



School of Nursing, Midwifery and Paramedic Practice

PRACTICE LEARNING SUPPORT PROTOCOL (PLSP)

BSc/BSc (Hons) Nursing & BSc/MSc Midwifery

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Glossary of Terms

Term	Description
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 Experience
Tripartite	A meeting between 3 people, usually the student nurse/midwife, practice assessor/practice supervisor, PEF or PEL or CHEF
PL Practice	Principal Lecturer for Practice Learning
PT	Personal Tutor
PAD	Practice Assessment Document

Useful Resources

Practice Supervisor/Practice Assessor Handbook

[Attendance Policy](#) (internal-only access) – or available from <https://www.rgu.ac.uk/practice-learning>

[NES Speaking up: national whistleblowing guidance for nursing and midwifery students in Scotland](#)

[NES Raising Concerns in Practice: Student Guidance – a national approach for students, practice learning experience providers and higher education institutions in Scotland](#)

Practice Learning Handbook (incorporated within Student Handbook)

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Introduction

The Practice Learning Support Protocol (PLSP) is designed to be used by those involved in student assessment during practice learning experiences (PLEs). The Practice Learning Support Protocol 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 academic staff with responsibility for student learning. Practice Supervisors and Practice Assessors provide support during PLEs.

PLEs for both pre-registration and post-registration students remains a core component of degree programmes and 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 Practice Supervisors using their professional judgement to decide where duties may be delegated, and the level of supervision required.

Practice Supervisors (PS), Practice Assessors (PA), and Academic Assessors (AA) are supported in their role by colleagues, managers, the local Practice Education Team (PET) and Practice Education Lecturers (PELs). Practice Supervisors and Practice Assessors may require support from the Academic Assessor (AA) or Practice Education Teams (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 Practice Supervisors, Practice Assessors and Academic Assessors 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.

Student Absence

Please refer to the School of Nursing, Midwifery and Paramedic Practice's [Attendance Policy](#) (internal-only access) for absence management guidance (available from www.rgu.ac.uk/practice-learning).

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 Supervisor or Practice Assessor 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 Supervisor or Practice Assessor should highlight any concerns around student absence to the PET and PEL.

If the student is not following the correct policy and procedure, please refer to the *Raising Concerns Flowchart for Practice Supervisor/Practice Assessors* (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. Students should raise any concerns in a timely and professional manner.

Appendix 1: Raising Concerns Process 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 to be saved in the O-Drive and recorded on the spreadsheet.
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 2: Raising Concerns Process for Students

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 PET/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

If students have significant concerns around patient safety/care, they should refer to the relevant document (see overleaf) 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.

- If undertaking practice learning experience **within NHS placements:**
[NES Speaking up: national whistleblowing guidance for nursing and midwifery students in Scotland](#)
- If undertaking practice learning experience **outwith NHS placements:**
[NES Raising Concerns in Practice: Student Guidance – a national approach for students, practice learning experience providers and higher education institutions in Scotland](#)