Faculty of Health & Social Care

PRACTICE LEARNING OPPORTUNITIES
GUIDELINES

FOR

PRE-REGISTRATION NURSING STUDENTS

2011 - 2012

PLEASE NOTE: These guidelines are not exhaustive and will be regularly reviewed and updated in response to National, Statutory and local agendas. The latest version of these guidelines will supersede all previous versions and will therefore apply to all students.
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Section 1: Student Working Hours and Status

1.1 STUDENTS WORKING IN PRACTICE

Whilst undertaking a practice learning opportunity students are required to familiarise themselves with, and adhere to, local policies and procedures. The prime concern for 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 24-hour care of patients/clients during their course. Students working hours are also subject to European Working Time Directive. The Pre-registration nursing course complies with these requirements.

London South Bank University (LSBU) students are located at the Southwark and Havering campuses. Students are commissioned by NHS London to meet individual Trust workforce requirements. 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. LSBU works in partnership with NHS London 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 Trusts/care organisation working arrangements. However, students will achieve the same outcomes.

Shift patterns in each practice learning opportunity are determined and allocated by the Clinical Placement Manager or equivalent. Every attempt should be made to match the student’s shift pattern to that of the Practice Mentor.

Some students may need to take an academic, personal, medical or maternity interruption in their Pre-registration course. The Course Director will endeavour to organise the student’s return to the Pre-registration course at the earliest opportunity, though a delay may occur if a suitable practice learning opportunity is not immediately available.

1.2 SHIFTS AND HOURS OF WORK

Students must complete all required hours i.e. 225 hours for a 6 week practice learning opportunity, 300 hours for an 8 week practice learning opportunity and 450 for a 12 week practice learning opportunity. This is calculated on the basis of 37.5 hours per week.
It is a requirement of the European Working Time Directive that students do not work more than 48 hours in one week. As a consequence, working excess hours will not be accepted.

Students are expected to work all shifts that reflect the normal work pattern of the practice learning opportunity including primary care settings. The Clinical Placement Manager or equivalent for each practice learning opportunity will determine what shifts a student is expected to work. Students are not expected to undertake split shifts. However, in some community learning opportunities these shifts may be worked if this is the Practice Mentor’s work pattern. If students work long days, they will not work more than 13 shifts in a 4 week period.

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 Clinical Placement Manager or equivalent for each practice learning opportunity.

All hours worked and any sickness or absence from work must be recorded on the student’s personal duty record card in the Practice Learning and Assessment Portfolio.

1.3 NIGHT DUTY

Students may work night duty in the first year at the discretion of the Clinical Placement Manager or equivalent. Night duty is compulsory in the second and third year of the Pre-registration course, in line with NMC requirements.

In practice learning opportunities that have been deemed suitable for night duty the students will usually be expected to work one or two weeks of night duty per 8 week practice learning opportunity (i.e. 3-5 nights per week). For students undertaking a community learning opportunity as part of the Primary Care Pathway, hours worked outside of the usual 9am-5pm shift are regarded as night hours of work for example a community-based evening service.

For students following the Mental Health field, Learning Disability field and Primary Care Pathway a minimum of 1 week of night duty (i.e. 3-5 nights totalling 37.5 hours) should have been worked by the end of the student’s Pre-registration course. For all other students, a minimum of 9 nights and a maximum of 36 nights should have been worked by the end of the student’s Pre-registration course.

1.4 WEEKENDS AND BANK HOLIDAYS

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

Students must complete all required hours for their particular practice learning opportunity, regardless of whether Bank Holidays fall within that period. A number of practice learning opportunities only offer hours Monday to Friday, 9am to 5pm. Should a student be allocated to such a practice learning opportunity and a Bank Holiday occurs the student will be required to ‘make up’ these missing hours according to local arrangements advised by the Placement Office or Practice Facilitator/Practice Development Manager.

Students may need to work additional weekends and/or Bank Holidays when making up practice time. When a student negotiates to work a Bank Holiday when making up sickness/absence no time in lieu will be given.

1.5 RELIGIOUS HOLIDAY

If a student requires time away from his/her studies for a religious holiday whilst in practice, the student must negotiate the time off with the Clinical Practice Manager or equivalent in advance in order that no practice hours are lost, for example as part of their normal days off. The Course Director should be informed of this. Missing practice hours are required to be made up.

1.6 SCHOOL AND NURSERY PRACTICE LEARNING OPPORTUNITIES

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

1.7 SUPERNUMERARY STATUS

Whilst undertaking any practice learning opportunity all students have supernumerary status. 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 learning opportunity 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 & Safety and management reasons. Being supernumerary does not mean that students can take the role of an observer only. The nature of the learning outcomes is that students
are not only expected to observe practice but to actively participate in patient/client care.

1.8 WORK EXPECTATIONS FOR STUDENTS

In the first year, the assumption should be made that none of the students will have previous experience in the area of practice prior to the practice learning opportunity. Students should have been taught some core skills e.g. communication, observation and assessment skills and practical skills such as taking physical observations but will need time to draw on and develop these within the practice learning opportunity.

At the beginning of the practice learning opportunity first year 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 the student should be feeling confident enough to spend most of their time with clients/patients.

As students progress through their course they will have developed core nursing skills and should be drawing on these and developing them further during their practice learning opportunities. Students are expected to work as part of the workforce team and become active participants in patient/client care. They can undertake delegated duties under supervision, and care for their own group of patients appropriate to their level of competence. These 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 Mentor/Clinical Placement Manager, ensuring that sufficient time is spent within the allocated practice learning opportunity to complete the identified learning outcomes.

Third year students undertake a 12-week (3 months) practice learning opportunity at the end of their programme. This long practice learning opportunity enables the students to become part of the staff/ward 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.

Students must not be left in sole charge of patients/clients at anytime.

1.9 STUDENTS WITH PREVIOUS EXPERIENCE

It is recognised that some students may have substantive experience of work with a client group prior to commencing the programme e.g. those who have previously worked as Health Care Assistants or Clinical Assistant Practitioners. The intention is that such experience is valued by the Pre-registration nursing course but it
remains the responsibility of the student to provide evidence against the competencies and essential skills required regardless of this. Students should advise their Practice Mentor of previous experience because this may enable some specific learning objectives to be negotiated, which will extend their knowledge further.

1.10 PAID EMPLOYMENT OUTSIDE OF THE PRE-REGISTRATION NURSING COURSE

Students have a professional responsibility to ensure that they are fit to attend their practice learning opportunity and/or University to ensure the safety of those under their care as well as for their own health and well being. Students are therefore expected to adhere to the European Working Time Directive that limits the working week to 48 hours. Students must also comply with current bursary regulations. The student’s hours of work while undertaking a practice learning opportunity will not be allocated around outside employment.
Section 2: Attendance

2.1 TRUST INDUCTION
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.

2.2 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 Placement Office and will be recorded on the student’s practice hours record. A monthly absence report will be sent to appropriate Trusts/care organisations for seconded students. Local policy regarding sickness/absence reporting may differ between practice learning opportunities. It is the student’s responsibility to confirm and comply with these arrangements.

As soon as the student knows that they will be unable to attend their shift due to sickness, the student must contact the practice learning opportunity and the University. In the community the student should also contact their Practice Mentor 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, the student should adhere to the following procedure:

1. Attempt to speak directly to either their Practice Mentor or the Clinical Placement Manager
2. If neither of the above is available, leave a message with the most senior member of staff on duty
3. Clearly state their name, university and cohort
4. Clearly state that they will be taking sick leave
5. Give some estimate of how long they feel they may be off sick
6. Keep a record of who took their message
7. Ask the person to make a note of their message in the work diary/message book
8. Telephone the LSBU Sickness/Absence Administrator for their campus (See section 6.3)

Throughout the period of sick leave, the student should keep their Practice Mentor and/or Clinical Placement 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 opportunities, they should adhere to the following procedure:

1. Telephone the practice learning opportunity and notify the Practice Mentor and/or Clinical Placement 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, GP or LSBU Reception) for the first 6 days of leave and obtain a Doctor’s Certificate for the remainder of leave if the leave exceeded 6 days
4. Send the Sickness Self-Certificate form (and Doctor’s Certificate if required) to the LSBU Sickness/Absence Administrator

2.3 UNAUTHORISED ABSENCE

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

Lateness/poor timekeeping is considered poor professional behaviour and must first be discussed with the Practice Mentor, then with the Link Lecturer/Course Director. This will be recorded in the Practice Learning and Assessment Portfolio and taken into account when scoring and assessing the student.

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 opportunity 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.

2.4 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 Nursing and Midwifery Council (NMC).

When the student returns to the practice learning opportunity, the student must discuss with their Practice Mentor/Clinical Placement Manager if and when they will be able to make up all the time they lost. 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 for a Health Assessment, which the Course Director will request.

For all sickness/absence including Special Leave and Compassionate Leave, students are required to complete a Payback form.

- **Southwark students**: The Payback form can be collected from the student helpdesk, K2 Ground Floor. On completion of the required hours, the form must be submitted to the Sickness/Absence Administrator via the helpdesk.

- **Havering students**: The Payback form can be collected from the reception area at the Havering Campus. On completion of the required hours, the form must be submitted to the Sickness/Absence Administrator via the Havering Campus reception.

If the student does not take action to ‘make up’ the practice hours the student may be interrupted on their course and their personal bursary may be stopped.

**2.5 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 Practice Mentor or Clinical Placement 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 complete a Payback form.

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 payback lost time. Students are also allowed to attend ante-natal appointments without regress.
2.6 ATTENDING INTERVIEWS

Third year students in the final four months of their Pre-registration course can attend a maximum of 2 interviews for NHS Staff Nurse posts without regress, though the student should attempt to arrange their work rota so that they can attend the interview during the hours they are not on duty in their practice learning opportunity. The student must produce evidence of the interview dates and time if required by their Practice Mentor or Clinical Placement 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 and the completion of a Payback form.

2.7 ATTENDING TUTORIALS AT A UNIVERSITY CAMPUS

University lecturers sometimes have to schedule tutorial support during the students’ practice learning opportunity allocation. The student should attempt to arrange their work rota so that they can attend the tutorial during the hours they are not on duty in their practice learning opportunity. The student should provide the practice learning opportunity with written proof of a scheduled tutorial. It is at the discretion of the Practice Mentor or Clinical Placement Manager whether to grant the student authorisation to attend the tutorial when the student had been expected to be on duty. If such authorisation is given the student should have their personal duty record card signed by the lecturer who facilitated the tutorial to indicate the student did attend and how long the tutorial lasted for. The student will not be required to payback lost time in terms of the duration of the tutorial only. If such authorisation is not granted by the Practice Mentor or Clinical Placement Manager, the student should inform the lecturer facilitating the tutorial.

2.8 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. Students must inform the Course Director of any changes to their health status which may affect their practice learning during the Pre-registration course.

If there is a concern about a student’s health during the Pre-registration course the University can request the student to attend Occupational Health for assessment and may interrupt the student’s studies 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, keeping a copy for their own records, and follow the local Trust/care organisation policy with the guidance of the Clinical Placement Manager. It is the student’s responsibility to inform the relevant 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 Clinical Placement 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, keeping a copy for their own records.

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 Clinical Placement Manager and seek advice from the relevant 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 relevant 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 relevant LSBU Occupational Health provider, before attending their practice learning opportunity.

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

It is the student’s responsibility to inform the relevant Occupational Health provider if they have any condition(s) that may affect their practice. Advice given by the Occupational Health provider must be adhered to, in order to ensure student, patient/client and staff safety. Examples of such conditions are the student has a blood borne virus, has sustained a significant musculo-skeletal injury, such as those sustained in a road traffic accident or back strain, has a skin condition
which is either infectious or might leave the student vulnerable to infection.

It is also advisable for the student to inform their practice learning opportunity of any illness or condition that may affect their own safety or safety within the practice learning opportunity.

If a student is unable to seek advice from the relevant LSBU Occupational Health provider as they may be unavailable e.g. at the weekend, the student should discuss their concern with the Clinical Placement Manager and follow their advice.

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

The contact details for LSBU’s Occupational Health providers are as follows:

**OH Provider for Southwark Child Students (except UCLH)**
Great Ormond Street NHS Hospital for Children
Occupational Health Department
Level 3, Ormond House
26-27 Boswell Street
London WC1N 3JZ  Tel No: 020 78138554

**OH Provider Southwark UCLH Child & Adult Students**
University College London Hospital
Occupational Health & Safety Service
Basement of Warwickshire House
56-58 Gower Street
London WC1E 6EE  Tel No: 020 7380 9056
Fax No: 020 7380 9151

**All Other Students**
Capita Health Solutions
10 Queen Victoria Road
Coventry CV1 3PJ  Tel No: 02476 500700
Fax No: 02476 500701

**2.9 PREGNANCY AND MATERNITY/PATERNITY 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 New and Expectant Mothers Policy’ (2011), produced by LSBU Faculty of Health and Social Care. Seconded students should also follow their Trust policy.

Students requiring paternity leave must discuss this with their Course Director.

2.10 CRIMINAL RECORD BUREAU (CRB) CLEARANCE

All students must have received CRB 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. Students are also required to inform the Course Director of any changes to their CRB status e.g. if they have received a caution or conviction, during their Pre-registration course.

2.11 ALCOHOL, DRUGS AND SUBSTANCES

Students have a professional requirement to adhere to ‘The Code: Standards of conduct, performance, and ethics for nurses and midwives’ (NMC 2008) at all times.

Students must not consume alcohol during working hours, including official or rest breaks. Students must also ensure that they do not attend work under the influence of alcohol, even if consumed outside work hours. Any disregard for this requirement may result in the student’s immediate suspension from the practice learning opportunity and referral to the LSBU Fitness to Practice Panel following investigation.

Students must not take or consume illegal drugs, substances, medication not prescribed to them or medication prescribed for someone else at anytime. Any disregard for this requirement may result in the student’s immediate suspension from the practice learning opportunity and referral to the LSBU Fitness to Practice Panel following investigation.

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.

2.12 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 Staff. However, in exceptional circumstances when the Course Director and Cohort Leader are not available e.g. weekends/night duty, the Clinical Placement 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 Clinical Placement 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.
Section 3: Student Responsibilities and Rights

3.1 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 programme. In the event of a student having concerns regarding their safety they should discuss this with the Clinical Placement Manager or Practice Mentor immediately. At the same time the student must inform the Link Lecturer for that specific practice learning opportunity.

A student nurse may consider becoming a member of a professional body/union whilst 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.

All students have the right to be treated in accordance with applicable legislation, such as the Equality Act (2010) and in accordance with the NMC policy. It is the student’s responsibility to inform all practice learning opportunities of specific needs or requirements.

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

3.2 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. Any issues should be addressed with the Practice Mentor and/or clinical/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 and practice learning opportunities.
Students should also think very carefully about what information about themselves is disclosed to patients/clients and never disclose information which might compromise their safety e.g. personal telephone number.

Students must not disclose passwords or use passwords inappropriately. Students must adhere to NMC directives on confidentiality, the Data Protection Act (1998) and the practice learning opportunity’s policies on confidentiality and data protection.

3.3 CONSENT

Students must always seek the understanding and co-operation of the patient/client before undertaking any clinical/care activity. 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 Mentor or a qualified member of staff in establishing effective communication with the patient/client.

3.4 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, either whilst still in practice or on completion of the practice learning opportunity. Students must not embark on a relationship beyond professional boundaries with the aforementioned as per the NMC (2008) ‘The Code: Standards of conduct, performance, and ethics for nurses and midwives’. The relationship between the student and the patient/client must remain professional.

3.5 DOCUMENTATION


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 Clinical Placement Manager with regard to using any documentation and, in
the case of patient care plans, permission must always be gained from
the patient/client themselves or legal guardian. Any assignment must
maintain anonymity for staff, patients/clients, Trusts/care organisation
and the practice learning opportunity. A written record of this
permission must be countersigned by the Clinical Placement Manager
and the record must be kept by the student.

Documentation (paper copies and electronic) must never be removed
from the practice learning opportunity. This includes handover notes
which must be destroyed in a confidential manner e.g. shredded at the
end of each shift.

Students taking notes for learning purposes need to ensure they
remain anonymous.

Documentation must never be photocopied without permission from the
Clinical Placement Manager.

3.6 ADMINISTRATION OF MEDICINES

Students must always follow the NMC (2008) ‘Standards for Medicines
Management’ and must comply with the Trust/care organisation,
practice learning opportunity and LSBU written 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.

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 transfusion of blood products.

3.7 ACCOMPANYING OR ESCORTING PATIENTS/CLIENTS

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

(a) 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 in terms of both the
resident’s mental/physical state and with the permission of the
Clinical Placement Manager.

(b) Where there is a qualified member of staff present and the
student is accompanying the staff/client as a learning
experience.
(c) Within Mental Health/Learning Disability settings it is acknowledged that unrestricted informal patients who, subject to appropriate risk assessment, can leave the practice learning opportunity and may be accompanied by a student as part of their learning experience, in accordance with the Trust/care organisation policy. This will take place under the supervision of the Practice Mentor/qualified member of staff.

(d) 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 Mentor. However, the student should be supernumerary and should at no time be left responsible for a patient/client.

First year students may only accompany patients to operating departments under the direct supervision of their Practice Mentor/qualified staff, as a learning opportunity. Second and third year students may accompany a patient to operating departments independently on a case-by-case basis following a documented assessment of the student by the Practice Mentor of this skill and in accordance with Trust/care organisation policy. Likewise, second and third year students may accompany a patient/client back from having had an invasive procedure independently on a case-by-case basis following a documented assessment of the student by the Practice Mentor of this skill and in accordance with Trust/care organisation policy. In all situations the Practice Mentor/qualified staff will maintain accountability for the patient’s care.

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

Trust/care organisation policy should be adhered to by the student on accompanying or escorting a patient/client.

### 3.8 USE OF OWN VEHICLE BY STUDENTS FOR WORK PURPOSES

Students are not permitted to use their own vehicle for directly related practice learning opportunity work-related purposes e.g. visiting or transporting a patient, transporting their Practice Mentor while on duty.

### 3.9 RESPONSIBILITY FOR PATIENTS/CLIENTS

Students must not be left unsupervised with patients/clients in a practice learning opportunity. The student must never be asked to be
responsible in those situations and is not accountable should a problem arise.

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 Mentor.

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

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

Students are not allowed to be directly involved in Control and Restraint activities.

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

### 3.10 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 Mentor or the Clinical Placement Manager.

### 3.11 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. The NMC provides guidance on behaviour and conduct in NMC (2010) ‘Guidance on professional conduct for nursing and midwifery students’.

Where the Practice Mentor/clinical team feel that the student’s behaviour is inappropriate, initially this will be discussed within the supervisory setting and where necessary recorded in the Practice Learning and Assessment Portfolio.
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 to the LSBU Fitness to Practice panel.

3.12 RAISING CONCERNS BY A STUDENT

Where it is felt by a student that a member of the staff is behaving inappropriately or the student has witnessed unsafe, unprofessional or poor practice, the student should initially raise this with the Practice Mentor or Clinical Placement Manager immediately. This would usually be dealt with internally by the practice learning opportunity management. The Link Lecturer would only be involved in terms of keeping him/her updated with the situation or where the student feels the matter has not been dealt with appropriately. However, if the student feels unable to raise their concern with the Practice Mentor or Clinical Placement Manager, for example because the person involved is one of these members of staff then their first point of contact should be the Practice Facilitator or the Link Lecturer. Most Trusts/care organisations will have their own specific policies and guidance that should be followed in such circumstances.

In the case of service concerns particularly those relating to patient/client care, there should be immediate contact between the Practice Mentor, Link Lecturer and Clinical Placement Manager to agree the management of the issue. The Trust/care organisation would advise the student regarding their input with this in accordance with Trust/care organisation and University policies. Students need to report the incident as soon as possible after it has occurred. Students can report an incident at any level within the Trust/care organisation or the University. If the incident is reported to the University, the information will be shared at an appropriate level within the Trust/care organisation. The student will be supported by both the University and the Trust/care organisation during this process.

3.13 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. If a student is subjected to inappropriate behaviour they should report it to their
Practice Mentor/Clinical Placement Manager and document it accordingly e.g. Incident Form. The student should respond by using this as a learning experience. The student should reflect on their behaviour, thoughts and feelings and discuss these in supervision. The Practice Mentor or other member of staff should be available to role model how to deal with these situations and to advise and support the student.

The student can also speak to the Link Lecturer or Personal Tutor and can use reflective sessions to get peer feedback and support.

### 3.14 MOBILE PHONE, CAMERA AND VIDEO

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

Where a student uses or continues to use such a device inappropriately, this will be viewed as unprofessional behaviour and deemed a breach of confidentiality, which could lead to referral to the LSBU Fitness to Practice panel following investigation.

Students are not permitted to take audio and/or visual recordings and images by using a camera, video recorder or any other device, at any Trust/care organisation or practice learning opportunity.

### 3.15 INTERNET INCLUDING SOCIAL NETWORKING USAGE

Students should not invite practice learning opportunity staff, patients/clients, their carers, their family/relatives/friends to become their ‘friends’ on social networking sites e.g. Facebook™, Twitter™, MySpace™, and should decline any invitations from the above groups to become ‘friends’ for the duration of their course.

Students should not discuss practice learning opportunities, patients/clients, any staff or other individuals related to their Trust/care organisation or practice learning opportunity on the internet including social networking sites. This 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 a referral to the LSBU Fitness to Practice panel following investigation.

The NMC provides guidance on the use of social network sites by nurses, midwives and students via its website and the ‘advice by topic’ section.
3.16 CLINICAL EQUIPMENT/MEDICAL DEVICES

Students must ensure they are trained and adhere to Trust/Care organisation policies with regard to the appropriate use of equipment such as hoists, capillary blood glucose monitoring equipment.
4.1 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 dress 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, and clothing should not be tight or restrict movement. 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 whilst on duty the practice learning opportunity’s practice policy 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.

4.2 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 maybe 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 student uniform must only be worn when undertaking student nurse practice learning.

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 may be worn when travelling to a practice learning experience providing it is completely covered by a full-length coat if this is acceptable within Trust/care organisation policy.

Trust/care organisation policy for shoes must be followed. They should be suitably supportive for moving or handling patients/clients. Lace-up shoes give a firm fitting and support. Wearing trainers, open toed shoes, canvas or suede shoes is not permitted in practice learning opportunities.

If a student wears a headscarf, it should be plain, unadorned and follow Trust/care organisation policy.

4.3 PERSONAL HYGIENE INCLUDING HAIR AND FINGERNAILS

Particular attention should be paid to personal hygiene. Perfume and aftershave should be discreet and not overpowering.

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.

Male students should be clean-shaven, or if a beard or moustache is worn, this must 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.

4.4 BODY ADORNMENT

The student is not permitted to wear any jewellery except for a plain wedding ring and/or earrings limited to one small pair of studs. Trust/care organisation policy must be followed in relation to jewellery,
visible tattoos and visible body piercing. Students are not permitted to wear false eye lashes in any practice learning opportunity.

4.5 WATCHES

Wristwatches must not be worn whilst carrying out nursing duties in clinical areas and where uniform is worn. Where fob watches are worn they must be pinned to fall inside a pocket.

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

4.6 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. Students must only use their own ID badge and only be in possession of the ID issued to them.

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 unable to display appropriate ID badges they can expect to be sent off duty and will be required to 'make up' any missed practice hours.

4.7 PLASTIC APRONS/GLOVES

Students are required to adhere to Trust/care organisation policy on infection control management and prevention including the use and disposal of plastic aprons and gloves.
5.1 SUPPORT DURING PRACTICE LEARNING OPPORTUNITIES

During practice learning opportunities students will be able to access support from both LSBU (for example their Link Lecturer, Personal Tutor, Course Director) and from individuals within the Trust/care organisation (for example the Practice Mentor, Clinical Placement Manager, Practice Facilitator, Lead Nurse, Practice Development Manager).

Students who have specific learning needs are recommended to discuss these with their Practice Mentor prior to the commencement of the practice learning opportunity. The student should discuss their specific needs and identify any strategies that will assist their learning. The Link Lecturer may be involved if this is thought to be helpful. Practice Mentors may find the guidelines for supporting students with dyslexia in practice useful and if the student does not have a copy they can be obtained from the Link Lecturer.

All students have a responsibility to work collaboratively and in a professional manner with the practice learning providers and its employees, according to local policies and procedures as well as NMC (2008) ‘The code: Standards of conduct, performance and ethics for nurses and midwives’.

5.2 LINK LECTURER

This is a member of academic staff who is responsible for liaising with identified practice learning opportunities. They will liaise with these areas on a regular basis and ensure that staff are kept informed of course developments that may impact on Practice Mentors. They are also responsible for preparing staff, where necessary, for assessing and mentoring students.

The Link Lecturer aims to visit students at least once during their practice learning opportunity as a minimum requirement. Students in Community practice learning opportunities will meet with the Link Lecturer for a group tutorial.

Link Lecturer visits are generally to support the student. The Practice Mentor is welcome to join the visit if the student is agreeable. In some practice learning opportunities (e.g. Learning Disability) it is regarded as good practice, wherever possible, for the Link Lecturer, student and Practice Mentor to meet together.
Students will normally be informed of the date and time of the Link Lecturer’s visit and should inform the Practice Mentor. The student should prepare for the visit by reviewing their current progress against their identified learning objectives and appropriate competencies. 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.

Should the student have any difficulties or concerns in a practice learning opportunity they should notify the Link Lecturer. During a visit from the Link Lecturer, it is the student’s responsibility to raise any issues of difficulty or concern. The Link Lecturer will follow up any issues as appropriate.

Equally, should the Practice Mentor feel there is a difficulty, concern, or wishes to make an enquiry, he/she should contact the Link Lecturer and the Trust/care organisation Practice Facilitator or equivalent and, if necessary, arrange for them to visit the practice learning opportunity.

It is the student’s responsibility to attend activities such as teaching/reflective tutorials as may be arranged by LSBU/Trust/care organisations. For example students allocated to Mental Health practice learning opportunities at the Havering campus will be expected to attend teaching/reflective sessions which are called Locality Educational Team meetings every 3 weeks.

### 5.3 PERSONAL TUTOR

This is a University academic, part of whose role is to track their student’s academic and practice progress and provide general pastoral support and guidance where necessary. The Personal Tutor is also responsible for seeing and signing the students’ Practice Learning and Assessment Portfolio for every practice learning opportunity when it is completed.

### 5.4 PRACTICE FACILITATOR, PLACEMENT DEVELOPMENT MANAGER, PRACTICE CO-ORDINATOR, PRACTICE EDUCATOR

Each of these are members of staff who are based at the Trust/care organisations, who work collaboratively with the University Placement Office, academic staff and Practice Mentors. Part of their role is to facilitate a positive learning environment within practice learning opportunities for all students.
5.5 MENTOR/SIGN-OFF MENTOR

The term “Mentor” is used to denote the role of the Nurse, Midwife or Health Visitor who facilitates learning and supervises and assesses students in the practice learning opportunity (NMC 2008).

An NMC Mentor is a registrant who, following successful completion of an NMC approved mentor preparation programme (or comparable preparation that has been accredited by an Approved Educational Institution as meeting the NMC mentor requirements) has achieved the knowledge, skills and competence required to meet the defined outcomes (NMC 2008).

In addition, some clinical areas allocate a second person to the student who acts as an Associate Mentor supporting their learning and assessment. This person may or may not have completed their mentor preparation programme and will work in partnership with the mentor.

The term ‘sign-off’ Mentor is given to a Mentor who has met additional criteria in order that they are able to sign off a student’s competency at the end of an NMC approved programme i.e. the Pre-registration nursing course.

The sign-off Mentor is responsible for the completion of the practice learning assessment document during the third year final practice learning opportunity.

A sign-off Mentor has a minimum of an hour per week protected time for a student undertaking their final practice learning opportunity in accordance with NMC guidelines (NMC 2008). This time may be spent doing a range of activities, though it will include time spent with individual students to support their learning and assessment.

In some practice areas such as learning disability services, social services, nurseries, schools and residential homes, the Mentor may not hold a professional nursing, midwifery or health visiting qualification. In this instance, the Mentor should have, wherever possible, a professional qualification relevant to the field of practice and have been appropriately prepared.

5.6 ROLE AND RESPONSIBILITIES OF THE MENTOR/SIGN-OFF MENTOR

During practice learning opportunities, the Practice Mentor provides day-to-day support for the student and acts as a role model for him/her.

Each student should have access to their Practice Mentor for a minimum of 40% of their time in practice. If the Practice Mentor is not available to work with, or supervise the student, it is the responsibility
of the Practice Mentor or nurse/person in charge of the shift to assign another appropriately qualified member of staff to work with and supervise the student and ensure continuity of practice learning and assessment.

The Practice Mentor's contribution to student learning and the level of supervision offered takes account of the experience available, the student's stage in the Pre-registration course and level of competence and the student's previous learning and assessment of outcomes.

Practice Mentors are responsible for the formative and summative assessment of student learning in practice. They work in partnership with other staff in the Trust/care organisation and the University.

The role of the Mentor in regard to student support and learning is:

- To ensure that the student is fit for practice
- To facilitate student learning
- To supervise, support and guide students
- To act as a credible role model in the delivery of care
- To safeguard the welfare of the student by ensuring that participation in care is to the student's individual level of competence
- To provide support for the student in achieving broad and specific practice learning outcomes
- To provide guidance to the student in formulating learning contracts
- To plan learning programmes with the student, specific to individual needs
- To assist the student to develop skills, understanding and abilities through reflection on practice
- To formally assess the student's achievement of learning outcomes and provide constructive feedback
- To provide support and assist the student in enlisting other support mechanisms

The key additional element of the role of the sign-off Mentor is that they make judgements about whether a student has achieved the required standards of competence for safe and effective practice at the end of their Pre-registration course.

The Practice Mentor should normally meet with the student within 48 hours of the student commencing their practice learning opportunity to discuss the student's learning needs both in relation to their course learning outcomes and personal learning needs and plan their learning programme for that practice learning opportunity. They should also ensure that the student is aware of all safety aspects of the practice learning opportunity.
The Practice Mentor can assist the student in arranging visits to appropriate areas or to spend time with appropriate members of the health care team.

The Practice Mentor and student should agree and set dates and times when they will meet to reflect on practice and review the student’s progress. These times should be timetabled into the off-duty to give the Practice Mentor time to undertake these reviews. These should be at the mid-point and prior to the end of the practice learning opportunity, or more frequently if necessary.

5.7 ASSESSMENT OF PRACTICE

More detailed guidelines on practice assessment can be found in the Student’s Practice Learning and Assessment Portfolio and the Regulations on Assessment and Progression.

It is the student’s responsibility to approach their Practice Mentor to set up regular meetings. These should be within 48 hours of starting the practice area, 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 Learning and Assessment Portfolio and for ensuring that this is completed accurately, with all sections completed as appropriate, by the end of the practice learning opportunity.

Should the allocated Practice Mentor be unavailable, e.g. on night duty, the student should approach the Clinical Placement Manager to ask for a co-supervisor or a change of Practice Mentor. The student can always approach the person in charge for guidance. If the Practice Mentor appears unfamiliar with the documentation the student should inform the Link Lecturer/Practice Facilitator so that he/she can update the Practice Mentor accordingly.

5.8 THEORY ASSIGNMENTS

Students usually have theory assignments to complete as an ongoing 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 the University staff. The Practice Mentor 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.
assignments or to deliver them to the University. Theory assignments should be completed when the student is not expected on duty.

5.9 OPPORTUNITIES FOR STUDENTS TO GAIN FURTHER EXPERIENCE

Whilst in practice students are encouraged to organise some visits to other units/services. These should be relevant to the practice area, and must not interfere with the normal assessment process. The student is responsible for negotiating these activities with the Practice Mentor and for documenting the visit, either in the ward diary or on the duty rota.

5.10 STUDENT SELF-DIRECTED LEARNING AND REFLECTION

Practice Mentors should provide a basic induction. However, students are expected to use their initiative and organise themselves and their time to maximise their learning.

Students should seek out basic information for themselves but with the support or help of the Practice Mentor if necessary, for example:

- Policies and procedures for the practice area
- Medications and other treatments
- 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

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.

5.11 QUALITY MONITORING OF THE PRACTICE LEARNING OPPORTUNITY INCLUDING PRACTICE EVALUATION FORM

Quality monitoring of the practice learning opportunity is undertaken jointly by the Link Lecturer and the Clinical Placement Manager or nominated person on an annual basis. An important element of the continuous quality monitoring process is the students Practice Evaluation Form that they complete on their return from practice. It is therefore essential that all students returning from their practice learning opportunity complete the Practice Evaluation form.
5.12 INTERPROFESSIONAL PRACTICE EXPERIENCE

Undertaking a variety of practice learning opportunities is an effective way of achieving the goal of interprofessional learning. Students will be expected to observe, participate and engage in interprofessional and inter-agency work during their Pre-registration nursing course in order to meet the NMC competencies.

In their practice learning opportunities students will have opportunities to evaluate the nature of team working and their own contribution to caring for patients/clients in an interprofessional context. Students are required to meet this specific learning outcome by completing the relevant documentation.
6.1 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 e.g. 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 website.

Only in exceptional circumstances will a practice learning opportunity change be considered. 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 opportunity allocations will be published via Blackboard 2-4 weeks prior to the commencement of the practice learning opportunity. It is the student’s responsibility to ensure that they check Blackboard regularly. 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. Students will be notified of such changes via Blackboard or directly by a Placement Administrator.

6.2 CONTACTING THE PRACTICE LEARNING OPPORTUNITY

It is the student’s responsibility 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.
- Ask any questions.

In the event of the practice learning opportunity being unable to accommodate the student, for whatever reason, the student must contact their Placement Office immediately. It is not acceptable for the student to expect the Placement Office to be able to resolve problems
if they have only been contacted two or three days before the start date.

6.3 PLACEMENT ADMINISTRATORS AND SICKNESS/ABSENCE ADMINISTRATORS

The Placement administrators will be pleased to answer any questions regarding the allocation of practice learning opportunities, students’ names, and dates of attendance. They can also answer queries about Trust/care organisation and practice learning opportunity procedure. However, they are unable to answer queries on subjects such as curriculum content or course issues, including study days. Enquiries of this nature should be directed to the Link Lecturer, Personal Tutor, Cohort Leader or Course Director.

There are 2 Placement Offices consisting of Placement Administrators with specific remits and Sickness/Absence Administrators serving each campus.

- SOUTHWARK CAMPUS

Postal Address: Placements Office, London South Bank University, 103 Borough Road, London SE1 0AA

Actual Location: Reception Ground Floor, K2 building

Fax Number: 020 7815 8099

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<tr>
<th>Administrator name</th>
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| Ballu Sesay         | 020 7815 8004 sesayba@lsbu.ac.uk | • UCLH (Adult, Child)  
                      |                | • Great Ormond Street Hospital |
| Martin Weller       | Tel: 020 7815 8495 wellerme@lsbu.ac.uk | • Guys & St. Thomas  
                      |                | • Kings College Hospital  
                      |                | • South London & Maudsley  
                      |                | • Camden and Islington (Mental Health) |
| Stella Anaman       | Tel: 020 7815 8066 anamans@lsbu.ac.uk | • Learning Disabilities/Social Work |
| Jacob Fernadez      | 020 7815 8141 hsc-southwarkabsence @lsbu.ac.uk | Sickness/ Absence Administrator |
| Pat Ambersley       |                |       |
**Havering Campus**

Postal Address: Placements Office,  
London South Bank University,  
Gubbins Lane (access via The Drive)  
Romford  
Essex  
RM3 0BE

Actual Location: Ground Floor, Room G26

Fax Number: 020 7815 5906

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<tr>
<th>Administrator name</th>
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| Furhat Aslam        | 020 7815 5965   | - Barking, Havering & Redbridge NHS Trust  
|                     | aslamf2@lsbu.ac.uk | - Chelsea and Westminster (Adult) |
| Clare Connolly      | 020 7815 5919   | - Chelsea and Westminster (Child)  
|                     | connolcp@lsbu.ac.uk | - Chelsea and Westminster (1 year BSc course)  
|                     |                 | - Imperial College Trust (1 year BSc course)  
|                     |                 | - North East London Foundation Trust (Child, Midwifery courses) |
| Karen Thoms         | 020 7815 5966   | - Whipps Cross University Hospital  
|                     | thomskj@lsbu.ac.uk | - Chelsea and Westminster (Adult)  
|                     |                 | - Havering PCT  
|                     |                 | - Barking & Dagenham PCT  
|                     |                 | - Redbridge PCT  
|                     |                 | - Waltham Forest PCT |
| Claire Hayward      | 020 7815 5940   | Sickness/ Absence  
|                     | hsc-essexabsence @lsbu.ac.uk | Administrator |
6.4 LSBU PRACTICE LEARNING OPPORTUNITY ACADEMIC LEADS

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

- **Joady Mitchell**  
  Principal Lecturer (Practice Learning & Clinical Skills)  
  Location: Southwark campus, K2 building, Room V502  
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