



BSc Nursing / BSc Nursing (Hons) Programmes

**PRACTICE SUPERVISOR /
PRACTICE ASSESSOR HANDBOOK**

September 2021 (v.2.0)

SCHOOL OF NURSING, MIDWIFERY & PARAMEDIC PRACTICE

Glossary of Terms

PS	Practice Supervisor
PA	Practice Assessor
AA	Academic Assessor
PET	Practice Education Team
PE	Practice Educator (HCPC only)
PEL	Practice Education Lecturer
PLE	Practice Learning Environment
Tripartite	A meeting between 3 people, usually the student nurse/midwife, practice supervisor, PEF or PEL or CHEF
ATL Practice	Academic Team Lead for Practice Education
PT	Personal Tutor
PAD	Practice Assessment Document

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Student Supervision and Assessment

The purpose of this document is to help Practice Supervisors (PS) and Practice Assessors (PA) understand and develop their role and how they can collaborate to ensure practice supervision and assessment meet the NMC Standards for student supervision and assessment (NMC 2018a). PS and PA provide an essential contribution to teaching, learning and assessment within the undergraduate nursing programme. In addition, PS and PA play an essential role in helping students develop their competence in practice.

Aim

To offer all students the highest standard of practice learning environments and meet the requirements of professional bodies. These learning environments will be consistent in supervision, opportunity for development and assessment of professional competence. This will be done through progressive and collaborative partnerships with all Practice Learning Environment (PLE) providers.

Support

There are various sources of support available to support students during practice learning experiences:

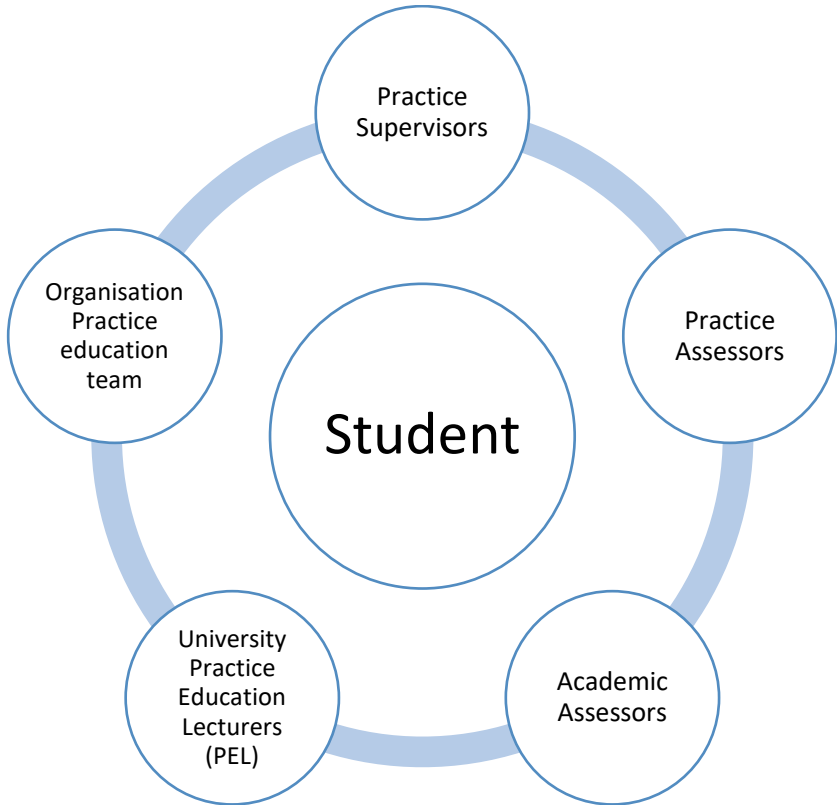


Figure 1: Practice partnership model of supervision

Within each PLE every student on an NMC approved programme will be assigned a nominated PS and a nominated PA to teach and support them and to assess their performance in practice (NMC 2018a). For each part of the programme every student will be assigned a nominated Academic Assessor (AA). Additional information is available within the NES National Framework for PS, PA and AA in Scotland (NES 2019a) and the NES Practice Learning Handbook: for Practice supervisors and Practice Assessors (NES 2019b).

Practice Supervisor (PS)

The PS, for students of nursing, can be any registered health and social care professional working within PLEs. This professional will have contemporary knowledge and experience relevant to the student being supervised and will have been suitably prepared to undertake this role. PS will supervise student learning and support them in working towards achievement of the required proficiencies and learning outcomes.

The role of the PS is to contribute to the student's learning by:

- providing the student with a sense of belonging, ensuring the PLE is welcoming and supports the student's learning experience
- providing the student with an induction and orientation to the PLE
- in discussion with the student, identifying individual learning needs and objectives
- providing constructive feedback in an honest, timely manner
- supporting the student using action planning
- liaising with others who have contributed to the student's learning
- contributing to the student's practice assessment documentation (PAD) as required and provide constructive feedback to enhance development and impact on future performance
- communicating with the Practice Assessor and at times the Academic Assessor to share views regarding student progression
- serving as a role model for safe and effective practice in line with their code of conduct.

Each student will have a PS who will be the nominated person to support the student's development as well as address any concerns. This nominated PS will conduct the initial orientation and support the student in developing learning goals for that PLE. Each student will potentially be supported by a number of additional PS.

Practice Assessor (PA)

The PA for students of nursing programmes must be a registered nurse, and must have the equivalent experience for the student's field of practice. Dependent upon the programme the student is undertaking, the PA will be assigned to a student for one PLE, a series of PLEs or for the whole academic year. The PA role differs from that of the PS as the assessor will seek feedback from PS in relation to student performance and conduct in order to inform assessment decisions.

The role of the PA is to:

- contribute towards student induction and orientation and potentially contribute to the student's initial meeting
- set dates for the interim and final performance review meetings
- contribute towards the continuity and coordination of student supervision through liaison with Practice Supervisors, the student and other team members
- establish and maintain effective communication and collaboration with Practice Supervisors and the Academic Assessor
- discuss and agree how the Practice Supervisor will contribute to the student's review meetings
- undertake objective, evidence-based decisions around student progression, accurately recording the rationale and outcome of the decisions within the student Practice Assessment Documentation (PAD)
- provide feedback and support to Practice Supervisors on key aspects of their role
- act in a timely fashion if a student is failing to achieve the required learning outcomes or in relation to concerns around professional behaviour or conduct.

Note: Practitioners cannot simultaneously be the PS and PA for the same student, with the exception of prescribing programmes, and only in exceptional circumstances.

Academic Assessor (AA)

The AA will be a member of staff from Robert Gordon University (RGU) and will work in partnership with the nominated PS and PA to evaluate and make appropriate recommendations with regards to student progression for each part of the programme.

They will do this by:

- collating and confirming student achievement of the required proficiencies and programme outcomes in each part of the programme
- making and recording objective, evidence-based decisions on conduct, proficiency and achievement
- maintaining current knowledge and expertise relevant to the proficiencies and programme outcomes they are assessing and confirming
- understanding the student's achievements and learning in practice
- being approachable, supportive and aware of individual student learning needs.

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

RGU Practice Education Team (PET)

The role of the University Practice Education Team (PET) is to ensure support is provided for all students, PS and PA during PLEs.

In addition, the Practice Education Lecturer (PEL) will:

- influence, develop and enhance the quality of practice learning by providing support and educational input to the PLE
- facilitate PS / PA preparation in partnership with placement providers
- support the implementation of the Quality Standards for Practice Learning (NES 2020) and the Standards for Student Supervision and Assessment (NMC 2018a) within pre and post registration placement areas across all practice environments and ensure adherence with all quality assurance processes
- provide support in relation to student performance in practice
- maintain clear communication channels with all relevant stakeholders if a student is failing to achieve the required learning outcomes or in relation to concerns around professional behaviour or conduct

Contact details for the team can be found in Appendix 1.

Organisation’s Practice Education Team

There are several Lead Practice Educators, Practice Education Facilitators (PEFs), Practice Educators (PEs), Care Home Education Facilitators (CHEFs) and Associate Practice Educators available in the practice setting to support both students and PS / PA. These educators are employed by the local organisation i.e. NHS, to ensure student, PS and PA support is available as required and to support student learning in practice. If a PLE does not have a named Practice Educator, support will be available from the RGU Practice Education Team. Contact details can be found in Appendix 2.

Inclusion Team

The inclusion team work in conjunction with NHS Grampian Occupational Health Department, GO Health, in providing information and support to students who require reasonable adjustments when undertaking practice learning experiences. The reasonable adjustments will be disseminated as required. It is the student’s own responsibility to inform the PS/PA of any reasonable adjustment in practice that they may require. It is therefore good practice to discuss with the student at the preliminary meeting whether reasonable adjustments can be made to enable the student to practise safely and effectively. Feedback on how the reasonable adjustments are working can be made in the student’s PAD by students, PS/PA and other members of practice education staff.

Cameron Smith	ohadjustments@rgu.ac.uk
Zoi Papadatou	

Personal Tutor

If the student requires pastoral support, you can signpost them to their personal tutor; however, for concerns around performance, professional behaviour or conduct the PEF and PEL should be contacted.

BSc Nursing/BSc (Hons) Nursing

Programme Structure

The BSc Nursing / BSc Nursing (Honours) programme structure is designed to comply with the NMC Future nurse: Standards of proficiency for registered nurses (2018b) to ensure the student is able to meet the NMC requirements for entry to the professional register. Practice learning constitutes 50% of learning across the programme.

A blend of theory and practice learning environments challenges the student to be flexible, adaptable and open to experiencing a range of teaching and learning approaches. The programme enables the student to progressively develop knowledge, skills and relevant attributes for nursing practice and develop knowledge and understanding of key concepts within the subject themes; health, sciences, nursing and practice learning.

The learning is achieved via a modularised spiral curriculum which adopts a constructivist enquiry-based learning method and places emphasis upon reflection from an early stage.

Teaching and Learning Strategy

The teaching and learning strategy for the pre-registration nursing course is designed to:

- ensure teaching and learning methods are informed by research and scholarly activity and reflect a student-centred philosophy;
- prepare the student for employment by ensuring the learning is aligned to contemporary health and social care policy and nursing roles;
- ensure professional outcomes and competencies are central to the learning experience;
- develop graduate attributes in the student;
- enable the student to actively engage, take ownership of learning and become an effective autonomous learner;
- use the student's strengths to build confidence;
- facilitate the student to aim for and achieve excellence;
- promote deep and meaningful learning in theory and in practice.

Additional information on the programme curriculum can be found within the dynamic syllabus on the RGU Practice Learning webpage:

www.rgu.ac.uk/practice-learning

Practice Learning Environments

The course is the equivalent to 50% theory and 50% practice learning. Students undertaking the BSc Nursing (Adult, Mental Health and CYP) courses will complete 8 PLEs. Students undertaking the BSc (Hons) Adult course will complete 9 PLEs and BSc (Hons) Dual Registration course students will complete 10 PLEs to enable them to demonstrate the integration of theory to practice and to meet the NMC required proficiencies and skills detailed within the NMC standards (NMC 2018b).

Supernumerary Status

It is an NMC requirement that students on the BSc Nursing/ BSc Nursing (Hons) programmes have supernumerary status for the duration of their programme. This means students are additional to the PLE staffing requirements and student must not be used to fill gaps in the workforce. Students undertake PLEs to learn and are expected to participate in the work of the practice area allowing them to achieve their learning outcomes and the NMC proficiencies.

If a Practice Supervisor, Practice Assessor or the student have any concerns in relation to supernumerary status, they should contact the PEL team or follow our raising concerns process as detailed in the Practice Learning support Protocol.

Practice Assessment Documentation

Every student will be given a Practice Assessment Document (PAD) which provides a record of the student's learning progress and achievement of the required learning outcomes throughout each PLE. This allows PS, PA and AA to see an overview of progress throughout the programme from start to finish.

The PAD provides an opportunity to demonstrate evidence of learning from academic activities and application to practice learning as well as from practice experience; it is particularly important to demonstrate achievement of the NMC Future nurse: Standards of proficiency for registered nurses (2018b).

The PAD also highlights the points at which planned meetings should occur to provide the opportunity to review student progression and achievement and to complete the required sections within the PAD. The name and email address of the AA allocated for each part of the programme will be documented within the PAD.

Preliminary Meeting

The preliminary meeting and orientation should take place within the first 48 hours of the start of the PLE and at this point dates for the interim feedback meeting and final assessment set. The nominated PS and/or the PA will carry out the preliminary meeting and orientation.

Interim Feedback Meeting

The interim feedback meeting should take place approximately half way through the PLE. This interim feedback is a formative assessment and the PS and/or PA should document and sign the appropriate sections within the PAD.

Final Assessment

The final performance assessment should take place during the last few days of the PLE. This is a summative assessment and should be a face to face meeting and carried out by the PA who will review the student's progress and collate evidence from PS and other relevant parties to support the assessment decision.

Final PLE of Part Confirmation of Completion

Following the final assessment, the PA should review the documentation for the whole part of the course and confirm all the requirements for that part have been achieved. If they have the Confirmation of Completion within the PAD should then be completed. If there are any concerns around achievement the PEL team should be contacted.

In stages 1 and 2 the AA will review student progress throughout the stage by reviewing feedback within the PAD. In addition at the end of the part the AA will confirm student achievement of proficiencies and programme outcomes and recommend the student for progression to the next part of the programme. The AA will have overview of the student achievement to date as will have reviewed the PAD following each PLE and has the opportunity to liaise with PS/PA as required.

For stage 3 and 4 students, there is a requirement that the AA and the nominated PA for the final PLE of this part of the programme, communicate and collaborate to confirm student achievement of proficiencies and programme outcomes and recommend the student for progression to either the next part of the course or recommend the student progress to the NMC register. The Confirmation of Completion within the PAD should then be completed following this final review.

Attendance Record / Absence Management

Students are expected to work the shifts allocated by the practice learning environment enabling them to experience the full 24 hour, 7 days per week care provision. The average time worked should be on average 40 hours per week inclusive of breaks over the duration of the programme.

Students will be required to submit a timesheet upon completion of the PLE and it is the responsibility of the student, Practice Supervisor and Practice Assessor to ensure this is accurate and signed.

The PS, PA and AA should each complete the details required within sections 1.8a, 1.8b and 1.8c in the PAD – the record of signatories.

Information regarding absence management and the process student should follow when reporting absence is available within the School's [Attendance Policy](https://tinyurl.com/sfn2684) (<https://tinyurl.com/sfn2684>).

Assessment in Practice

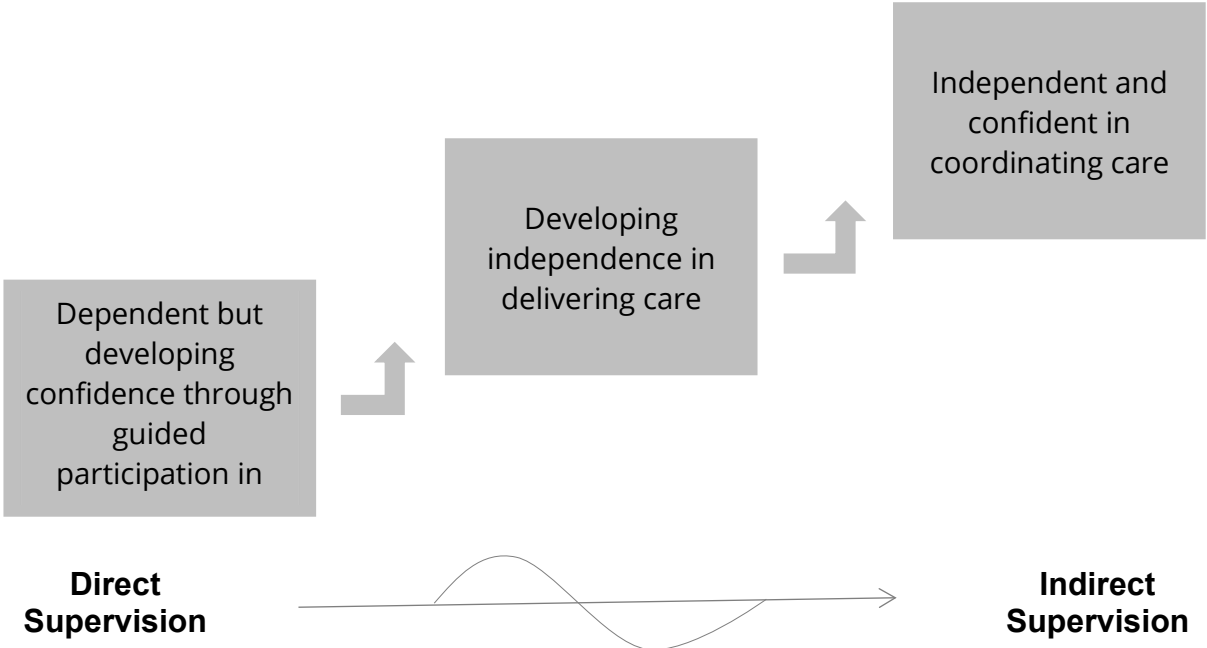
Assessment in practice is an integral component of the teaching and learning process and provides the opportunity to assess student achievement in line with the NMC required proficiencies and skills (NMC 2018b).

There are two components within the BSc Nursing and BSc (Hons) Nursing programme:

1. Platforms and proficiencies
2. Skills and procedures

The seven platforms and associated proficiencies will be assessed for every PLE and confirmed within the PAD. Students must achieve each of the proficiencies by the end of each year to allow progression to the next part of the programme. The participation in care framework below is designed to support PA in identifying the level of performance expected for each of the proficiencies within each part of the programme and examples are provided within the student’s PAD.

Participation in Care Framework



In addition to the platforms and proficiencies, there are communication and relationship management skills and nursing procedures which the student must safely demonstrate before being confirmed by the PS or PA within the ‘Annexes A and B Skills and Procedures’ section of the PAD. Safely demonstrating skills and procedures will take place throughout each part of the programme and will, more often than not, involve a number of PS as well as, potentially, the PA. It is therefore important that at the start of each placement, skills and procedures are reviewed. This will aid the student in determining which skills and procedures they could work towards safely demonstrating in each PLE and should be noted within the Learning Development Plan within the PAD. Students who undertake the dual registration course must normally demonstrate the ability to carry out the skills and procedures within each field of practice however where opportunities are limited in a particular field of practice, they may be demonstrated in any appropriate context or setting.

Additional Learning Opportunities

It may be appropriate to arrange additional learning opportunities (previously referred to as spokes) to give the student the opportunity to achieve some of the skills and procedures unavailable within certain PLEs. These additional learning opportunities

should be arranged collaboratively between the student and PS/ PA. Any skill or procedure that has been safely demonstrated must continue to be demonstrated safely whenever the opportunity arises.

Placement Allocation Model

Practice learning constitutes 50% of learning across the programme and is undertaken via a series of PLEs in each stage.

The School's placement allocation model for undergraduate nursing programmes has been designed to offer students breadth of practice experience in order to provide opportunities to allow all NMC proficiencies and outcomes to be achieved.

PLEs will be allocated within two categories, Primary Care and Secondary Care, and the student will attend PLEs in urban, rural and remote environments within these two categories. PLEs will be allocated within all partner areas, including NHS Grampian, NHS Orkney, NHS Shetland, NHS Highland and Islands, private sector partners and social care partners.

In part one of the BSc programme, the student will be allocated three core PLEs, providing the opportunity to provide care across the lifespan and across fields of practice. PLEs in parts two, three and four of the programme will be field specific. It is anticipated that students will still have the opportunity for additional learning opportunities during their allocated PLEs.

The PLEs allocated vary in length. Please see the course calendar, available on the RGU Practice Learning webpage, which highlights when each PLE starts and ends:

www.rgu.ac.uk/practice-learning

EU Directive / Alternative Fields of Practice

All students should be encouraged to access additional learning experiences throughout the programme to enhance their learning. Students undertaking the BSc Nursing (Adult) and BSc Nursing (Hons) (Adult) courses should use these opportunities to evidence achievement of the EU directive 2005/36/EC requirements (NMC 2018c). These students must evidence learning in relation to general and specialist medicine, general and specialist surgery, childcare and paediatrics, maternity care, mental health and psychiatry, care of the old and geriatrics, and home nursing. Although not a requirement for BSc Nursing Mental Health and CYP students, they should be encouraged to access additional learning experiences and evidence care across the lifespan and across the fields of practice.

Risk Assessment

During a programme of pre-registration nurse education each accredited Higher Education Institution (HEI) has a duty of care to ensure that students are safe while undertaking PLEs. The HEI and practice providers work collaboratively to support all students. According to current Health and Safety legislation (Management of Health and Safety at Work Regulations 1999) some groups of student nurses must be aware of particular hazards in the practice setting. Students who have not attained the age of 18

(Young workers) and those who are pregnant or breastfeeding may need additional consideration, to ensure that they are not exposed to undue risk. For such students, risk assessment should be carried out prior to the PLE to identify areas of concern and control measures.

Outline of roles and responsibilities in relation to risk assessment process

Student responsibilities are to:

- Alert the university as soon as possible if they are pregnant or will be under the age of 18 when they first commence practice.
- Consent to sharing information.
- While any information divulged by a student will be treated sensitively, it will be necessary to share information relating to their situation with the member of staff responsible for the practice learning environment.
- Comply with measures recommended to control risk.

University staff responsibilities are to:

- HEI staff identify that student is under 18 at time of commencing first PLE.
- Ensure initial risk assessment is carried out by an identified person in the practice setting and recorded.
- Ensure recommended control measures are implemented.
- Seek alternative PLE allocation for student if risks cannot be controlled.

Service provider (Senior Charge Nurse or Nurse Manager in charge of the practice learning environment) responsibilities are to:

- Carry out risk assessment.
- Suggests control measures to reduce risk in line with local procedures and guidelines.
- Record these on the appropriate form and within the student's PAD.
- Liaise with Practice Supervisor/Practice Assessor about control measures.
- Ensure recommended control measures are implemented.

Fit to Sit Policy: Extenuating Circumstances

The University operates a Fit to Sit Policy which means that if students undertake an assessment they are declaring themselves well enough to do so.

The University's Regulations require students to attend timetabled assessments and to submit work for assessments within the notified timescale and in accordance with the conditions for the course/module. [*Regulation A3 – Section 1: Academic Appeals (Awards and Progression) Procedure*]. However, the University recognises that illness or other valid circumstances can impact on a student's ability to submit and/or attend an assessment. The University's Fit to Sit Policy, therefore, incorporates provision for extenuating circumstances.

Should a student declare themselves not fit to sit or there be concerns around a student's fitness, for example absence from the PLE due to illness, they should be referred to the stage PEL team for further guidance.

It is the responsibility of the student to ensure that the School is informed of any extenuating circumstances, such as illness or other valid circumstances, which might prevent them from undertaking an assessment or is impacting on their ability to prepare for the assessment.

The Policy and associated forms be can accessed from:

www.rgu.ac.uk/academicregulations

See [University's Fit to Sit Policy](#) [video – 3 minutes] which provides a clear and concise overview of this policy.

Practice Learning Support Protocol

The Practice Learning Support Protocol (PLSP) is aimed to be used by those involved in student assessment during PLEs. The PLSP provides a consistent and transparent way of providing student support and escalating concerns.

For the purpose of this protocol, the term Practice Education Lecturer (PEL) has been used to represent the members of academic staff with responsibility for student learning and PS and PA support during PLEs.

PLEs for both pre-registration and post-registration students remains a core component of degree programmes. A collaborative approach to supporting students in clinical practice should be taken. Students are required to be supervised at all times when providing direct patient / client care; however, supervision can be direct or indirect with PS using their professional judgement to decide where duties may be delegated and the level of supervision required.

PS, PA and AA are supported in their role by colleagues, managers, the local Practice Education Team (PET) and Practice Education Lecturers (PELs). PS and PA may require support from the AA or PET and PELs when making difficult decisions regarding assessment, a student's competence or fitness to progress. Where students have a concern about their PLE, they should be encouraged to raise this in a supportive manner.

This PLSP offers a clear and robust system for escalating concerns. It is separated into two flowcharts:

- one relating to PS, PA and AA concerns,
- one relating to student concerns.

A PLSP can be initiated in relation to any concerns regarding student conduct, competence and achievement and clearly aligned to the competencies / proficiencies of the relevant course.

Student Absence

Please refer to the School of Nursing & Midwifery's [Attendance Policy](https://tinyurl.com/sfn2684) (<https://tinyurl.com/sfn2684>) for absence management guidance. Students are expected to adhere to the Attendance Policy in relation to reporting absence.

If the student is absent and is following the correct policy and procedure, provide the student with the opportunity to identify any additional support needs. When the student returns to placement, the PS or PA should complete the return to work paperwork and submit a copy to SNMPAbsencereporting@rgu.ac.uk. All discussions with the student should be documented in the additional notes pages of the PAD. The PS or PA should highlight any concerns around student absence to the PET and PEL.

If the student is absent and is not following the correct policy and procedure, please refer to the *Raising Concerns Flowchart for Practice Supervisor/Practice Assessors* (Appendix 3).

Student Concern

Students may refer to the *Raising Concerns Flowchart for Students* (Appendix 4) if they wish to raise concern(s) about any aspect of their practice learning.

References

NHS EDUCATION SCOTLAND (NES), 2020. *Quality Standards for Practice Learning*. Edinburgh: NES

NHS EDUCATION SCOTLAND (NES), 2019a. *National framework for practice supervisors, practice assessors and academic assessors in Scotland*. Edinburgh: NES.

NHS EDUCATION SCOTLAND (NES), 2019b. *Practice learning handbook: for practice supervisors and practice assessors*. Edinburgh: NES.

NURSING AND MIDWIFERY COUNCIL (NMC), 2018a. *Realising professionalism: standards for education and training. Part 2: standards for student supervision and assessment*. London: NMC.

NURSING AND MIDWIFERY COUNCIL (NMC), 2018b. *Future nurse: standards of proficiency for registered nurses*. London: NMC.

NURSING AND MIDWIFERY COUNCIL (NMC), 2018c. *Realising professionalism: standards for education and training. Part 3: standards for pre-registration nursing programmes*. London: NMC.

Appendix 1: PEL Contact Details

For each student part/year within undergraduate nursing, there are three named Practice Education Lecturers (PELs) responsible for supporting student learning across **all** practice settings.

Stage	PEL			
Part 1 (1 st year) NU1451/2	Module leader:	Jennifer Cowie	PELstage1@rgu.ac.uk	01224 263116
	Deputy:	Claire Morphy	PELstage1@rgu.ac.uk	
	Deputy:	Andrew Lancaster	PELstage1@rgu.ac.uk	01224 263588
Part 2 (2 nd year) NU2562/3	Module leader:	Gill Fenwick	PELstage2@rgu.ac.uk	01224 263223
	Deputy:	Cameron Smith	PELstage2@rgu.ac.uk	01224 262959
	Deputy:	Natalie McDonald	PELstage2@rgu.ac.uk	01224 262681
Part 3 (3 rd year) NU3664/5/6 NU3667/8/9	Module leader:	Fiona Culligan	PELstage3@rgu.ac.uk	01224 262964
	Deputy:	Katie Anderson	PELstage3@rgu.ac.uk	01224 262960
	Deputy:	Nikki Downing	PELstage3@rgu.ac.uk	
Hons (4 th year) NU4554/6/7 NU4560/1/2	Module leader:	Gill Fenwick	PELstage4@rgu.ac.uk	01224 263223
	Deputy:	Cameron Smith	PELstage4@rgu.ac.uk	01224 262959
NHS Orkney		Babs Womack	barbara.womack@nhs.scot	01856 888104
NHS Shetland		Angie Nichols	angela.bruce@nhs.scot	01595 743222

Appendix 2: Organisation Practice Education Team Contact Details

Organisation	Contact	Email address
NHS Grampian	Women and Children's Division Team	gram.wceducators@nhs.nscot
NHS Grampian	Medical and Unscheduled Care Division Team	gram.medicaleducators@nhs.nscot
NHS Grampian	Surgical Division Team	gram.surgicaleducators@nhs.nscot
NHS Grampian	Clinical Support Service Division Team	gram.csseducators@nhs.nscot
NHS Grampian	Health and Social Care Partnership Division Team MH LD Care homes	gram.ipeducators@nhs.scot
NHS Grampian	Moray Practice Educators	gram.morayeducators@nhs.scot
NHS Orkney	Barbara Womack (PEL)	b.womack@nhs.nscot
NHS Shetland	Angie Bruce (PEL)	angela.bruce@nhs.nscot
NHS Highland	Tracy Lambert (PEF)	tracy.lambert@uhi.ac.uk
NHS Tayside	Laura Rew (PEF)	laura.rew@nhs.scot
NHS Western Isles	Dawn Davidson	dawn.davidson@nhs.scot
Albyn Hospital	Shirley Moir	shirley.moir@bmihealthcare.co.uk

Appendix 3 Raising Concerns Flowchart for Practice Supervisor / Practice Assessor / Academic Assessor

1. PS/PA/AA has a concern relating to student performance or conduct.
2. Discussion held with student. Documented in the additional notes' pages within the PAD/MPAD.
3. The PS/PA/AA should contact the PET/PEL if they require additional support.
4. Have concerns been addressed?
5. If YES, no further action.
6. If NO:
 - a) Tripartite meeting to discuss learning objectives (PET, student and PEL)
 - b) Inform student that a PLSP is being raised, discuss concerns and agree a development support plan.
 - c) PEL to inform the AA.
 - d) PLSP form and support plan to be sent to: SNMPPlacements@rgu.ac.uk
7. PS/PA to update the PEF, PEL and AA weekly on student progress and document in support plan.
8. All discussion held with the student should be documented in the development support plan feedback pages of the PAD/MPAD.
9. Continue to assess student performance against criteria set out in development support plan, and arrange a tripartite final assessment meeting between PS/PA, student, PET and/or PEL.
10. Tripartite meeting to be held for final assessment.
11. Outcome confirmed to student and AA.

PET = Practice Education Team; PEL = Practice Education Lecturer;

PS = Practice Supervisor; PA = Practice Assessor; AA = Academic Assessor

Appendix 4 Raising Concerns Flowchart for Students

If students have significant concerns around patient safety/care, they should refer to the NES Raising Concerns, Student Guidance document and raise their concern immediately or at the earliest opportunity with the PET/PEL. Students should refer to their Practice Learning Handbook for PET and PEL contact details.

1. Student has a concern relating to practice learning experience.
2. Student should speak to their nominated PS/PA to discuss concerns. If unable, discuss with a senior member of staff on duty or PEL.
3. Concerns resolved?
4. If YES, no further action.
5. If NO:
 - a) Contact PET to refer concerns to PEL.
 - b) A tripartite meeting between PS/PA, Student, and PET/PEL will be arranged. AA will be informed.
 - c) PEL to report concerns to ATL for Practice Learning or nominated deputy.
6. If student requires further support, PEL, AA or Personal Tutor can be contacted.
7. PET and PEL to continue to offer support and student performance continues to be assessed in line with PLE criteria.
8. Concerns resolved?
9. If YES, no further action.
10. If NO, ALT for Practice Learning or nominated deputy to be informed and discussion held within University regarding PLE viability.
11. PET and PEL to continue support.

PET = Practice Education Team; PEL = Practice Education Lecturer;

PS = Practice Supervisor; PA = Practice Assessor; AA = Academic Assessor