



School of Nursing, Midwifery and Paramedic Practice

BSc Paramedic Practice

**PRACTICE LEARNING
SUPPORT PROTOCOL (PLSP)**

Revision	Date	Owner/s	Approved by	Next review
1.3	Aug 2020	ATL; Practice Education	Practice Learning Committee	Aug 2021

Glossary of Terms

PEd	Practice Educator
PEL	Practice Education Lecturer
PEdL	Practice Education Lead
PLE	Practice Learning Environment
Tripartite	A meeting between 3 people, usually the student paramedic, practice educator and PEL
ATL Practice	Academic Team Lead for Practice Education
PT	Personal Tutor
PAD	Practice Assessment Document

Useful Resources

Attendance Policy

HCPC How to raise a concern -

<https://www.hcpc-uk.org/globalassets/resources/guidance/how-to-raise-a-concern.pdf>

Practice Educator Handbook

Student Handbook

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Introduction

The Practice Learning Support Protocol (PLSP) is aimed to be used by those involved in student assessment during practice learning. The Practice Learning Support Protocol provides a consistent and transparent way of providing student support and escalating concerns and a collaborative approach to supporting students should be taken.

Practice Educators (PEds) are supported in their role by colleagues, managers, Practice Education Lead and the RGU Practice Education Team. Practice Educators may require support from the Practice Education Teams when making difficult decisions regarding assessment, a student's competence or fitness to progress. Where students have a concern about their practice learning experience (PLE), they should be encouraged to raise this in a supportive manner.

Students are required to be supervised at all times when providing direct patient/client care; however, supervision can be direct or indirect with practice educators using their professional judgement to decide where duties may be delegated and the level of supervision required.

For the purpose of this protocol, the term Practice Education Lecturer (PEL) has been used to represent the academic staff with the responsibility for student learning in practice.

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

- one relating to Practice Educator 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 programme.

Should concerns be raised by Practice Educators on more than one occasion the student will normally be required to meet with the Academic Team Lead for Practice Learning.

Student Absence

Please refer to the School's [BSc Paramedic Practice Attendance Policy](#) for absence management guidance.

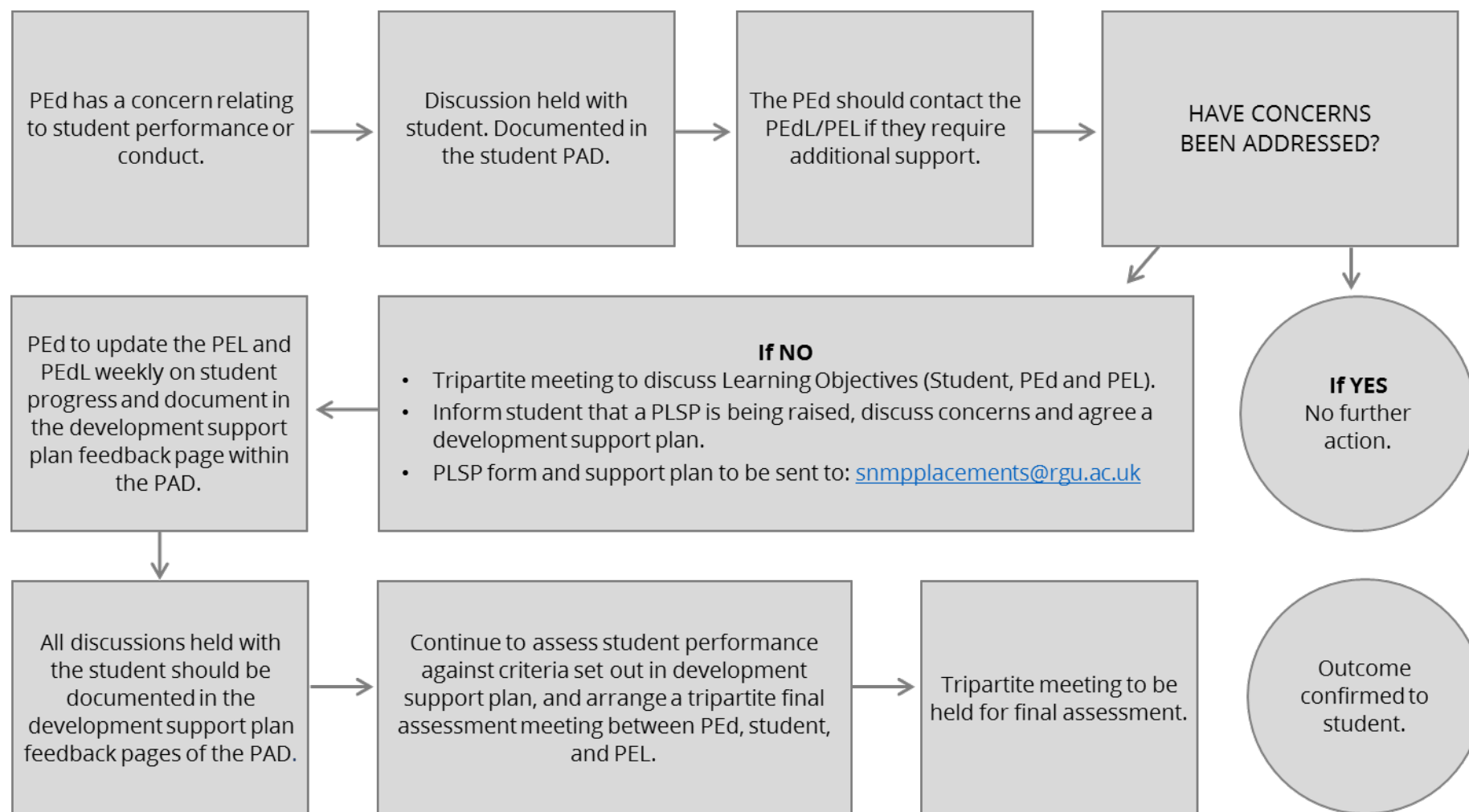
If the student is following the correct policy and procedure, provide the student with the opportunity to identify any additional support needs. When the student returns to placement, the Practice Educator should complete the return to work paperwork and submit a copy to snmpabsencereporting@rgu.ac.uk.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

If the student is not following the correct policy and procedure, please refer to the [Raising Concerns Flowchart for Practice Education Lead/Practice Educators](#) (Appendix 1).

Student Concern

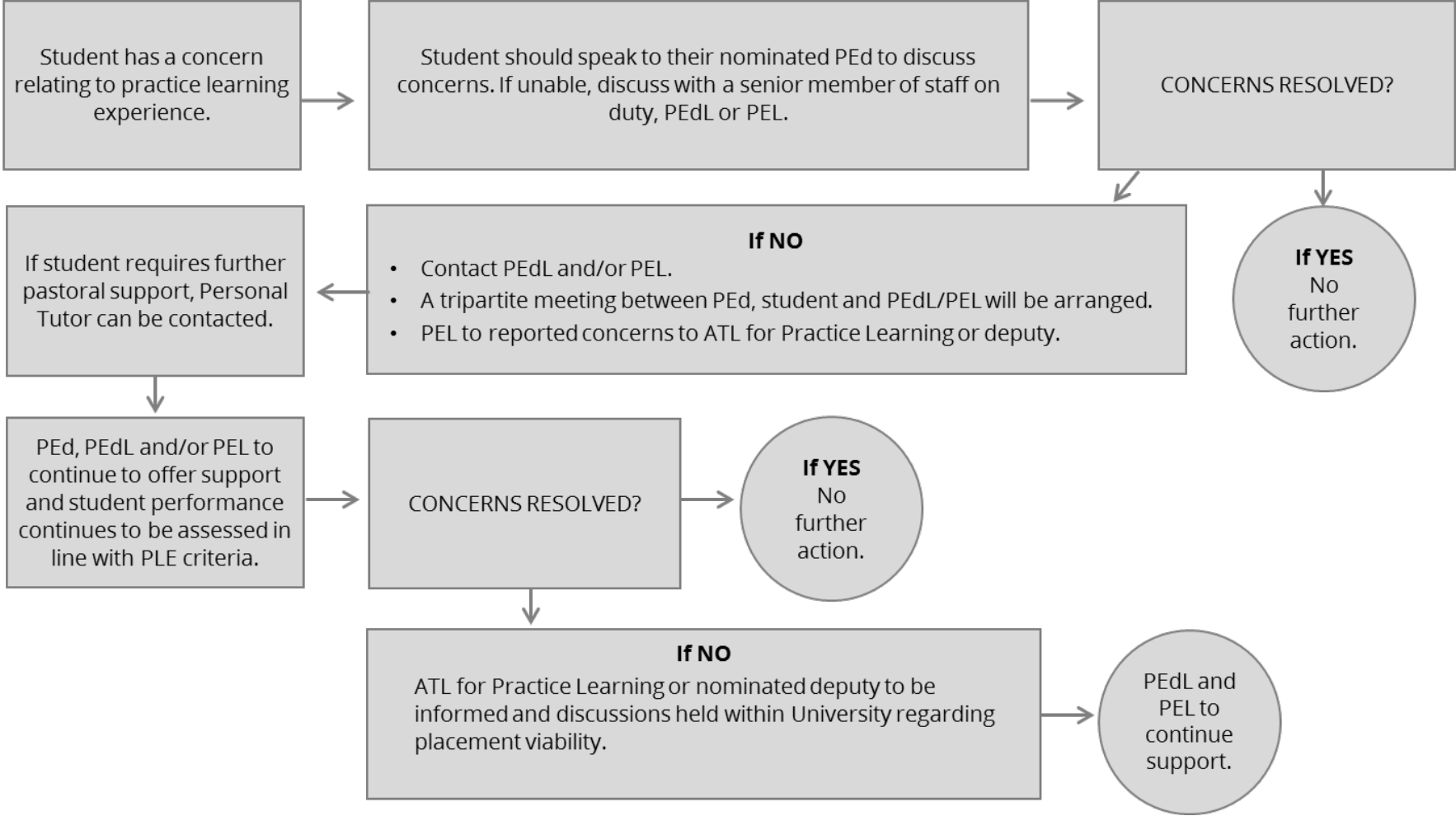
Students may refer to the Raising Concerns Flowchart for Students (Appendix 2) if they wish to raise concern(s) about any aspect of their practice learning, and the Flowchart of key stages in reporting a care concern (Appendix 3) if they have a concern regarding poor care witnessed in the placement area. Additional information can be found within the HCPC How to rise a concern guidance.

Appendix 1: Raising Concerns Flowchart for Practice Education Lead/Practice Educators

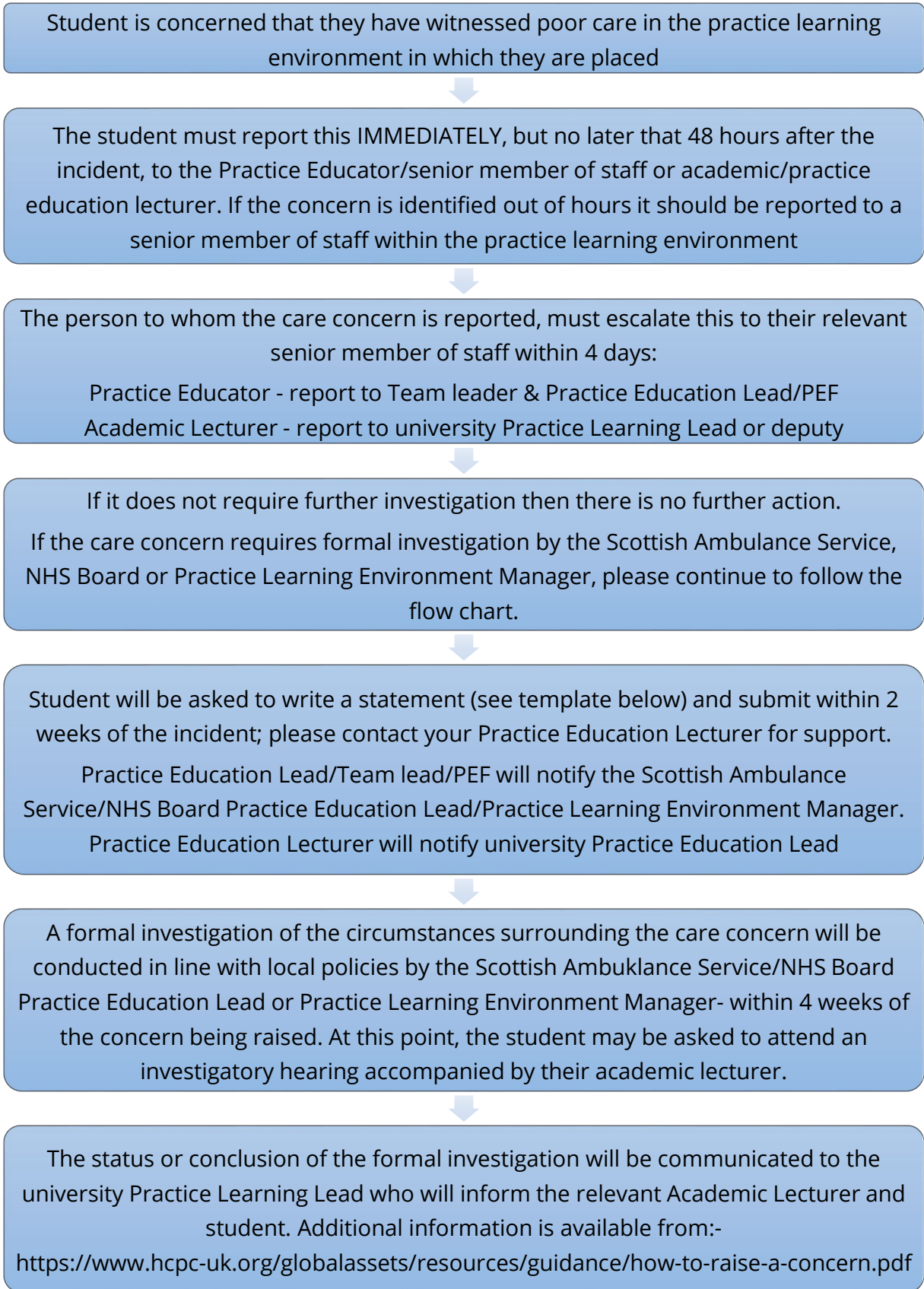


Appendix 2: Raising Concerns Flowchart for Students

If students have significant concerns around patient safety/care, they should refer to Appendix 3 Flowchart of key stages in reporting a care concern and raise their concern immediately or at the earliest opportunity with the PEdL/PEL. Students should refer to their Practice Learning Handbook for contact details.



Appendix 3: Flowchart of key stages in reporting a care concern



Appendix 4: Student Statement Template - Reporting a Care Concern

To be completed with academic support

What is your concern and where did this take place? (Name the practice learning environment)	Please explain what you saw and/or heard including dates, times and any witnesses (names). Please provide as many factual details as you can	Who did you report your concern to? Include their designation, for example, <i>A. Lecturer, XX university</i>	On what date did you report your concern?

Student signature _____ Date _____