternity, Paternity and Adoption Policy' (published August 2019), which is available at: <http://www.lsbu.ac.uk/about-us/policies-regulations-procedures> and/or MyLSBU. They should also discuss their situation with their Course Director. In addition, students should follow the Trust/care organisation's policy. Seconded students should also follow their Trust policy.

4.14 Disclosure and barring service (DBS) clearance

All students must have received enhanced DBS (for Adult and Child workforce) clearance prior to commencing their first practice learning opportunity and again if they have had an interruption from their pre-registration nursing course for more than 6 months. LSBU is able to accept a DBS certificate that is registered with the DBS Update Service if:

- The certificate is Enhanced
- The workforce is Adult and Child
- The certificate is registered with the DBS Update service and the subscription is up-to-date

The original green DBS certificate must be shown to LSBU staff for an Update Service check

Students are required to inform the Course Director of any changes to their DBS status e.g. if they have received a caution or conviction during their pre-registration course.

It is the responsibility of the student to keep their DBS document safe as students may be asked to show evidence of DBS clearance (original copy, not a photocopy) to secure a place at some practice learning opportunities. The University does not receive a copy of a student's DBS, only notification of the result. If a student loses/damages their DBS certificate the University will process the application, in a similar way to how the original certificate was issued. However, the student will need to pay for the replacement certificate (current DBS costs are £46).

Orders for a new DBS clearance are not uploaded to our DBS supplier until the cost of the DBS is paid and the University has seen the receipt. The DBS service will issue the certificate directly to the student and advise the University of the certificate details in the same way the original certificate was processed.

A DBS certificate issued at the beginning of the course is valid for the duration of the course with the exception of an interruption as stated above. Some practice learning opportunities may request a new DBS. While this will be the responsibility of the practice learning opportunity to organise, sometimes students apply for a new DBS via LSBU and have to fund it themselves.

4.15 Alcohol, drugs and substances

Students have a professional requirement to adhere to '*The code: professional standards of practice and behaviour for nurses, midwives and nursing associates*' (NMC, 2018e) at all times.

Students must not consume alcohol when in attendance at their practice learning opportunity, including during rest breaks. Students must also ensure that they do not attend

their practice learning opportunity under the influence of alcohol, even if consumed prior to their attendance. Any disregard for this requirement may result in the student's immediate suspension from the practice learning opportunity and referral into the LSBU Fitness to Practise process.

Students must not take or consume illegal drugs, substances, medication not prescribed to them or medication prescribed for someone else at any time. Any disregard for this requirement may result in the student's immediate suspension from the practice learning opportunity and referral into the LSBU Fitness to Practise process.

Students should not report for duty if they are under the influence of prescribed and/or self-medication which could have a detrimental effect on their ability to perform their duties. In such an event the student should follow the procedure for reporting and making up sickness/absence. Likewise, if a student suspects that a colleague may be impaired due to any of the above and is a threat to patient safety, they should follow the raising and escalating concerns procedure as outlined in section 5.2.

4.16 Special leave and compassionate leave

Students are entitled to Special Leave and Compassionate Leave at the discretion of the Course Director or Cohort Leader. Special and Compassionate Leave cannot be authorised by practice learning opportunity staff. However, in exceptional circumstances when the Course Director and Cohort Leader are not available e.g. weekends/night duty, the Manager may grant Special Leave for up to 4 days. It is the student's responsibility to contact the Course Director or Cohort Leader in order to discuss the situation and ensure that the appropriate authorisation is negotiated. The Manager will also record this on the monthly returns to the University.

Seconded students must liaise with their employing Trust, who will make the ultimate decision regarding granting Special Leave and Compassionate Leave.

All time spent on Special Leave or Compassionate Leave must be made up.

4.17 Jury service

If a student receives a summons to attend jury service and feels that it would impact on their attendance in practice (or theory), the student is advised to contact the Jury Summoning

Bureau to explain their situation. The student can request a letter to confirm the predicted impact on their practice learning opportunity (or theory) requirement from their Course Director if the Jury Summoning Bureau requires additional evidence. For further direct information:

Jury Central Summoning Bureau

8 Pocock Street

London

SE1 0BJ

Email: jurysummoning@justice.gov.uk

Telephone: 0300 456 1024

4.18 Travel and Dual Accommodation Expenses (TDAE)

Students who are required to undertake practical learning on placements as part of their training may be entitled to have some of the excess placement travel and accommodation costs (where applicable) reimbursed to them. Students can check their eligibility and access guidance on how to complete a TDAE claim form via the NHSBSA learning support fund site:

<https://www.nhsbsa.nhs.uk/learning-support-fund/travel-and-dual-accommodation-expenses>

Students who are funded for their course and/or receive a NHS bursary must continue to submit their claim using an LSBU Practice Placement Travel and Dual Accommodation expense claim form. Guidance notes and claim form are available from:

Moodle.lsbu → HSC Placement Information → Placement Travel Expenses

Students are advised to check their entitlement before submitting a claim. Any fraudulent claims presented, where a student has no entitlement to reimbursement, could be considered unprofessional behaviour and may be referred to the NHSBSA and into the LSBU Fitness to Practice process.

Section 5: Student Responsibilities and Rights

5.1 Rights of students

All students have the right to be placed in a safe learning environment in accordance with Health and Safety requirements. Where the Trust/care organisation provides an induction programme, it is mandatory for the student to attend. The Trust/care organisation may not offer the student a practice learning opportunity if the student has not attended an induction. In the event of a student having concerns regarding their safety they should discuss this with the nominated Practice Supervisor, Practice Assessor or Manager immediately. At the same time, the student must inform the Link Lecturer.

A student may consider becoming a member of a professional body/union while undertaking their pre-registration nursing course as this will provide associated benefits, one of which is personal indemnity insurance. It is the student's individual responsibility to check the details of the cover and support provided. If a student becomes a representative of a recognised and reputable Union, this will be taken into account as per local LSBU/Trust/care organisation policy.

All students have the right to be treated in accordance with applicable legislation, such as the Equality Act (2010) and in accordance with NMC policies. It is the student's responsibility to inform all practice learning opportunities of specific needs or requirements that have been agreed with the Occupational Health provider prior to commencing the practicing learning opportunity.

If a student has a problem or concern during their practice learning opportunity, they should discuss this with their nominated Practice Supervisor, Practice Assessor or Manager, in the first instance. The nominated Practice Supervisor, Practice Assessor or Manager will take advice as appropriate either within the Trust/care organisation or with the University.

5.2 Raising a concern by a student

The NMC expects nurses, midwives, nursing associates, qualified staff and students, to *“work within the limits of your competence, exercising your professional ‘duty of candour’ and raising concerns immediately whenever you come across situations that put patients or public safety at risk”* (NMC, 2019a, General Medical Council and Nursing and Midwifery Council, 2015) .

LSBU and all our placement provider organisations fully support students who raise concerns and/or need to exercise a professional duty of candour. Additionally, LSBU and some of our placement provider organisations have signed up to the Nursing Times “Speak out Safely” campaign. If a student raises a concern with their Trust/care organisation and/or the University, they will be fully supported by the Trust/care organisation and the University throughout the ensuing process.

Where a student is concerned that a member of staff, another student, carer, family member or visitor is behaving inappropriately (this may include concerns about someone being under the influence of alcohol, drugs or other substances) or the student has witnessed unsafe, unprofessional or poor practice, the student should raise their concern by informing:

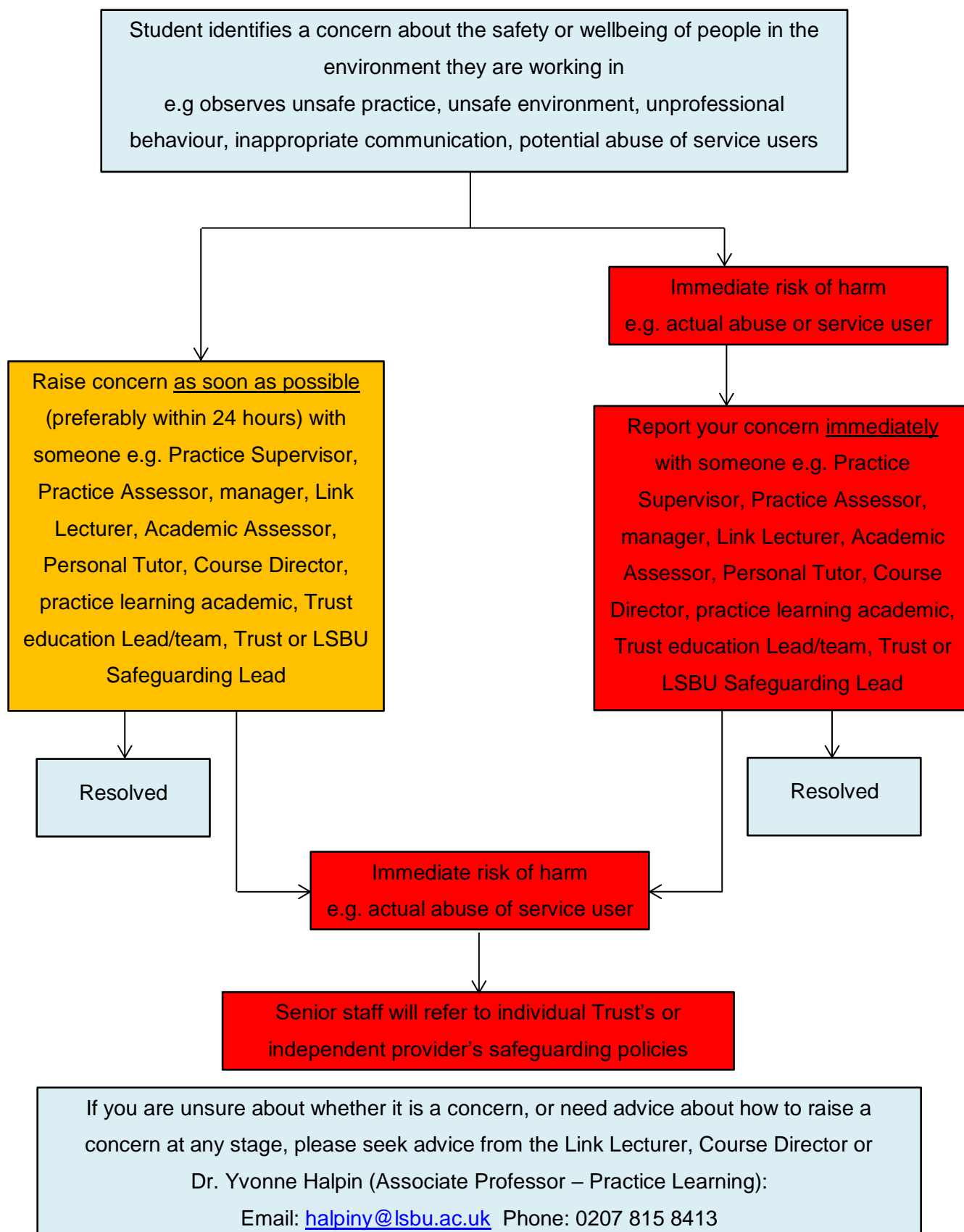
1. Their nominated Practice Supervisor, Practice Assessor or Manager and the Link Lecturer
2. A member of their Trust/care organisation Practice Education Team and the Link Lecturer
3. Their Academic Assessor/Personal Tutor/Cohort Leader/Course Director
4. The Associate Professor for Practice Learning at LSBU (see Section 2.6)

Where a student is concerned that there is **an immediate risk of harm to a patient/client** the NMC requires that it is reported **immediately** to anyone listed above in order to protect the health, well-being and safety of a patient/client or others.

While it is preferable for the student to raise concerns with someone in the practice learning opportunity, ultimately it is very important that the student raises their concern with somebody within the Trust/care organisation or the University.

All Trusts/care organisations will have their own specific policies and guidance regarding raising and escalating concerns and safeguarding patients/clients and others. These policies will be followed when any concern is raised even if it was initially raised through the University.

**Flowchart for students:
Raising and escalating concerns about practice**



5.3 Confidentiality

Confidentiality should be maintained at all times. Students need to be clear as to what information should be given and to who at all times e.g. what information should be given to other professionals, patients/clients and relatives. In order to ensure clarity the student should discuss any issues with their Practice Supervisor, Practice Assessor, other practice learning opportunity staff or if necessary University staff.

Students should never discuss patients/clients outside the practice learning opportunity. Theory assignments directly related to the practice learning opportunity should maintain anonymity for staff, patients/clients, organisations and practice learning opportunities.

Students should also think very carefully about what information about themselves is disclosed to patients/clients and never disclose information that might compromise their safety e.g. personal telephone number, social media contact details.

Students must not disclose passwords or use passwords inappropriately.

Students must not access case notes held by their Trust/care organisation where they do not have a legitimate reason to do so. This includes the student's own case notes or the case notes of anyone that is known to them e.g. family members, friends. Students must follow the policy of their Trust/care organisation regarding accessing and viewing case notes.

Students must adhere to NMC directives on confidentiality, the Data Protection Act (1998), General Data Protection Regulation (2018) and the practice learning opportunity's policies on confidentiality and data protection. A breach of confidentiality may result in the student being removed from the practice learning opportunity and referred into the LSBU Fitness to Practise process.

It is recognised that during the course, students may feel that they need to divulge information to members of the Course Team around issues of a personal or professional nature. Changes or events occur in a student's life around which they may seek the support of University staff, especially when they feel that these issues may affect their progress on the course. In these circumstances staff will endeavour to give support and develop relationships of trust with students. It is important, however, that students are aware that even though staff will treat information about them in a discreet and confidential manner,

confidentiality is not the same as secrecy. This may also apply to Practice Supervisors, Practice Assessors or practice staff in whom students may also confide.

Confidentiality means that the circumstances in which information is shared and with the people with whom it is shared are understood by all parties. Both the staff team and practice staff will aim to adhere to the principles of confidentiality and seek to maintain discretion and sensitivity about information they have received and with whom it is shared. This should be done in the context of 'a need to know' basis and the impact it has in the practice learning context.

Therefore, it is important to note that for both students and practice staff, information shared may be disclosed to other members of the course team and between the practice staff and the University if it is believed to be in the student's or patient/client's best interest and will be at the discretion of the staff members concerned after thoughtful and careful consideration. The student will always be informed of any decisions made in this context.

According to University academic rules, students are not obliged to share their academic assessment results with practice staff. However, the Academic Assessor will disclose to a Practice Assessor information about their student's "learning and achievement in theory" (NMC 2018a, section 7.8). For seconded students, academic marks and attendance are shared with their Trust/care organisation.

5.4 Internet including social networking usage

Social networking can provide peer support during practice learning opportunities, nursing programme and in students' future careers. Social networking should always be used in a way that adheres to professional boundaries and confidentiality. Students who are in doubt as to what they can say on a social networking site can take advice from their Personal Tutor. They can also refer to NMC (2019b) '*Guidance on using social media responsibility*'.

Students should not invite practice learning staff, patients/clients, their carers, their family/relatives/friends to become their 'friends' or equivalent on social networking sites e.g. Facebook™, Twitter™, Instagram™, and should decline any invitations from the above groups to become 'friends' for the duration of their course unless this is on an approved and monitored site.

While there are opportunities to discuss your learning and development on social networking sites, students need to maintain confidentiality of those in their care, those they may work with including employers/Trust/care organisations. Breaking confidentiality in such situations will be viewed as unprofessional behaviour and deemed a breach of confidentiality, which may result in the student being removed from the practice learning opportunity and referred into the LSBU Fitness to Practise process.

5.5 Consent

Students must always seek the understanding and co-operation of the patient/client before undertaking any clinical/care activity. However, please be aware that a patient/client has the right to decline care by a student. If a student has any concerns about the ability of the patient/client to give consent or is uncertain of their response, they should involve their Practice Supervisor/Practice Assessor or a qualified member of staff in establishing effective communication with the patient/client.

5.6 Documentation

Students must adhere to *'The code: professional standards of practice and behaviour for nurses, midwives and nursing associates'* (NMC, 2018e) and local guidance. Trusts/care organisation policy should be followed in regard to documenting in patient/client records for example; if a student's entry in written and electronic records needs to be countersigned by a qualified member of staff.

Students should not use erasable pens when documenting in patient/client records or in their Practice Assessment Document and Ongoing Achievement Record. This is because of the risk that a record could be erased at any point in time or that an erased record can still be marginally seen, risking an accusation that a record had been tampered with.

Documentation within the practice learning opportunity is sometimes used by students for theory assignments e.g. care plans, policies and procedures. Permission must always be gained from the Manager with regard to using or photocopying any documentation and, in the case of patient care plans, permission must always be gained from the patient/client or their legal guardian. Any assignment must maintain anonymity for staff, patients/clients, Trust/care organisation and the practice learning opportunity. A written record of this permission must be countersigned by the Manager and the record must be kept by the student (LSBU Confidentiality Policy, 2012).

Documentation (paper copies and electronic) must never be removed from the practice learning opportunity.

Handover notes must be destroyed in a confidential manner at the end of each shift e.g. shredded or deleted from an electronic device.

5.7 Professionalism: student behaviour and conduct

Students must at all times behave in a manner which supports that they are undertaking a professional programme and are ambassadors of their chosen profession and of LSBU and of their Trust/care organisation. Students are reminded that they will have completed and signed a Directional Statement pertaining to behaviour and conduct at the beginning of each year of their nurse education (see Section 4.1). The NMC provides guidance on behaviour and conduct throughout *'The code: professional standards of practice and behaviour for nurses, midwives and nursing associates'* (NMC, 2018e).

The student should conduct themselves during night shifts and daytime rest periods in a manner that promotes sleep/rest for all patients/clients e.g. talking very quietly, walking very quietly.

The student should communicate in English at all times while undertaking a practice learning opportunity as per local Trust/care organisation policy.

Where the practice learning opportunity staff have concerns and/or have experienced behaviour by the student that is inappropriate, initially this will be discussed within the supervisory setting and where necessary recorded in the Practice Assessment Document.

Discussions regarding student behaviour in practice will involve both the University and the Trust/care organisation.

If a student in practice is considered to be a risk or has demonstrated unsafe or unacceptable practice/behaviour, the Trust/care organisation reserves the right to remove the student from the practice learning opportunity. This will be done in partnership with the Trust/care organisation and the University.

Incidents of unsafe or unacceptable practice/behaviour may result in referral into the LSBU Fitness to Practise process.

5.8 Student/client relationships

Students must always ensure that they identify themselves as a nursing student when they first meet a patient/client.

Students must not impart their personal values or beliefs to patients/clients, carers and/or their family/friends, nor appear judgemental about the lifestyle choices or information they receive from patients/clients, carers and/or their family/friends.

Students should never arrange to meet patients/clients, their carers, their family or friends socially, during or following completion of a practice learning opportunity. Students must not embark on a relationship beyond professional boundaries with the aforementioned as per *'The code: professional standards of practice and behaviour for nurses, midwives and nursing associates'* (NMC, 2018e). The relationship between the student and the patient/client must remain professional.

If the student has a pre-existing relationship with a patient/client or staff member in a practice learning opportunity in which they have been placed, they should notify the LSBU Placement administrator as soon as possible prior to commencing the practice learning opportunity. If the student becomes aware of such a pre-existing relationship once they commence the practice learning opportunity, they should inform the Manager immediately. In exceptional circumstances, the student may be moved to an alternative practice learning opportunity as a result of the declared pre-existing relationship. However, if this happens it is for the benefit of all parties and the student will not be disadvantaged or penalised as a result.

5.9 Patient/client/visitor behaviour

Sometimes patients, clients and visitors may behave inappropriately e.g. verbal comments/abuse, sexual harassment, physical aggression, under the influence of alcohol or other substances, medical reasons such as hypoxia, dementia. If a student is subjected to or witnesses inappropriate behaviour they should not engage/respond in a way which may aggravate the situation. The student should report the incident to their Practice Supervisor/Practice Assessor/Manager and document it accordingly as per local practice

learning opportunity policy. A discussion with their Practice Supervisor/Practice Assessor and/or other staff will take place and conclude with a decision regarding further action.

The student is encouraged to respond to an untoward incident by regarding it as a learning experience. The student should reflect on their behaviour, thoughts and feelings and discuss these in supervision. The Practice Supervisor/Practice Assessor or other members of staff should be available to role model how to deal with these situations and advise and support the student. The student can also speak to their Link Lecturer, Academic Assessor or Personal Tutor and utilise reflective sessions to get peer feedback and support.

5.10 Responsibility for patients/clients

Students must not be left with patients/clients without immediate and direct access to supervisory support in a practice learning opportunity. The student must never be asked to be responsible for a patient/client and is not accountable should a problem arise.

A Part 3 Learning Disability nursing student might be permitted to meet services users unsupervised; for example, when acting as an advocate or carrying a small case load as part of the community team. This must be in consultation and prior arrangement with the Practice Supervisor/Practice Assessor and such permission must be clearly documented in the student's Practice Assessment Document.

Students may be asked to undertake safeguarding processes for patients/clients deemed at risk. This is seen as part of the learning opportunity and should normally be under the supervision of the Practice Supervisor/Practice Assessor.

In community settings, students can be allocated supervised caseloads once they have demonstrated competency. This will be agreed in advance by their Practice Supervisor/Practice Assessor. All clinical procedures/interventions involving home visits must only be undertaken under the direct supervision of a Registered Nurse.

In community settings, students may accompany a Health Care Support Worker or Nursing Associate, where it has been agreed in advance by their Practice Supervisor/Practice Assessor. In this situation, the student will be an observer and must not engage in practice. In these situations, the Health Care Support Worker or Nursing Associate is responsible for the patient/client's care.

Students are not allowed to be directly involved in activities related to the prevention and management of violence and aggression e.g. restraint.

5.11 Accompanying, escorting, chaperoning, specialising patients/clients

Students must not accompany or escort patients/clients away from the practice learning opportunity. The exceptions to this are:

1. In residential homes, the nature of the client group may mean that students do accompany residents in the community, but they should only do this when they feel confident about the resident's mental/physical state and with the permission of the Manager, who would have completed a risk assessment in advance.
2. Where there is a qualified member of staff present and the student is accompanying the staff/client as a learning experience.
3. Where a patient has been assessed by a qualified member of staff to be in a stable condition and would therefore have gone to another department e.g. MRI scanner, X-Ray on their own or with a porter. In this circumstance, the student is not acting as an escort. Students should not remain with a patient during an X-ray, scan or imaging investigation unless accompanied by a radiographer and suitably protected.
4. Where a child patient/client has been assessed by a qualified member of staff to be in a stable condition and requires an escort only by virtue of their age.
5. Within Mental Health/Learning Disability settings, it is acknowledged that unrestricted informal patients/clients who, subject to appropriate risk assessment by the Practice Supervisor/Practice Assessor/qualified member of staff, can leave the practice learning opportunity and may be accompanied by a student as part of their learning experience. This must be in accordance with Trust/care organisation policy e.g. going with a patient/client to a hospital appointment, acting as an advocate.
6. In accordance with local Trust/Care organisation policies.

Day trips and outings do occur in some areas. Students may join these if they feel the experience would be helpful to their learning and/or under the guidance of their Practice Supervisor/Practice Assessor. However, the student should be supernumerary and should at no time be left responsible for a patient/client.

All students must have their Practice Supervisor/Practice Assessor /qualified member of staff with them to accompany sedated patients/clients and patients/clients with an artificial airway in situ.

Chaperone Activities – It is the student’s responsibility to identify and comply with Trust/care organisation policies/protocols regarding chaperoning activities.

‘Specialing’ a patient – Students are permitted to support the nursing team in ‘specialing’ a patient as part of their learning experience if this is within Trust/organisational policy and they have been assessed by their Practice Supervisor/Practice Assessor as competent to undertake this activity.

5.12 Use of own vehicle by students for practice learning activities

Students may use their own vehicle for activities directly related to their practice learning opportunity, but should refer to the School of Health and Social Care travel expenses policy for guidance (also see Section 4.18). It is the student’s responsibility to ensure that they have suitable vehicle insurance for activities directly related to their practice learning opportunity and are able to provide proof of suitable vehicle insurance upon request by the practice learning opportunity and/or LSBU. Students are not permitted to use their own vehicle for transporting a patient/client or transporting their Practice Supervisor/Practice Assessor during a practice learning opportunity.

5.13 Acceptance of gifts

Students should never accept personal gifts from patients/clients, carers, relatives/friends or others. However, if an offer of a gift is made, the student should refer this to their Practice Supervisor/Practice Assessor or the Manager.

5.14 Handling patient/client money

Students should not handle patient's/client's money as this can put the student in a compromising position. If the student is given money by a patient/client (e.g. to get a paper) the transfer of the money must be witnessed by a qualified member of staff.

For some learning disability practice learning opportunities, local Trust/care organisation policy on this matter must be followed.

5.15 Administration of medicines

In January 2019, the NMC withdrew '*Standards for Medicines Management*' (NMC, 2008) and underpinning NMC Circulars 16/2008 and 05/2009 as it is not within their remit as a regulator to provide this type of clinical practice guidance. Students must comply with the Trust/care organisation policy, practice learning opportunity policy and LSBU policy on drug administration. Students must never check or administer medicines on their own or without the supervision of a qualified Nurse, Midwife or Health Visitor. In some practice learning opportunities e.g. a care home, Support Workers may administer medication, but a student is not permitted to be involved in the administration of medication by an unqualified member of staff.

Students must always comply with Trust/care organisation and practice learning opportunity policy in relation to intravenous medications and infusions.

Students must always comply with Trust/care organisation and practice learning opportunity policy on the transfusion of blood products.

5.16 Mobile devices and audio/visual recordings and images

The student is responsible for ensuring that their personal mobile phone or other mobile devices are switched off whilst they are in the practice learning opportunity. Where there is a lone worker policy, there may be exceptions and the student should refer to local policy.

If a student is issued with a mobile phone, iPad or any other type of mobile device as part of their practice learning opportunity, they should use the device appropriately, responsibly and comply with Trust/care organisation policy on its use.

Students are not permitted to take audio and/or visual recordings and images by using a camera, video recorder, tablet or any other device, at any Trust/care organisation or practice learning opportunity unless without their written permission.

Where a student uses or continues to use a personal or organisation's mobile device inappropriately, this will be viewed as unprofessional behaviour, which could lead to a referral in the practice learning opportunity and referral into the LSBU Fitness to Practise process.

5.17 Clinical equipment/medical devices

Students must ensure they are trained and adhere to Trust/Care organisation policies with regard to the appropriate use and cleaning of equipment and medical devices e.g. manual handling equipment, capillary blood glucose monitoring equipment, blood pressure monitoring equipment, Oxygen saturation monitoring equipment, Electrocardiogram (ECG) monitoring equipment etc.

During practice learning opportunities, students are required to wear Personal Protective Equipment (PPE) according to Trust/care organisation policies. Students must ensure they are trained and adhere to Trust/Care organisation policies with regard to the appropriate use and disposal of the PPE.

In response to the risk of Covid 19, some practice learning opportunity locations e.g. Emergency Department, respiratory wards, theatres, delivery suite and some other acute areas may require the student to wear a tight-fitting respirator (known as respiratory protective equipment: RPE), such as disposable FFP3 masks and reusable half masks. If this is the case, then the student will be contacted by the practice provider prior to starting the practice learning opportunity and the student will be invited to an appointment to have a Face Fit Test to ensure that the equipment provides a good seal with the student's face. If the student has any concerns about this, they should discuss it with their Practice Education Team or Course Director.

If required equipment is unavailable; for example manual handling equipment, or the student observes staff using equipment inappropriately, the student should report the incident, raise it as a concern, with reference to the procedure outlined in Section 5.2.

Section 6: Student Behaviour and Dress in Practice

6.1 Dress, appearance and personal hygiene

Trust/organisation policy on dress, appearance and personal hygiene must be followed and supersedes any guidelines listed in this section. It is expected that students will present themselves in a way that supports a perception of personal and professional integrity as this will have a direct effect on the nurse/client relationship and subsequent nursing care, reduce the risk of cross-infection, and maintain staff and patient/client safety. If a student is not wearing the correct uniform or has any other fault with their dress, appearance or personal hygiene, they can expect to be sent off duty from their practice learning opportunity. Students will be expected to make up any missed practice hours.

In areas where uniform is not worn, students should not dress in a manner that could be seen as politically, culturally, ethnically or sexually provocative or inappropriate. The values and religious/cultural sensitivities of clients/patients in relation to dress should be remembered and due respect given to this, in particular when visiting their homes. The student's own values and religious/cultural sensitivities are also important and need to be remembered and respected. Where a formal uniform is not required, students should dress informally but smartly. Clothing should not be tight or restrict movement and should not have inappropriate or insensitive logos, pictures and images on e.g. a T-shirt that makes some kind of reference to alcohol as patients/clients/carers/staff maybe recovering from chronic, excessive alcohol use. Shoes should be practical i.e. no high heels/strappy unstable sandals. Guidance will be given to students from individual Trusts/Care organisations about acceptable dress in line with their stated policy. If clothing is lost or damaged while on duty, the practice learning opportunity's policy on such an incident should usually apply.

If a student is repeatedly at fault with their dress, appearance or personal hygiene this could lead to referral in the practice learning opportunity in the relevant core nursing values.

6.2 Uniform including shoes

The actual uniform worn will depend on the student's host Trust. Most students wear the official LSBU uniform, though some Trusts require students to wear their official hospital uniform. In some practice learning opportunities, it may be stipulated that uniform is not required.

Students will be provided with the appropriate uniform at the commencement of their pre-registration nursing course depending on their host Trust. Students who require uniform replacements for whatever reason must see their Course Director whose decision will be final.

The LSBU nursing student uniform must only be worn when undertaking nursing student practice learning. It should not be worn for any other purpose; for example, to undertake external paid/unpaid work.

Students should wear clean uniforms that are not creased. The uniform must be changed daily to reduce the risk of cross-infection and must be washed at a temperature of 60 degrees centigrade.

The uniform can only be worn outside hospital in a professional capacity; for example, on a community practice learning opportunity. A uniform should not be worn when travelling to or from a practice learning experience unless it is stated as acceptable within Trust/care organisation policy.

Trust/care organisation policy for shoes must be followed. Shoes should be suitably protective and supportive for moving or handling patients/clients. Lace-up shoes give a firm fitting and support. Wearing trainers, open-toed shoes and canvas or suede shoes is not permitted in practice learning opportunities. Shoes should not be noisy when walking around in them so as not to disturb patients/clients when they are sleeping/resting.

If a student wears a headscarf, it should be plain and comply with Trust/care organisation policy regarding colour, unadorned and tucked into the collar of the uniform. It must be changed daily to reduce the risk of cross-infection.

6.3 Personal hygiene including hair and fingernails

Particular attention should be paid to personal hygiene. The student should ensure that they are clean and free from unpleasant body odour. Perfume and aftershave should be discreet and not over-powering.

Hair should be clean, well-groomed and away from the face. If hair falls below the collar line it should be tied back above the collar line. Students should be aware of and adhere to

Trust/care organisation policy on hair colour. If a male student has a beard or moustache, this should be well groomed and clean.

Fingernails should be clean, short, neatly manicured and without nail varnish (including clear nail varnish). Artificial nails and nails that have been accessorised are not permitted in any practice learning opportunity.

6.4 Body adornment

Trust/care organisation policy must be followed in relation to jewellery, which is likely to be limited to a plain/flat ring and a small pair of flat or stud earrings. Trust/care organisation policy must be followed in relation to visible tattoos and visible body piercing. Students are not permitted to wear false eyelashes in any practice learning opportunity. Students may wear make-up, but it should be discreet.

6.5 Watches

Wristwatches must not be worn while undertaking practice in clinical areas. Where fob watches are permitted and worn, they must be pinned to fall inside a pocket and must be cleaned regularly.

Wristwatches may be acceptable in some practice learning opportunities where uniform is not worn and according to local policy.

6.6 Name badges

The LSBU official photo identity badge stating name and job title must be worn at all times when on duty for Trust/care organisation security purposes, unless the Trust/care organisation has directed the student otherwise. Students must only use their own ID badge and only be in possession of the ID issued to them. Information on the ID badge should not be obscured by sticky labels. Students should follow Trust/care organisation guidance on whether the badge should be clipped-on or on a lanyard. The LSBU student identity badge must only be worn when the student is undertaking their practice learning opportunity. If Trust/care organisation ID badges are issued, students must also wear them. If a student is required to and unable to display an appropriate ID badge they can expect to be sent off duty and will be required to make up any missed practice hours.

Section 7: Frequently Asked Questions

Starting a practice learning opportunity can for some be a daunting experience. Some students may even feel a little nervous. The following questions and answers have been compiled from previous questions raised by students and may assist and reassure.

Who do I speak to if I experience a problem?

It is important that you do not try and address the problem alone and even more important that you address the problem as soon as possible and not leave it until the end of your practice learning opportunity. There are a variety of staff available at the University and in your Trust/care organisation you can talk to. Please see Sections 2.1-2.9 for further information.

What do I do if I'm asked to do something I do not know how to do?

It is important that you explain to the person making the request that you have not been shown how to perform the task and ask to be shown. If the request falls outside of the clinical skills expected of you at that stage of your course/education, you should articulate this, but continue to work with your Practice Supervisor/Practice Assessor.

What do I do if I'm asked to do something I know isn't right?

You should not do something that you know is not right. You should explain the reasons why you think it is wrong and share this with your Practice Supervisor or Practice Assessor or the Manager and/or your Link Lecturer or Academic Assessor.

What do I do if I see practice that I am concerned about?

If you find yourself in this situation it is important to raise your concern. Please see Section 5.2 for further information on this important professional responsibility.

What can I do if there is little to do in the placement area?

The level of activity in some practice learning opportunities can be unpredictable. During quiet periods you can take time to:

- Talk to patients/clients and their significant others
- Read through organisation policies and procedures, case notes
- Access and learn from an organisation's website and/or intranet. Some organisations specifically have online educational materials and resources developed for students.
- Familiarise yourself with common medications and practise drug calculations

- Familiarise yourself with the contents of the resuscitation trolley and other equipment in the clinical area. Review the check lists and see if you can check the equipment with your Practice Supervisor.
- Participate in ward activities including ward rounds, drug rounds, teaching sessions
- Speak to members of the multidisciplinary team who visit the practice setting and ask them about their roles; for example, the pharmacist, physiotherapist, social worker
- Find out about other organisations and services in the local area that provide support for this patient/service user group

References

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