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| UniofGlasgow_CMYK | College of Medical, Veterinary & Life Sciences  School of Medicine  Nursing & Health Care School |

**Nursing and Health Care School**

**Bachelor of Nursing (Hons)**

**Course Handbook**

**Practice Learning Experience 1, 2 & 3**

**Course Codes: TBC\***

**2020-21**

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# Welcome

The aim of this handbook is to provide guidance and information for students and practice learning staff involved in supporting University of Glasgow Bachelor of Nursing (Honours) (BN Hons) students. It contains an outline of the BN Hons programme, details of role expectations of students and staff who support students on practice learning experience (PLE), university guidelines for the assessment of students and staff contact details. This handbook should be used in conjunction with the student’s Scottish Practice Assessment Document (PAD).

Practice learning makes up 50% of the BN (Hons) Programme and is a vital part of the education of pre-registration nursing students therefore health and social care staff who support students on practice learning play a key role in preparing our future nurses. This handbook provides information and guidance that is designed to ensure that students are provided with safe, effective and inclusive learning experiences that uphold public protection and the safety of people. It is underpinned by the principle that students should be encouraged and empowered to be independent learners actively participate their own education and who take responsibility for their learning.

Additionally, during PLEs, students are expected to practise in a quasi-professional role. This means they must practice in accordance with [The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015, updated 2018).](https://www.nmc.org.uk/standards/code/)

The principle aim of the PLE is to ensure that students are fit to practise and to achieve all the learning outcomes and proficiencies required for entry to the Professional Register (Standards of proficiency for registered nurses, NMC, 2018). The PLE element of the BN (Hons) constitutes a minimum of 2300 hours of the programme and these hours are mandatory for all students on NMC approved pre-registration nursing programmes. BN (Hons) nursing students will be supported by a variety of health and social care staff on each PLE including Practice Supervisors and Practice Assessors. Students will also be allocated to a nominated Academic Assessor, who will be a member of University staff, for each part of the programme. In the BN programme, there are three parts:

An overview of the roles and responsibilities of Practice Supervisors and practice and Academic Assessors is provided in this handbook however more detailed information can be found in the [NMC (2018) Standards for student supervision and assessment](https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/), the [NES (2019) National Framework for Practice Supervisors, practice assessors and academic assessors](https://www.nes.scot.nhs.uk/media/4337236/national_framework_for_practice_supervisors__practice_assessors_and_academic_assessors_in_scotland_09_08_2019.pdf) and the [NES (2019) Future Nurse and Midwife Program Board Practice Learning Handbook](https://www.nes.scot.nhs.uk/media/4354713/handbook_supervisor_and_assessor.pdf).

Dr Doreen Molloy, Senior Lecturer/BN (Hons) Programme Director

# Course details

## Information about practice learning experience

BN (Hons) pre-registration nursing students will normally undertake nine PLEs over the course of the programme and in a range of health and social care environments to attain the Standards of proficiency for registered nurses (NMC, 2018). The PLEs are detailed in Section ‎3. BN (Hons) students are allocated placements within the Greater Glasgow and Clyde Health Board, the Golden Jubilee National Hospital and in third/independent sector health and social care providers.

All PLEs are subject to an educational audit to ensure that students can achieve the intended learning outcomes and proficiencies for that placement and over the course of the programme. This is a carefully and robustly planned process so that all students are able to attain all required elements by the end of their programme. **Responsibility for this lies with the University; therefore, students must not swap their PLE with another student. Also, any** **changes to a student’s clinical flow, such as making up hours lost through sickness absence, must be arranged through the Academic Assessor and Placement Allocation Team.**

To get the most out of PLE, students should be proactive and take responsibility for seeking out learning opportunities. A key feature of this is following the patient’s journey: for example, if placed in a surgical ward, a student may arrange with their Practice Supervisor and/or Practice Assessor to visit the surgical out-patient department; the pre-operative assessment clinic; the pain/stoma care service and the discharge team: these would constitute additional learning experiences which should be captured in the student’s practice assessment document( PAD). This helps contextualise the surgical patient’s journey and helps develop nursing practice.

## Types of PLE

PLEs are provided in a variety of health and social care environments including, but not limited to, in-patient wards, out-patient clinics, operating theatre suites, rehabilitation units, community nursing services, day centres, health centres, care homes, social care services, hospices, GP practices, prison service homes and mental health teams. Over the course of the programme, students can expect to be allocated to a variety of PLEs to ensure they can meet NMC and EU Directives requirements. Students will be notified of their PLE allocation approximately 3 weeks in advance of the start date. Occasionally, unexpected changes in a PLE area (for example, significant staff absence, infection outbreak, fire or damage to the area) may mean a student’s PLE is changed at short notice. This will only happen when the situation is unavoidable.

The intended learning outcomes for PLE 1, 2 and 3 – are provided in the Course Specifications available here [when link available] and in the Scottish PAD. The proficiencies, communication and relationship management skills and procedures for PLE 1, 2 and 3 are detailed in Section 2 of the Scottish PAD.

# Course structure

## Practice learning hours

BN (Hons) students must undertake a minimum of 2300 hours in practice learning over the course of the programme. It is expected that students will undertake all the practice learning hours detailed in the above table to allow them to meet the learning outcomes for each PLE. Some students may require to undertake more PLE hours to achieve the learning outcomes, for example, if the student’s level of practice does not yet meet the level required for the stage in the programme, if the student has absence that means not enough hours have been worked to assess the student or if for any reason they are required to repeat a placement. Any hours not worked during a placement must be completed in the “catch up” weeks on the clinical planner or during the student’s vacation period. Students may not progress into the next year of study if there are significant PLE hours to be made up. “Catch up”/repeat placements will be arranged to meet individual student requirements. It is the student’s responsibility to maintain a clear and accurate record of hours worked and to ensure that this record has been signed by the Practice Supervisor, Practice Assessor or other registered health or social care professional.

Patient care is delivered over 24 hours a day, 7 days a week therefore students should be prepared to work a variety of shifts including night shift (unless under 18 years of age: see below) and at weekends. The actual shifts worked will depend on the PLE shift pattern, the type of PLE (e.g. inpatient hospital ward versus community nursing), and the requirement to work alongside the nominated Practice Supervisor/Practice Assessor.

Students have “supernumerary status” meaning that they are not included within the workforce requirements of the practice learning area. However, students are expected to optimise all learning opportunities by fully participating in care delivery, contributing as a member of the health care team. Students’ names are usually recorded on the duty roster to monitor attendance.

## Practice learning experiences in the BN (Hons) Programme

BN students will undertake nine PLEs over the course of the programme in a variety of health and social care environments. Table *‎3*‑*1* and Figure 1 provide an outline of these. Information about the BN (Hons) programme including an outline of the programme, the practice learning flow, overall aims of each practice learning experience can be found in section 2 of the Scottish PAD.

Table ‎3‑1 Practice Learning Experiences in the BN (Hons) programme

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PLE** | | **Part** | **Hours** | |
| PLE 1a | | 1 | | 187.5 |
| PLE 1b | | 1 | | 187.5 |
| PLE 1c | | 1 | | 225 |
| **Total Part 1 hours** | | | | **600** |
| PLE 2a | | 2 | | 225 |
| PLE 2b | | 2 | | 262.5 |
| PLE 2c | | 2 | | 262.5 |
| **Total Part 2 hours** | | | | **750** |
| PLE 3a | | 3 | | 262.5 |
| PLE 3b | | 3 | | 262.5 |
| Final PLE# | | 3 | | 450 |
| **Total Part 3 hours** | | | | **975** |
| **Total programme hours** | | | | **2325** |
| # | Students will be invited to provide a 1st, 2nd and 3rd choice of placement types. | | | | |

## Clinical planner

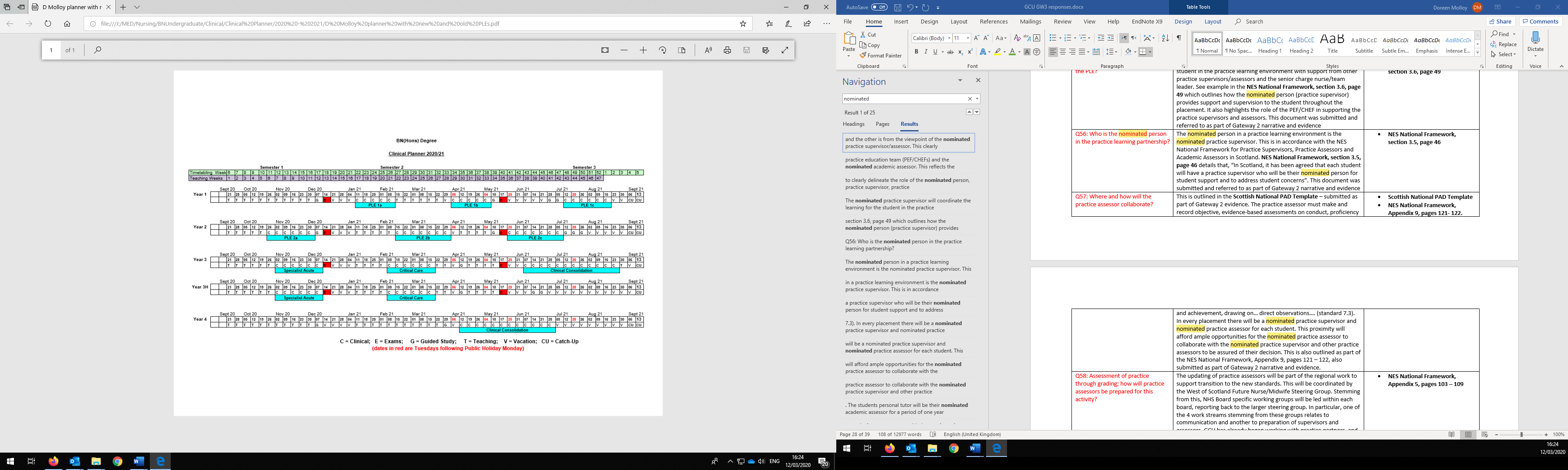


Figure 1: Clinical Planner

## Students with disabilities

Reasonable adjustments may be required to support disabled students in practice learning to ensure they have a fair and equal chance of achieving the standard or proficiency required. Students are responsible for informing the Practice Supervisor/assessor of any reasonable adjustment in practice required. It is therefore good practice for students to discuss this provision prior to or at the preliminary meeting and consider whether reasonable adjustments can be made. Adjustments may be put in place for the duration of the placement or for shorter periods of time to address a temporary requirement. Further information on policies and reasonable adjustments can be accessed via Government sites, the NMC, the placement provider and in Section 1.6 of the Scottish PAD.

## Students who are aged under 18 years and PLE

Students who are under 18 years of age are considered young workers and have some restrictions to working times. The Working Time (Amendment) Regulations (2002) limit the number of hours per week that a young person (under 18 years of age) can work and sets out minimum rest periods. Young workers are entitled to 12 consecutive hours of rest in any 24-hour period. They are entitled to a rest period of no less than 48 hours in each seven-day period.

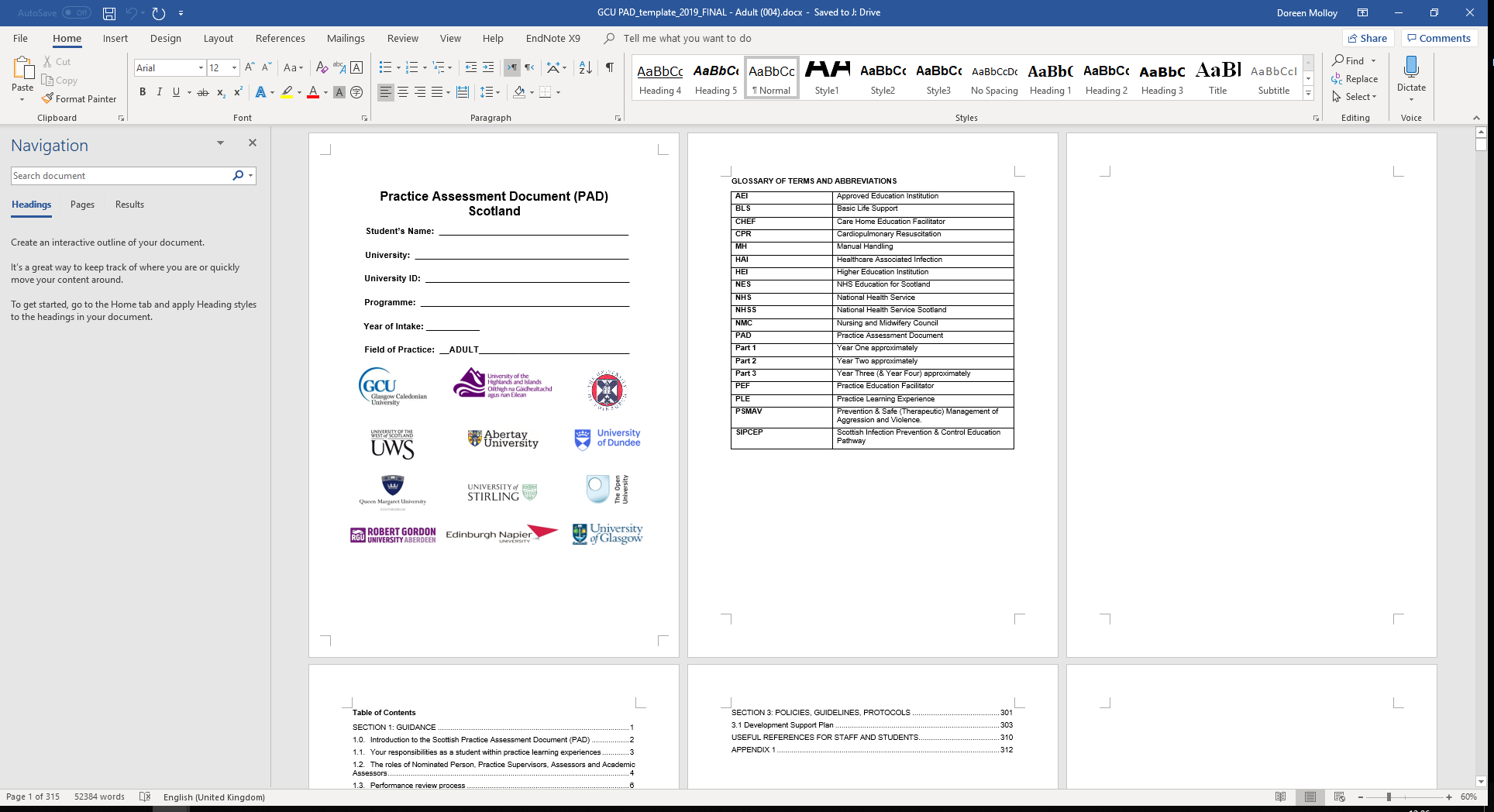
Young workers cannot work more than 40 hours per week, must not work nightshift and must have a 30-minute break if work exceeds 4.5 hours. Students who are under the age of 18 years of age must notify their Part Lead prior to commencing PLE to enable a ‘Young Worker Risk Assessment’ to be carried out. Students who are under the age of 18 years of age must notify their Part Lead prior to starting practice learning to enable a ‘Young Worker Risk Assessment’ to be carried out. This is a legal requirement.

**In summary:**

For students aged 18 or under: “*The working limits for young workers are 8 hours a day and 40 hours a week. These are absolute limits which are not subject to averaging over a reference period. Individual young workers cannot agree to exceed the limits (it is not possible to opt-out of these limits).”* [https://www.gov.uk/maximum-weekly-working-hours/overview. Accessed 01 November 2019].

# Course content

## Scottish Practice Assessment Document (PAD)

The Scottish PAD is a national document for recording all student practice assessments and achievements including: 1. The record of nominated Practice Supervisors, Practice Assessors and Academic Assessors; 2. Record of mandatory and compulsory skills; 3. Record of PLE assessment and feedback, 4. Student reflections from practice and evidence of achievement of proficiencies, skills and procedures, 5. Feedback obtained from service users and/or carers. The PAD will contain all evidence required for progression through each part of the programme and onto the NMC register. BN (Hons) students will be given their PAD prior to commencing their first PLE to allow them to familiarise themselves with the content and requirements for completion of the PAD.

## Before commencing practice learning experience

Prior to commencing PLE, students are required to comply with the following:

* All health checks carried out by the University or requested by the PLE provider and must also be up to date with the required vaccinations.
* Protection of Vulnerable Groups (PVG) Scheme membership from Disclosure Scotland.
* Completion of all mandatory pre-practice learning instruction sessions and/or skills sessions.
* Signing of the BN Student Agreement including declaration of good health and character.
* Responsibility for collecting PAD and identification of which sections need signed off in each PLE.
* Completion of pre-practice learning activities in PAD.
* Be able to identify their nominated Academic Assessor for the relevant part of the programme.
* NHS Scotland Uniform and Dress Policy.
* Identifying when swipe card for access to PLE area can be collected (students will be notified if this is required).
* Contacting the PLE to ascertain shift pattern and when to start on first day.
* Identifying travel to and from PLE.
* Signing of Letter of Authority to undertake PLE in NHS Boards and other agencies that UoG have agreement with.
* Attendance at ‘Pre-practice Learning Session’ and signing a ‘Pre-practice Learning Agreement’.

Please note, students who have not completed mandatory training and/or have significant absence from timetabled sessions may have their PLE delayed, withdrawn or be excluded from the programme.

## Pre-practice learning activities

Each PLE has a profile which outlines the available learning opportunities and suggested reading to prepare for placement. This information is available to students via the online QMPLE platform (Quality Management of the Practice Learning Environment). Students receive an individual login for QMPLE to access the PLE profile and to help complete the pre-practice learning activities within the student’s PAD.

As part of the pre-practice activities in the PAD, students are required to contact the PLE approximately one week prior to commencement to find out their shifts. Students should ensure they have their PAD on the first day so that their individual learning plan can be documented. Please see the FAQs later in this handbook for more information on what students should take to PLE on their first day.

# Assessment

## Supervision and assessment of practice learning

Students will be supervised and assessed in practice in accordance with the [NMC (2018) Standards for student supervision and assessment](https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/) (SSSA). These standards outline three new roles that will support students on PLE: 1. Practice Supervisor, 2. Practice Assessor, and 3. Academic Assessor. The SSSA are replacing the Standards to support Learning and Assessment in Practice (SLAiP, NMC 2008) in Scotland from September 2020 for all NMC approved programme. This means the supervision and assessment of a pre-registration nursing student will be carried out by different people. In keeping with the NMC (2018) SSSA, learning experiences should be tailored to the student’s stage of learning, proficiencies and programme outcomes and the level of supervision provide should also reflect their learning needs and stage of learning. The roles described below are key to the provision of a quality learning experience which facilitates learning, promotes confidence and autonomy while safely supporting learners to achieve their proficiencies.

## Key roles in practice learning



NES (2019) Future Nurse and Midwife Program Board Practice Learning Handbook, p12.

### Practice Supervisor: role and responsibilities

There may be several Practice Supervisors in each learning environment who will support and supervise students. However, in Scotland, each student will have a nominated Practice Supervisor whose role will include actively supporting students and addressing student concerns during the PLE. Practice supervision will mainly be carried out by registered nurses, but it could be any registered health and social care professional who works within a practice learning environment who has been suitably prepared to undertake the role. Practice Supervisors will have up-to-date knowledge and experience relevant to the supervision that they provide for students. All NMC registered nurses and midwives are capable of supervising students. Practice supervision will enable students to learn and safely achieve proficiency during practice learning. The level of supervision will reflect the student’s learning needs and stage of learning. The Practice Supervisor will act as a role model and in line with their scope code of conduct and will have current knowledge and experience of the area in which they are providing support. They will provide students with support and feedback and will record observations of the student’s conduct, proficiency and achievement in the student’s PAD. They will liaise with colleagues and the nominated Practice Assessor/Academic Assessor as required to share these observations thereby contributing to decisions about assessment and progression.

### Practice Assessor: role and responsibilities

Each BN (Hons) student will have a nominated Practice Assessor for each practice learning placement. The Practice Assessor will collaborate with the Practice Supervisor(s) to create opportunities to observe the student’s practice across environment(s) in order to inform assessment and progression decisions. The Practice Assessor works in partnership with the nominated Academic Assessor to evaluate and recommend the student for progression for each part of the programme. This will be in line with programme standards and local and national policies. They will maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing. Practice Assessors will be cognisant with the level of knowledge and skills expected of a student on each part of the BN (Hons) programme and will collaborate with Academic Assessors to reach a decision as part of the assessment process. Practice Assessors will complete the relevant sections of the student’s PAD to confirm student achievement and programme outcomes for practice learning drawing on student records, direct observations, student self-reflection and other sources. The role of Practice Assessor and of Practice Supervisor cannot be carried out by the same individual simultaneously.

### Academic Assessor: role and responsibilities

Each BN (Hons) student will have a nominated Academic Assessor for each part of the programme. Academic Assessors make and record objective, evidence-based decisions on student conduct, proficiency and achievement. They will also make recommendations for progression based on assessments, PAD achievements and other resources. They will collate and confirm the student’s achievement of proficiencies and programme outcomes in the academic environment for each part of the programme. Academic Assessors maintain their knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing and confirming and will have an understanding of the student’s learning and achievement in practice. The nominated Academic Assessor will work in partnership with the nominated Practice Assessor to evaluate student learning and make recommendations for progression for each part of the programme. This will be in line with programme standards and local and national policies. The Academic Assessor will collaborate with the Practice Assessor at scheduled points in the programme. The Academic Assessor cannot simultaneously be a student’s Practice Supervisor or Practice Assessor.

## Support for Practice Supervisors and Practice Assessors

Practice Supervisors and Assessors should receive ongoing support to undertake the role.

Support is available from several sources including but not limited to;

* Other Supervisors and Assessors
* The PEF/CHEF team
* Managers and other senior staff
* NHS Education Scotland/NMC/NHS GGC resources
* BN (Hons) Programme Leader

Academic Assessors from the University of Glasgow also provide support to Practice Supervisors and Assessors as a key part of their role. In addition to the collaborative partnership working that will take place around student assessment and progression, the nominated Academic Assessor can be contacted at any point during the placement if there is a concern about a student or if any advice is required about anything relating to the student’s placement. The student’s Academic Assessor is named in the PAD (see page 14) and the contact details for Academic Assessors are provided in this handbook. Information regarding who to contact should the Academic Assessor be unavailable are also provided.

The following information explains the assessment process, including how services users, carers and other professionals contribute to student assessment, the need for a risk assessment to be carried out in certain circumstances, reasonable adjustments and addressing causes for concern.

## Student assessment in practice learning

Assessment of practice learning will be based upon the [Standards of proficiency for registered nurses (NMC, 2018)](https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/) which set out the knowledge and skills that registered nurses must demonstrate when caring for people of all ages across all care settings. These proficiencies are grouped under seven platforms and two annexes and must be achieved over the course of the programme. The platforms are:

1. Being an accountable professional- 20 proficiencies to be achieved
2. Promoting health and preventing ill health - 12 proficiencies to be achieved
3. Assessing needs and planning care - 16 proficiencies to be achieved
4. Providing and evaluating care - 18 proficiencies to be achieved
5. Leading and managing nursing care and working in teams - 12 proficiencies to be achieved
6. Improving safety and quality of care - 12 proficiencies to be achieved
7. Coordinating care - 13 proficiencies to be achieved.

Two annexes set out the Communication and Relationship Skills (Annexe A) and Nursing Procedures (Annexe B) that students must be able to safely demonstrate at the point of registration.

Student assessments must be evidence-based, robust and objective. Practice Supervisors and Practice and Academic Assessors must work in partnership when making recommendations for student progression as all contribute to assessment.

The inclusion of Supervisors who are registered health and social care professionals offers increased opportunities for inter-professional working and learning. The shared responsibility between the practice and Academic Assessors ensures robust, objective, fair and transparent assessments and ensures only those who have met all programme requirements and proficiencies and are clearly able to demonstrate the principles of the NMC Code are eligible for entry to the NMC register.

Attainment of all proficiencies, communication and relationship skills and nursing procedures will be documented in the student’s PAD. Not all skills and procedures will be available in every PLE, therefore it is important that the student and Practice Supervisor and/or Practice Assessor determine which skills and procedures students can work towards safely demonstrating in each individual PLE. In exceptional circumstances, where skills and procedures are not able to be met on PLE, simulation may be used, and this must be discussed with the Practice Supervisor and/or assessor and the Academic Assessor.

It is the responsibility of the Practice Supervisor and Practice Assessor to discuss the student’s progress together and with others involved in student learning on PLE, including feedback from service users and carers where appropriate. This feedback is also recorded in the Scottish PAD (see page 51-52 of the PAD as an example). This collaborative process is essential to ensure students have achieved each of the proficiencies at the required level of performance. The outcome of the assessment will be reviewed and confirmed by the Practice Assessor and Academic Assessor working in partnership at the end of each part of the programme and at the end of the programme for entry to the NMC Register.

The PAD will be a record of the students learning journey containing all PLE documents. This will enable each Practice Supervisor, Practice Assessor and Academic Assessor to refer to previous comments and feedback about student performance at each assessment.

**Please note**: Students who do not produce their PAD on day one of PLE may be asked to leave the PLE until the PAD is made available.

## Grading in practice

Within the BN (Hons) programme, practice learning is credited and graded in the same way as any academic work the student undertakes. The assessment of practice learning is both formative and summative, with the formal stages of assessment being the interim(s) and then final discussion and assessment. The student should first be assessed for achievement of the proficiencies and communication and relationship skills / nursing procedures, for the relevant part of the programme. The student’s overall performance should then be rated using the grading scale in the PAD (based on Schedule B of the University of Glasgow’s Code of Assessment). The student’s performance is given a grade from A to F. A grade ‘D’ (satisfactory) meets the minimum threshold requirement to pass a practice learning placement. However, when grading a student, it is essential to consider **the Part of study, the level descriptor and the learning outcomes listed in the PAD** (Part 1 p. 38 Part 2 p. 58 and Part 3 p. 99). In other words, students are assessed in context of their stage of education and what can be reasonably expected of them at that stage. Therefore, it is possible for a Part 1 student to achieve an A grade if these components are considered together. Any student who attracts a fail grade (E, F) will be required to repeat the PLE, in keeping with the University of Glasgow’s Code of Assessment. Any questions or queries about grading practice should be directed to the student’s Academic Assessor (or Part Lead in their absence).

## Performance concerns

Concerns about a student’s clinical performance, conduct or professionalism should be raised as soon as possible to allow discussion and learning development planning. This will normally take place in the PLE and may involve the student, the Practice Supervisor and/or Assessor, the Academic Assessor and Practice Education Facilitator/Care Home Education Facilitator (where applicable). An interim review sheet will be completed by the Practice /Assessor identifying the areas of concern clearly so that a learning development plan can be created which sets out how these areas of concern may be addressed. The Academic Assessor may also make an entry in the “additional notes” section of the student’s PAD. This allows ongoing assessment of the student’s learning development which can be recorded in the development support plan in the PAD. For more information, please refer to the Practice Learning Support Protocol in Section 3 of the Scottish PAD.

# Engagement

The clinical planner provides detail of the student’s schedule, specifying theory blocks taught within University, practice learning experiences, annual leave and “catch up” periods where students may make up practice learning hours lost through absence (as discussed above, these must be arranged in liaison with the Academic Assessor and the Placements Allocation Team).

Attendance requirements, including sickness/absence, are detailed in section 1.7 of the PAD. Students must conform to these requirements and any concerns about attendance or sickness/absence should be referred to the student’s Academic Assessor. Annual leave can only be taken within the specified periods annual leave out with these times will not normally be granted.

Students are required to attend all theoretical components of the programme, unless exemptions and appropriate substitution or other reasonable adjustments are negotiated as part of an individual learning contract with the relevant Course Leader, who will liaise with the appropriate Year Leader or Programme Director.

# Staff contact details

| **Designation** | **Name** | **Phone 0141 330 #** | **email** |
| --- | --- | --- | --- |
| Head of School | Professor Ann Marie Rice | 3605 | [AnnMarie.Rice@glasgow.ac.uk](mailto:AnnMarie.Rice@glasgow.ac.uk) |
| Programme Director | Dr Doreen Molloy | 5613 | [Doreen.Molloy@glasgow.ac.uk](mailto:Doreen.Molloy@glasgow.ac.uk) |
| Part 1 Lead | Dr Rosie Mullen | 7153 | [Rosemary.Mullen.2@glasgow.ac.uk](mailto:Rosemary.Mullen.2@glasgow.ac.uk) |
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| Part 3 Lead | Louise McCallum | 2071 | [Louise.mccallum@glasgow.ac.uk](mailto:Louise.mccallum@glasgow.ac.uk) |
| Hons Part Lead (acting) | Dr Doreen Molloy | 5613 | [Doreen.Molloy@glasgow.ac.uk](mailto:Doreen.Molloy@glasgow.ac.uk) |
| Lecturer | Dr Clare McFeely | 4053 | [Clare.mcfeely@glasgow.ac.uk](mailto:Clare.mcfeely@glasgow.ac.uk) |
| Lecturer | Jane Joy | 3254 | [Jane.joy@glasgow.ac.uk](mailto:Jane.joy@glasgow.ac.uk) |
| Lecturer | Robert Thomson | 5612 | [Robert.Thomson.3@glasgow.ac.uk](mailto:Robert.Thomson.3@glasgow.ac.uk) |
| Lecturer | Dr Greg Kotronoulas | 6883 | grigorios.kotronoulas@glasgow.ac.uk |
| Lecturer | Lindy Morrison | Tbc | tbc |
| Lecturer | Tbc | Tbc | tbc |
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| Administrative Assistant  BN2 & BN3 | Susan Steele | 4804 | [Susan.Steele@glasgow.ac.uk](mailto:Susan.Steele@glasgow.ac.uk) |

If the required member of staff be unavailable, please contact Please contact the Administrative Assistant for the relevant Part who will arrange for another staff member to contact you.

# Course reading

Benbow, W & Jordan, G, 2017, *A handbook for student nurses: Introducing key issues relevant for practice*, Lantern Publishing Ltd.

Gopee, N, 2018, *Supervision & mentoring in healthcare*, 4th edn., Sage Publications Ltd.

Mills, J, & Brand, D, 2018, *Learning in practice for nursing students*, London: Palgrave.

NHS Education for Scotland, 2019, *National Framework for Practice Supervisors, Practice Assessors and Academic Assessors in Scotland*, https://www.nes.scot.nhs.uk/education-and-training/by-discipline/nursing-and-midwifery/practice-education/scottish-future-nurse-and-midwife-programme-board/national-framework-for-sssa.aspx.

Nursing and Midwifery Council. 2018, *The Code: Professional Standards of Practice and Behaviour for Nurses, Midwives and Nursing Associates*, https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf.

Nursing and Midwifery Council, 2018, *Realising professionalism: Standards framework for education and training. Part 2: Standards for student supervision and assessment*, https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervision-assessment.pdf.

# Evaluation and enhancement

Students are also required to complete a PLE evaluation at the end of placement via QMPLE. Student evaluations are anonymous and provide important information on the student’s learning experience during PLE and where any changes might be required. Students should be encouraged to complete the evaluation of placement at the end of the placement so that robust and meaningful data can be obtained. PLE areas will receive their feedback from student evaluations at set times and can speak to their PEF/CHEF or the Academic Assessor for more information on the process.

If further information about practice learning in the BN (Hons) programme is required, please contact the nominated Academic Assessor or the Programme Lead.