**University of Brighton**

**School of Health Sciences**

**Policies and Process for Supporting Learners in Practice Settings**

**2019**

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Who is this document for?

SHS academic and administrative staff, students, to share with Practice Education Facilitators, and practice colleagues

# Contact information

|  |  |
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| **Placement Contact** | **Contact name / details** |
| **Practice Learning Team emails**  | To access each of the placement teams, please see below for the appropriate email:PLLEast@Brighton.ac.ukPLLCentral@Brighton.ac.ukPLLWest@Brighton.ac.ukPhysiotherapy-Placements@brighton.ac.ukOccupational-Therapy-Placements@brighton.ac.ukPodiatry-Placements@brighton.ac.uk  |
| **Out of hours** | When students are in practice out of normal working hours they should seek support from the education teams and/or practice supervisor within the placement provider organisation. In an emergency situation the university switch board (01273 600900) can contact the Head of School. |
| **SHS Placement Administration Team** | **Sara Hadland** (Senior Placements Administrator- Physiotherapy and Occupational Therapy)S.Hadland@brighton.ac.uk 01273 643873**Marian Allistone** (Podiatry)M.Allistone@brighton.ac.uk 01273 644701**Kirsty Dunhill** (Senior Placements Administrator – Trainee Nursing Associate and Paramedic Science) k.i.dunhill@brighton.ac.uk 01273 644038**Martyn Haddock** (Adult Central - Nursing)m.haddock@brighton.ac.uk 01273 644019**Shawn Belliveau** (Adult West, Child Nursing and Midwifery)s.belliveau@brighton.ac.uk 01273 644092**Lina Tichomirova** (Mental Health & Return to Practice)L.Tichomirova2@brighton.ac.uk 01273 641883**Donna Smith** (Adult East Nursing)dls15@brighton.ac.uk 01273 644050 |
| **Practice Learning and Liaison Specialist Support Unit**  | **Maria Birch** Deputy Head of School**, Lead**m.birch2@brighton.ac.uk01273 644705**Theresa Corkill** (Practice Learning Lead for Nursing, lead for PVI practice placements)T.K.Corkill@brighton.ac.uk01273 644553**Sarah-Jane Ryan** (Practice Education Tutor)PhysiotherapyS.J.Ryan@brighton.ac.uk01273 643515/07843242872 |

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| **Practice Education Facilitators (PEFs)** | The PEFs are employed by individual Trusts to support mentors and students in practice whilst working in partnership with the teams listed above to secure high quality placements for all students'.  Alison Smith-Robbie - a.smith-robbie@nhs.net(Sussex Community Trust)Mobile 07824895822Angie Jarvis – a.jarvis1@nhs.net (East Sussex Healthcare Trust – acute)01323 417400 Ext: 134389Mobile 07788921529Ian Taylor –  ian.taylor@sussexpartnership.nhs.uk(Sussex Partnership Trust)Mobile 07738757665Suzannah Prince – Suzannah.Prince@Sussexpartnership.nhs.uk (Sussex Partnership Trust)07909256495Liz Johnson – liz.johnson1@nhs.net (Brighton Sussex University Hospitals NHS Trust)Mobile 07917856144David Kerridge - David.Kerridge@wsht.nhs.uk(Western Sussex Hospitals NHS Foundation Trust)Mobile 07825 907 321Sharon Dormer - sharon.dormer@wsht.nhs.uk(Western Sussex Hospitals NHS Foundation Trust)Mobile 01903 205111 (ext 85546)Alyson Stobbs - Alyson.Stobbs@nhs.net (Surrey and Sussex Healthcare NHS Trust)Landline: 01737 768511 ext: 6592Jacqueline O'KANE j.o'kane@nhs.net bsuh.midwiferypef@nhs.net - Midwifery students(Brighton Sussex University Hospitals NHS Trust)Mobile: 07900716104Rebecca Potter – esht.midwiferyeducationteam@nhs.net Midwifery Education team07789 938843Michelle Cooke Michelle.Cooke@wsht.nhs.uk Practice Development Midwife07525 422246 |

# Communicating practice learning opportunity(PLO) allocations/placements

Terminology used: Nursing, Midwifery and Paramedics: Practice Learning opportunity refers to any area where a student is placed for practice experience. Physiotherapy, Occupational Therapy and Podiatry: The term ‘placement providers’ or ‘practice placement’ will be used.

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| **Applies to** | **Timeline** | **Action**  |
| **Midwifery Students**  | Prior to commencement of the academic year. | Information will be sent to PLO’s for students on midwifery courses for following academic year. |
| **Nursing / Paramedic Students** | **Eight weeks / 40 working days** prior to a PLO commencing. | Administration Placement Team for nursing/midwifery and paramedics will email the identified person in the PLO’s with the names of the student(s) and their start date.Date when reply **must** be returned will be included in the email (normally six weeks / 30 working days before start date). |
| **Midwifery/Nursing /Paramedic Students** | **Six weeks / 30 working days** prior to a PLO commencing | Issues that may affect a planned PLO **must** be communicated to the relevant member of the Administration Placement Team for nursing/midwifery and paramedics.  |
| **Nursing / Paramedic Students** | **Four weeks / 20 working days** prior to commencement of PLO | PLO’s will be posted in studentcentral by Administration Placement Team nursing/midwifery and paramedics.  |
| **Midwifery/Nursing /Paramedic Students** | Prior to commencement of PLO | The Administration Placement Team for nursing/midwifery and paramedics will inform a PLO, as soon as they become aware, if there are changes to the allocated students. |
| **Midwifery/Nursing /Paramedic Students** | **Two weeks / 10 working days** prior to commencement of PLO | Students are requested to contact placements / practice learning opportunities *normally* no later than **two weeks / 10 working days** prior to commencement date.Students **must** contact the Administration Placement team for nursing, midwifery and paramedics if any concerns or problems.  |

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# Suspending or withdrawing a practice placement / practice learning opportunity area from use as a practice learning environment.

The provision of a practice environment as a practice placement / practice learning opportunity is a partnership between the placement provider and the School of Health Sciences. Placements / practice learning opportunities are subject to ongoing quality assurance and there is regular communication between the placement / practice learning opportunity and the School to maintain the placement / practice learning opportunity as a suitable learning environment and facilitate their use by students.

In exceptional circumstances where there are difficulties within a placement / practice learning opportunity the use of the environment as a suitable placement / practice learning opportunity for students may be suspended. When a placement / practice learning opportunity is suspended a remedial action plan will be agreed between the SHS and the placement manager. Achievement of the action plan will be monitored by the relevant Practice Liaison Lecturer Team (PLL) and reported to the Practice Learning Partnership meeting (PLP). A placement / practice learning opportunity can only be withdrawn by the Head of School or agreed nominee.

At any stage during an audit year the practice placement / practice learning opportunity manager may request a temporary suspension of student allocation due to unforeseen circumstances i.e. significant staffing shortages, ward closure due to infection.

The following process should be followed.

1. The placement / practice learning opportunity manager would normally contact the relevant Placement Administrator/PLL team and /or PEF/PWT.
2. Relevant placement academic team must be informed of request and proposed date for suspension (this may be with immediate effect) and recommencement of the placement / practice learning opportunity.
3. If temporary suspension is agreed by the Head of school or agreed nominee the Placement Team ASdministrators will be informed as will relevant PEF/PWT and practice liaison lecturer team.
4. Temporary suspension will be noted at next Practice Learning Partnership meeting and meeting of the Practice Learning and Liaison Specialist Support Unit to ensure support for site on working towards recommencement.

**Suspension of a student from a practice placement / practice learning opportunity.**

Students are allocated to a variety of placements / practice learning opportunities to enable them to meet the outcomes for their course of study. The School of Health Sciences works in partnership with practice placement / practice learning opportunity providers to deliver a high quality educational experience based on continuous evaluation, quality assurance and effective communication.

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| **Students** with concerns in relation to their practice placement / practice learning opportunity should discuss these and seek advice from the following (as relevant);- | **Mentors/Practice Educators** with concerns about a student are encouraged to discuss these with them. Advice and/or support may be sought from:- |
| Their mentor or practice educator or their Practice Liaison Lecturer (PLL) or visiting lecturer.The PLL or Practice Education Tutor will advise accordingly.  | The practice placement facilitator / practice learning opportunity managerA Practice Liaison Lecturer or Practice Education TutorThe students personal tutor or course leader (CL)The Practice Education Facilitator (PEF) |

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| **Exceptional circumstances** - when issues cannot be resolved For example;-* concern for the health and/or well being of clients/patients and/or practice placement staff.
* concern for the health and/or well being of the student
* behaviour of the student which indicates potential lack of fitness to practice. (Fitness to Practice procedure will apply).
* Concerns raised out of normal working hours for School of Health Sciences
 | Student and/or staff/client wellbeing would be first priority. The Head of School or agreed nominee would be informed. The Head of School or agreed nominee will decide and communicate any action that needs to be taken / notify managers and or organisations.Students suspended from a practice placement / practice learning opportunity should normally be seen the same day to offer support and to explain the process. The student may be referred to other support services as relevant. When a student has been suspended from a placement / practice learning opportunity the University of Brighton Disciplinary Policy may apply. A copy of this is available in the electronic Student Handbook.When the decision to suspend a student must be taken immediately and the School is closed it may be appropriate for the Senior Manager in the placement area to initiate the process. The Manager must inform the Head of School as soon as possible either when the School re-opens **OR** if it is judged to be necessary via the emergency contact phone numbers. In case where the student is an employee and has been seconded to undertake the course the placement / practice learning opportunity provider may invoke their own policies and procedures. The process and outcome will be notified to the Head of School of Health Sciences or agreed nominee without delay. |

# Raising and escalating concerns about practice settings. (as in course handbooks)

Concerns may relate to issues / concerns relating to (**for example**) poor manual handling / patient safety, a delay in the delivery of care, non adherence to employers policies, hygiene needs not being met.

**Guidance can be found in the following professional standards / guidance:-**

**Health and Care Professions Council: Standards of Conduct, Performance and Ethics (HCPC 2016)** Guidance available from:[**http://www.hcpc-uk.org/registrants/raisingconcerns/**](http://www.hcpc-uk.org/registrants/raisingconcerns/)

**For Nursing and Midwifery - The Code. Standards of conduct, performance and ethics for nurses and midwives. Nursing & Midwifery Council. 2015.** Available from: <https://www.nmc.org.uk/standards/code/>

**For Occupational Therapy: The College of Occupational Therapists’ Code of Ethics and Professional Conduct (2015)** available from: <https://www.cot.co.uk/sites/default/files/publications/public/CODE-OF-ETHICS-2015.pdf> **and Standards of Proficiency for Occupational Therapists (HCPC 2013).** Available from: <http://hpc-uk.org/assets/documents/10000512Standards_of_Proficiency_Occupational_Therapists.pdf>

**For Physiotherapy: The Chartered Society of Physiotherapy** Guidance available from: <http://www.csp.org.uk/tagged/code-conduct>

**For Podiatry: Institute of Chiropodists and Podiatrists** Guidance available from: <http://www.iocp.org.uk/IOCP_Code_of_Ethics.php>

1. **Students**

Student should report immediately (within a maximum of one working week**)** if they witness practice that causes them concern to one of the below;-

**In the practice setting: -**

* Their Mentor/practice educator.
* A Practice Liaison Lecturer/ Practice Education Tutor
* The Practice Education Facilitator (PEF)
* Lead Clinician/Manager/ The Supervisor of Midwives

In **School of Health Sciences**

* A Practice Liaison Lecturer / Practice Education Tutor
* Their Personal Tutor
* The Course Leader and/or the visiting lecturer
1. **In a practice setting**

The person **receiving** the information about practice related concerns witnessed by a student will;-

* Follow Trust / Employer policy.
* Advise the student to inform the relevant contact at the university.
1. **In the School of Health Sciences**

The person **receiving** the information\*\* about practice related concerns witnessed by a student will;-

* Inform relevant Course Leader and/or Practice Liaison Lecturer / Practice Education Tutor without delay.
* (If there is suspicion or witnessing of abuse follow **Procedure for reporting suspicion and or witnessing of abuse** on page 12**).**
* The Course Leader / Practice Liaison Lecturer / Practice Education Tutor must immediately inform the Head of School or agreed nominee responsible for Practice Learning to agree how to proceed.
* The Head of School or agreed nominee will liaise with the Head of School to agree and communicate any action that needs to be taken.

**\*\* When concerns are reported in writing in, for example, a Practice Placement Evaluation, academic written work OR verbally in a Lecturer facilitated session the same reporting process must be followed.**

# Reporting suspicion and or witnessing of abuse. (as in course handbooks)

For information and guidance go to Nursing and Midwifery Council (NMC) guidance available from:

<https://www.nmc.org.uk/standards/safeguarding/introduction-to-safeguarding-for-adults/> and

<https://www.nmc.org.uk/standards/guidance/raising-concerns-guidance-for-nurses-and-midwives/>

Health and Care Professions guidance (HCPC) available from:

[www.hcpc-uk.org/registrants/raisingconcerns](http://www.hcpc-uk.org/registrants/raisingconcerns)

AND

Local Trust/Employer Policy re Safeguarding Adults at Risk and Safeguarding Children

**When reporting suspicion and or witnessing of abuse the following must be followed:-**

**In the practice setting: -** A student witnessing, having knowledge of or suspecting an act of abuse by anyone whilst on a practice placement / practice learning opportunity must report this without delay to

* Their Mentor/practice educator/practice assessor/practice supervisor
* A Practice Liaison Lecturer/ Practice Education Tutor
* The Practice Education Facilitator (PEF)
* Lead Clinician/Manager/ The Supervisor of Midwives

In **School of Health Science**

* A Practice Liaison Lecturer / Practice Education Tutor
* Their Academic Assessor
* Their Personal Tutor
* The Course Leader and/or the visiting lecturer

The first recipient of the report / evaluation must inform the Deputy Head of School without delay. The Head of School or agreed nominee will decide and communicate any action that needs to be taken

**Examples of abuse.**

**Physical abuse**.

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

**Psychological abuse**.

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

**Verbal abuse**.

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

**Sexual abuse.**

Sexual abuse is forcing, inducing or attempting to induce the client to engage in any form of sexual activity. This encompasses both physical behaviour and remarks of a sexual nature made towards the client. Examples include touching a client inappropriately or engaging in sexual discussions which have no relevance to the client’s care.

**Financial / material abuse**.

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

**Neglect**

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

# Student complaints about practice / practice learning opportunity settings

In the first instance the student should contact their personal tutor or the Practice Liaison Lecturer team. The contact at the University should inform the practice learning lead who will also inform the Head of School. If appropriate the student will be advised to follow the University Complaints Policy procedure available at: <https://staff.brighton.ac.uk/reg/acs/docs/Student-Complaints-Resolution.pdf>

The SHS placements processes are in alignment with the University Health and Safety Student Work Placements Policy 2016 available from: <http://staffcentral.brighton.ac.uk/safety/codes/stuplacement.shtm>

**Practice Placement Evaluations (PPE’s)**

**1. Nursing/Midwifery and Paramedics:**

On receipt of a completed Practice placement evaluation the PLL and PEF will receive an email. If the student has not made any negative responses to the questions the PLL and PEF can view the evaluation on line and download the evaluation into word.

Normally the Practice Education Facilitator (PEF’s) will ensure that feedback is given to the placement manager and or other relevant member(s) of staff. Where this is not possible the PLL will ensure that the evaluation is sent.

If the student has given two or more negative response to any of the 12 key questions in the evaluation the PLL/PEF will receive an email alerting them to the potentially poor evaluation. The email contains a link to the PPE will can be viewed on line. \*The PLL **must** liaise with the relevant Course Leader (CL) and where relevant PEF to agree a response. For audit purposes, comments must be recorded in the placement evaluation database. Comments can be recorded by clicking the link entitled ‘follow up this evaluation’ which is displayed at the bottom of the evaluation.

Responses may include one or more of the following;

* No further action required (negative response countered by comment made by student). Note on report and inform CL, PLL and PEF as relevant.
* PLL and or PEF meet with placement / practice learning opportunity manager to discuss response.
* Implementation of an agreed action plan
* Suspension of the placement / practice learning opportunity
* If abuse has been witnessed or suspected
* If practice has been witnessed that has caused concern to the student

The PLL/PEF/PWT can review all PPE’s received for the placement on line. A summary of all the evaluations received for a placement / practice learning opportunity since the last education audit can be requested from Simon Whiffin (database and application developer).

If the student has not made a negative response to any of the questions but the comments indicate that further action should be taken the PLL/PEF/PWT should contact Simon Whiffin to identify that comments need to be attached to the evaluation.

**Course Leader**

The CL will receive a copy of the email sent when a potentially poor evaluation is received. The CL will liaise with the PLL and or PEF/PWT to respond to the PPE ensuring that the follow up action is recorded in the database. The CL is responsible for ensuring that the Assistant Head is informed of the agreed response. This will then be reported to Practice Learning Partnership meeting and Practice Learning and Liaison Specialist Support Unit. Practice Placement Evaluations (PPE’s) should be discussed as an agenda item at all Course Boards and at the Practice Learning Partnership meeting within the Practice Learning and Liaison Specialist Support Unit and for Midwifery to the Programme Board.

**2. Physiotherapy/Occupational Therapy/Podiatry.**

All students will complete placement evaluation forms and email them to the relevant team as part of their assessment process.

Academic placement teams will review all forms and they will be returned to placement co-ordinators within 6 weeks of the end of the placement.

If student has given any negative responses, they will be asked to provide constructive comments on how the situation may have been improved.

Any further clarification or follow up on feedback will be provided by the Practice Education Tutor.

Any serious concerns will be escalated and reported to Head of School or agreed nominee.

**The Educational Audit Process for Nursing**

* The educational audit period will be discussed and agreed between SHS and Practice Partners. Audits are normally done bi-annually.
* SHS will use an electronic auditing process in partnership between the placement co-ordinators and the Practice Liaison Lecturer teams and Practice Education Facilitators/Primary Care Workforce Tutors. There is a named member of Practice Liaison Lecturer teams with an overview for placements within the Private, Voluntary, and Independent Sector.
* All practice learning opportunities used by students will be audited every two years in line with PRSB requirements and the completed reports submitted to the SHS Audit Database. (Placements of 10 days or less do not need to be audited but may be audited in order to provide support).The action plan and organisational overview of all action plans are considered by the PLL teams with PEF’s and PWT’s and reported to the Practice Learning Partnership meeting.
* The status of all practice placement / practice learning opportunity audits and outstanding action plans will be monitored by the Practice Learning Partnership meeting and the Practice Learning and Liaison Specialist Support Unit.

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| **TIMELINE** | **ACTIONS** |
| **Six months prior to the audit period** |  Audit period will be confirmed  |
| **Two months prior to audit period** | A reminder will be sent to identified contacts responsible for the completion of the audit with details of the Practice Liaison Team and Practice Education Facilitator/Primary Care Workforce Tutor/PLL team member with overview for PVI sector available to support this process |
| **One week prior to audit period** | Audit tool available to access |
| **Audit period** | Individual and organisational audits completed. |
| **Organisational reviews** | Organisational audits for nursing students will be reviewed by the Practice Liaison Lecturer teams, Private, Voluntary, and Independent sector lead in the PLL team, Practice Education Facilitators, and Primary Care Workforce Tutors.Any action points requiring follow-up will be monitored through the Practice Education and Liaison Specialist Support Unit  |
| **Audit period completed** | Audits and the final report will be noted at the Practice Learning and Liaison Specialist Support Unit and relevant SHS Course Boards |
| **Ongoing monitoring**  | Changes to placements will be reported to relevant Placement Academic teams. Action plans from educational audits will be reviewed 3 monthly by the named person on the educational audit and recorded on the electronic audit. Educational audit action plans will be a standing agenda item for the Practice Learning Partnership group. |

Educational Audit Check List

(with acknowledgement to Wendy McCarthy, Practice Education Facilitator)

This checklist is for those supporting placement area managers with the educational audit process (NMC, 2008) such as Practice Liaison Lecturers and Practice Education Facilitators.

Here are some guidance notes which relate to the process of undertaking an Educational Audit. These are designed to ensure contact time with practice colleagues is used effectively in support of practice learning. The audit time is the point to fulfil other duties such as updating the profile, mentor database and welcome pack. The PEF team are very happy to support all auditors and fully complete the process, as per the ‘After the audit’ section.

**Before the audit Comments**

|  |  |
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| Identify a date with the lead/manager |  |
| Book/agree a venue and attendees |  |
| Download the placement profile from student central  |  |
| Download the current list of mentors, practice assessors, practice supervisors from the UoB mentor database |  |
| Download the welcome pack (usually found at the bottom of the profile if electronic) |  |
| Request the previous audit |  |
| Be aware of the previous actions on the existing audit and action plan updates |  |
| Have PLL team contact details (A4 poster) ready to take to the placement |  |

**At the audit Comments**

|  |  |
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| Review and make a note of changes to:* the placement profile
* update mentor/practice assessor/practice supervisor list including Triennial review dates and sign-off mentor status
* update electronic or paper welcome pack
 |  |
| Ensure placement has PLLteam contact information visible |  |
| Complete educational audit online |  |
| Agree action plan and set review dates |  |
| Discuss and confirm placement allocations process  |  |
| Note any concerns to follow up |  |
| Submit electronic version |  |

**After the audit Comments**

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| If on paper, check and submit the document to Simon Whiffin (database and application developer) and include the email and postal address |  |
| Alert PEF that audit has been completed and discuss any immediate issues identified |  |
| Forward welcome pack, mentor/practice assessor/practice supervisor list, profile to relevant PEF to process if required |  |
| Share any concerns with relevant PEF |  |
| Discuss potential changes to student allocations with relevant PEF and the placements team at the University. Potential changes includes the year, field, and profession of student and/or the number of students that could be allocated |  |
| Look at action plan and note outcome. If needed identified person follows up action plan points 3 monthly until completed. |  |

NMC. 2008. *Standards to support learning and assessment in practice.* London.

NMC. 2018. *Part 1: Standards framework for nursing and midwifery education.* London.

**School of Health Sciences - BSc (Hons) Nursing Course Placement Planning Checklist**

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**School of Health Sciences – BSc Hons Nursing Course Placements Team**

Kirsty Dunhill – Senior Programme Administrator

Martyn Haddock – Adult Central

Shawn Belliveau – Adult West, Child Field all sites

Donna Smith – Adult East

Lina Tichomirova – Mental Health Field all sites

Placement Planning Checklist

* Using the BSc Hons Nursing Programme Planner check which cohorts require practice looking at number of weeks, hours per week in practice required and identifying cohorts undertaking a final placement that will require a Sign Off Mentor.
* Collate information regarding students Base Site for travel, whether they have their own transport and where they currently live.
* Note any special requirements such as Learning Support Plans (LSPs) or whether students are unable to attend particular areas for personal reasons.
* Look at previous placement experience and map this against pathways to ensure a variety of experience.

Field specific pathway placement types:

**Adult & Child -** Medical/Surgical/Speciality/Community Care/Day Services and Community Teams.

**Mental Health –** Acute/Older Persons/Community/Speciality – Inpatient and Outpatient options for each pathway type

* Using the collected information as above, use planning spreadsheets to map students against potential placement areas based on capacity, whether they can accommodate specific years of study (e.g. first years only/final placement requiring a Sign Off Mentor etc).
* When placements for each cohort have been mapped, check the Audit database to ensure an Audit is in place and will be current for the duration of the placement.
* Ensure that final placements have a Sign Off Mentor in place via the Mentor Database.
* Generate reports based on the finalised planning and send out to placement areas 8 weeks in advance of the student starting.
* Inform students of their confirmed allocations at least 4 weeks in advance and advise them to make contact with their allocated team and introduce themselves/organise shifts.

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| Published Document name | Policies and Processes for Supporting Students in practice settings |
| Date Issued | 2016 |
| Updated | September 2018, December 2018 (NM), February 2019 (PH), December 2019 (MB) |
| New Review date | April 2019 |
| Document Owner | Maria Birch (DoH) Practice Learning & Partnerships |
| Document approved | Senior Management team |
| Lead contact | Maria Birch |