

# Academic Policy and Procedures



**Health Professions  
and Nursing**  
*Enhancing Healthcare, Changing Lives*



**UNIVERSITY  
CENTRE  
SOUTH DEVON**

**PART OF  
South Devon College**

## Higher Education

## Placement Policy

This policy is applicable solely to Health Professions and Nursing Programmes



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## **1. Introduction**

As part of their academic syllabus, students are required to undertake a period of placement or work based learning in industry, business, health, social care and other educational institutions or community organisations.

The aim of this Code of Practice is to provide advice and guidance to Placement Co-ordinators, who are responsible for the placement/work experience of students under their responsibility.

Well planned and organised work experience has an important role in the development of the student's education. It will help to develop the students' personal and social skills and will provide them with the attributes and skills required for future employment.

## **2. Scope and Definition**

We define 'placement' as a planned period of learning normally undertaken outside the College which is an integral part of a student's course. It may be paid or unpaid.

We define 'work based learning' as learning which generally takes place in the workplace, which may have a specific focus (or project), and is often an optional part of a student's course. The student may be paid or unpaid.

The term 'placement' is used here as a generic term to encompass both placement and work based learning, which are characterised by the following conditions:

- there is a transfer of direct supervision of a student to a third party
- the placement is integral to the individual student's course
- the student is enrolled at the institution during the period of the placement

The term, 'Placement Provider' refers to the host organisation offering the placement opportunity, or their nominee.

The term 'Placement Organiser' refers to the person within the College who is responsible for organising the placement opportunity, this may be a Placement Coordinator, or an academic tutor.

The term 'Visiting Tutor', refers, where applicable, to the person who visits the placement to monitor a student's progress.

### 3. Legislation

The Health and Safety at Work Act 1974 identifies key responsibilities for complying with safety legislation, including those students who find their own work experience placements. In addition, the Management of Health and Safety at Work Regulations 1999 requires that the Employer undertakes to assess any risks to the student whilst under their 'Duty of Care'.

Under the Health and Safety (Training for Employment) Regulations 1990, students participating in work experience are regarded as the placement provider's employees for the purpose of health and safety.

### 4. Roles and Responsibilities

#### 4.1. Duty of the College

- the College has a duty under health and safety law both to their employees and to others, affected by their work activity, to ensure that non- employees such as students, are not exposed to risks to their health and safety
- the College will take responsible steps to ensure the suitability of work experience placements taken up by their students, whether identified and arranged by organisers or students themselves

#### 4.2. Duties of the Section

- will ensure that any organiser of a placement has the necessary experience and competence to make the necessary arrangements for assessing the suitability of placements
- the Section will be responsible for ensuring:
  - the suitability of work experience placements taken up by students, whether identified and arranged by organisers or by the students themselves
  - that the industry, business or educational organisation provide the College with information regarding the student's placement programme
  - Placement Coordinator is made aware of any information which might affect the way the student understands and responds to issues relating to health and safety at work. For example, learning disabilities or language problems

The section must be satisfied with the host employer's health and safety arrangements for the placement student.

The host employer must provide the Placement Coordinator with the following information:

- any relevant information about site safety conditions prior to visit
- ensure that whilst visiting they receive adequate health and safety training and advice
- provide appropriate personal protective equipment and advice on how to use it

#### 4.3. Duties of the Placement Coordinator (a person responsible for organising the placement within the Section)

The Placement Coordinator is:

- to be informed of any risks to which the student may be exposed prior to commencing the placement by the host employer
- to be informed of any measures taken by the host employer to eliminate and control risk
- to ensure that the host employer has procedures in place to provide training and supervision
- to ensure that any Risk Assessment managed by the host employer take into account specific factors such as the potential immaturity, inexperience and student lack of awareness in the working environment
- to ensure that the host employer has measures in place to control risk through the process of elimination and other reduction methods
- to ensure that the outcome of any risk assessment conducted by the host employer is explained to the student

To address these requirements, Placement Coordinators are advised to send providers a copy of the College's letter, 'Student Placement, Work Experience or Work Base Learning Activity' and accompanying health and safety checklist for completion. Additional checks can be conducted, as needed by telephone and personal visit.

#### 4.4. Duties of the Student

It is important to note that students have the same responsibilities as other employees in the workplace. These include the following:

- to take responsible care of their own health and safety and that of other people who may be affected by their actions
- to co-operate with the employer in complying with their health and safety responsibilities

#### 4.5. Duties of the Visiting Tutor (a person who visits the placement organisation to monitor progress of the student)

It is important that visiting tutors are able to make informed decisions about health and safety in the workplace.

The visiting tutor has to have some competence through experience of making informative judgements on health and safety issues, either through theory or experience. They need not be health and safety experts. During any visit by the visiting tutor, the following factors must be taken into consideration:

- the outcome of your preliminary enquiries into any concerns or issues that the student has raised during the placement
- the nature of the work being undertaken by the student and the level of risks attached
- whether the student has any specific needs relating to health, disability or learning difficulties and to confirm that those are being met by the host employer
- your confidence in the host employer's ability to manage health and safety of the student
- any changes or variation in the performance of the student during their placement
- feedback from the student

## 5. Risk Management

A full risk assessment has been undertaken across the institution in relation to placements and work based learning, which is reflected in the corporate risk register. In managing these risks, a number of key controls should be in place:

- staff responsible for managing placements will have undergone appropriate induction and training
- each placement opportunity will have been assessed against a health and safety checklist, see attached proforma to the provider letter 'Student Placement, Work Experience or Work Base Learning Activity'. Additional checks will be undertaken where provider responses are inadequate, or where additional levels of risk are evident
- each student will have received information about the aims of their placements, respective responsibilities and the practical arrangements.
- each provider will have received information about the aims of the student placement, respective responsibilities and the practical arrangements. This is encapsulated in the College letter to providers 'Student Placement, Work Experience or Work Base Learning Activity'
- The following areas need to be discussed with the host employer prior to the placement commencing:
  - health and safety policy and procedures
  - risk management/assessment
  - measures to control risk identified in risk assessment
  - provision of information to student and placement-organiser
  - health and safety management at the placement
  - training programme for the placement
  - employer and liability insurance certificate (in-date)
  - accident reporting system
  - first aid fire and emergency procedures

## 6. General Safety

### 6.1. Accident Reporting

In the event that a student on placement has an accident, a copy of the accident report should be forwarded to the Programme Coordinator.

### 6.2. Fire Prevention

The placement organisation is to ensure that the student is made aware of the following instructions:

- assembly point location
- fire and emergency drill procedures
- fire risk assessment for building
- attend fire induction

### 6.3. First Aid

The host organisation must ensure that there is adequate first aid facilities within the organisation.

#### 6.4. Training

The host employer will provide the student with such information, instruction, training and supervision as necessary during their secondment.

#### 6.5. Work Equipment

The host organisation shall ensure that before a student uses work equipment, the following preventative measures are taken:

- servicing and maintenance of equipment is 'in' date
- student is briefed on the equipment risks and controls
- training is given as appropriate
- effective guards are in place as required

#### 6.6. Lone Working

All students on placement are to follow the policy and procedures of the host employer, if they are required to work outside normal working hours.

#### 6.7. Personal Protective Equipment

All students on placement will be provided with the appropriate personal protection equipment as indicated on the risk assessment by the host employer.



## Appendix 1: Example Letter to Placement Provider

*[This is suggested wording. However, please note that, as this letter will accompany the Health and Safety Checklist to be signed by the placement provider, the third paragraph is mandatory.]*

Our Ref

Date

Dear

### **Supervised placement [20xx/xx]**

We are very pleased that you have been able to offer a placement for [20xx/xx]. We regard the placement as a three-way partnership between you (the employer), the student and the College. Although we are not party to the contract of employment, students on placement are registered as our students and we would expect to take any action necessary to ensure that a student is proving to be an effective, safe and reliable employee. Please do not hesitate to let us know if there are any problems with which you think we could help.

We have found that health and safety training for students has sometimes been overlooked, perhaps because students are temporary employees and are sometimes forgotten when instruction is arranged. Although you, as employer, are primarily responsible for health and safety training and equipment, the College also has a duty of care towards its students. We have provided information on health and safety as part of the foundation degree programme and further information is contained within the placement documents issued to students. However, this is of a general nature and does not include the specific information needed for any particular role.

The UK Health and Safety Executive recommends that we ask formally for assurances on health and safety aspects, as part of the process in establishing a placement, so we should be grateful if you would complete and return the enclosed form (Health and Safety Checklist). We have told students that they must not start work before the placement is approved. If there is a change in location or working practice which would cause you to amend your confirmation of compliance to the enclosed health and safety form, we should be grateful if you would notify the University accordingly. Please confirm, by signing and returning the enclosed form, that you have a written health and safety policy and that you will provide the necessary health and safety training for the placement student. Please also indicate your nominated contact for compliance with health and safety legislation.

Each student is given written guidelines which clearly describe the various documents which he or she needs to produce to satisfy the foundation degree programme requirements.

*[If required, additional text could be added to reflect expectations of particular placements, eg appropriate level of experience; requirement for supervision; requirements of professional bodies; opportunities for feedback to student and/or University etc]*

Thank you again for offering a placement. Previous placements with your organisation have worked very well and proved to be of great benefit to our students and, we understand, to you. We trust that this year will also prove to be successful.

Yours sincerely

*Contact name*

*Contact email*

*Contact direct line*

## **Annex 1: Procedure for managing requests for Placement Change for Health Professions and Nursing students**

It is a requirement for students on Health Professions and Nursing programmes to undertake clinical placement. Some programmes require students to experience a number of placements in health and care settings across the 'whole health care landscape', which include both, acute and community services.

During recruitment and before commencement onto these programmes prospective students are required to select a placement locality or 'zone' (set geographical location). They will often base this on where the student lives and their capacity to travel to the placement locality

It is intended a student should spend their placements within the locality/ zone, to ensure a variety of placement opportunities to meet the learning objectives of the programme.

When allocating students to placements the following are taken into consideration:

1. Placement will only be allocated with a strategic view in mind and dependent on capacity, and all requirements are in line with the workplace agreement
2. The configuration matches programme requirements
3. Previous placement or employment experience held by the student
4. If they have access to a car to travel to placement, if not ease of public transport, with the view travel should be up to an hour as calculated by an online route planner.
5. Occupational Health requirement and if they can be accommodated within the recommended locality.
6. If the allocated placement / clinical team that is caring for the students' friend /relative
7. They have been cared for or are under the care of the clinical team

If any student wishes to be considered for a change to their allocated placement or the following process should be followed

1. They must discuss with personal tutor who can support the exploration of strategies to manage such things as:
  - a. Travel - seeking car sharing to reduce the cost and concern of daily commute or consider public transport in bad weather.
  - b. Finance - Contacting the Faculty Office for support and information on the short-term hardship funding
  - c. Childcare - Many of our placement providers are very understanding and will accommodate some flexibility if the placement hours are met. They may, however, expect that some normal shift patterns are followed to enable experience of handover etc at times where childcare cover can be arranged.
2. Tutors can seek advice from the Health Professions and Nursing Manager or Lead Coordinator.
3. Students can request another student to swap on a 'like for like' basis, both parties need to agree and confirm by both via email
  - a. All requests must be submitted 5 weeks before placement commencement as students are expected to contact placement 4 weeks prior to commencement.

## **Annex 2: Procedure for Managing the Support and Supervision of Health Professions and Nursing Students**

It is recognised that there are occasions in practice where the support of students may potentially be compromised by an unexpected clinical or staffing situation. The flow charts below provide advice for ward staff, mentors and students with regards to the actions they can take to maximise the learning opportunities for students in these situations.

It is anticipated that these occasions occur on an infrequent basis and therefore should not negatively affect clinical based learning.

Reporting mechanisms allow monitoring to take place and action will be taken if a pathway is initiated more than twice for an individual student during the course of his/her placement.

The flow charts refer to the three most anticipated situations namely:

- The unexpected absence of a mentor/supervisor from work
- The reallocation of a mentor /supervisor to another clinical area for the remainder of a shift
- The unsuitability of a clinical placement for a student on that particular occasion. This may be due to unexpected changes in the acuity of the patient group, a change in skill mix (such as increase in bank/agency staff) or any other change to the environment that may affect learning and support
- Students working Nights and Weekends

In the event of students learning being compromised by an unexpected clinical or staffing situation during a night shift or weekend shift students **should** be advised not to attend placement for that particular shift and to inform the ward manager to enable the shift to be rearranged.

The Placement Provider's Learning and Development/Education team and South Devon College's Health Professions and Nursing Manger **should be immediately informed** if the following plans are put into action.

*Table 1 – Action to be taken in the event of an unexpected absence of a mentor/supervisor*

*Table 2- Action to be taken if a mentor /supervisor is required to work in a different practice setting*

*Table 3 Action to be taken in any other event where student learning and support may be compromised*

### **Annex 3: Procedure for the involvement of Students in formal observation and engagement duties in inpatient Mental Health Care settings.**

As part of inpatient clinical placement mental health students may be asked to undertake formal observation and engagement duties, which involves checking on the whereabouts and wellbeing of patients who are deemed to be at a higher level of risk and/or vulnerability in the clinical area. Engagement and observation with service users provides an opportunity for students to assess and respond to individual needs to support recovery and maintain safety.

Students may participate in these duties once they have been inducted into the process and organisational policy as long as this is in line with their placement learning objectives and, that they and their mentor, are satisfied that they are competent to carry out these duties.

Students' supernumerary status must always be taken into account when they are delegated formal observation and engagement.

- Students may carry out general and intermittent observations in line with organisational policy when they and their mentor (and the nurse in charge of the shift) deem them to be competent and this is in line with their plan of learning;
- For higher levels of observation and engagement (continuous and within eyesight) students may carry these out where this is in line with a plan of learning, where they and the mentor are satisfied that the student is adequately prepared and is competent i.e. is conversant with the policy, the individual's care plan, legal status and the nature of the risk/reasons for the required level of engagement;
- Students must not carry out observations for longer than a maximum of two hours per shift and receive adequate breaks;
- Students must not be involved in physically carrying out restraint (including where they have received this training via a different role) they may however participate in supporting activities relating to restraint, for example preparing medication for administration and supporting other patients in the unit.

## **Annex 4: Guidance for mentors and students when carrying out unaccompanied home visits and for the use of students' own vehicle for placement activity**

### **Purpose**

The following principles and checklist (Appendix 1) are set out as guidance to ensure that both mentors and students understand their roles and responsibilities relating to home visit activity and the use of students' own transport whilst undertaking practice placements.

It is imperative that all students adhere to the relevant placement provider policies and specifically the sections relating to students. It also needs to be clear that activities undertaken by students are within their level of competence. There must always be an identified supervisor, but if not acting under direct supervision, the student and mentor will need to be clear what the scope and purpose of the 'lone' activity is and that the student has explicit, clear understanding of:

- the current care plan for the patient
- the purpose of the activity
- planned action in the event of a crisis or untoward event
- how to contact the base, mentor and key workers.
- The check list as detailed in Appendix 1 will need to be completed by the mentor in partnership with the student prior to the student undertaking unaccompanied home visits and/or escorting patients/clients.

### **The mentor:**

- must undertake a risk assessment, associated with lone working of students
- should use their own judgement and involve the student in the selection of appropriate home/community visits before enabling the student to carry them out alone. (*The mentor and student should take into account the ability and experience of the student, the nature of the visit and the level of responsibility required*)
- must ensure the delegated activity/home visit is clearly integral to the student's learning needs for the placement
- must ensure that before making unaccompanied visits, the student has had the opportunity to experience home/community visits with the mentor and/or other staff
- must (*prior to the visit*) discuss the visit with the student and explore anticipated issues so that the student is aware of the level of responsibility he/she is required to take
- must ensure the student clearly understands when and who to ask for assistance; to whom to report when working under indirect supervision, and that they have the means to do so
- must ensure the student discusses and reflects on the experience with the mentor following the visit
- should give the student details of how their vehicle (*if the student has their own car*) is to be used in their earliest communication and ensure that the student is currently **insured** to use their car for this sort of business use
- must ensure that the base (and mentor) have a contact number of a working mobile phone carried by the student.

### **The student:**

- must work only within their level of understanding and competence
- must not participate in any procedure for which they feel they have not been fully prepared

or without having adequate supervision

- must not administer any prescribed medication or substance without direct supervision
- must be conversant with their placement's Health and Safety, Risk and Lone Worker policies
- must ensure the patient agrees to receive care from a student without direct supervision
- must refer to their mentor and local departmental policies regarding the use of vehicles on placement
- must always notify their mentor when going out on a visit in their vehicle, stating where they are going, and when they expect to return
- must always carry the departmental telephone number with them in case of breakdown or emergencies
- must inform the base and the mentor of the contact number of a working mobile that will be carried by them at all times. *(The student should leave the mobile phone on at all times).*



**Appendix 1: Checklist for educators in practice/mentors and students when carrying out unaccompanied home visits and for the use of students' own cars for placement activity including escorting service users/clients.**

- Valid business insurance for vehicle use checked
- Risk Assessment completed
- Supervisor to ensure that students has had access, read and understand the organisational lone worker policy prior to first visit
- Student to ensure they have familiarised themselves with Trust Lone Worker Policy and any issues are raised and resolved with their supervisor prior to first visit
- Care plans of any patients involved and purpose of activity discussed with student
- Student has contact details of base and responsible supervisor
- Responsible supervisor has the students contact details including mobile phone number

**Date.....**

**Signature of practice educator/mentor/supervisor .....**

## **Annex 5: Guidance for Health Professions and Nursing students escorting patients to hospital appointments, between hospital departments or inter-hospital transfers**

Health care students are required to work under direct or indirect supervision of registered health care professionals.

Decisions around indirect supervision are made after risk assessment of the stability and suitability of the patient and the stage of a student's programme. Where appropriate the placement provider's policy on lone working is adhered to.

There may be many cases where appropriate learning can be facilitated through escorting a patient between hospital departments or inter-hospital transfers, such as when a patient is required to be transferred to a centre for further investigations, or transferred from one clinical environment to another.

Students must be accompanied by a registered health care practitioner (such as Registered Nurse or \*Registered Paramedic) unless the patient would **NOT** normally require an escort.

*\*Not all inter-hospital transfers or clinic appointments are escorted by Paramedics, please ensure the status of the escort crew before deciding it is appropriate for a student to attend.*

## **Annex 6: Guidance for Health Professions and Nursing Students Recording of Hours for extra-curricular events and study days**

Practice Based Learning is integral to the College's Health Professions and Nursing Programmes. Some programmes require an exact specified number of theory and practice hours – stated by either the Nursing and Midwifery Council (NMC), Health and Care Professions Council (HCPC) or the Programme. (Please refer to individual programme handbooks for requirements).

Attendance in practice is of paramount importance to facilitate achievement of assessment and therefore students cannot expect to attend everything they wish or take large number of hours out of placement.

Some programmes count simulated practice (clinical skills rehearsals), Trust induction and IPL as practice hours, however, there are many 'off placement' learning/development opportunities that may arise during practice periods that students may wish to attend (that are relevant to practice learning) and would seek to have recorded as practice hours.

The Section permits students to take a maximum of 37.5 hours per year which can be divided between theory and practice.

If the event is scheduled during a student's placement period, he/she must seek authorisation to attend from their Mentor/Practice Placement Educator and Personal Tutor.

If the event is scheduled during a student's theoretical/university period, he/she must seek authorisation from their personal tutor.

If authorisation is provided, the student must provide evidence of attendance with their placement record time-sheet. Failure to do so will result in hours not being recorded as authorised hours.

*N.B. Paid roles such as Student Ambassador or Peer Assisted Learning and associated travel time are not included.*

## **Annex 7: Guidance for the Supervision and Assessment of NMC Nursing Proficiencies**

*This guidance is only for students registered on an NMC approved programme, i.e., Nursing Associates*

This document provides guidance in relation to the introduction of NMC [standards of proficiency for nurses \(2018\)](#). The NMC require students to develop range of proficiencies over the course of their programme. Registered Health Care professionals are required to facilitate achievement through supervision and assessment. Details of provision of theory and opportunity for simulated introduction to the proficiencies plus assessment record of achievement are outlined in the students' Practice Assessment Documentation (PAD).

It is also important that students are properly **prepared and assessed** as being proficient in order to graduate and register with the NMC.

Ongoing supervision for any medicines administration will be required until they are registered.

For other proficiencies direct or indirect supervision will be at the discretion of the accountable **Registered Nurse or Registered Nursing Associate**.

Students are required to undertake the appropriate **related training packages** whilst on placement with you. If they commence a skills package in one placement, they are to continue to complete the package and be supervised/assessed in subsequent placements.

Employers are reviewing policies that may have previously excluded them from undertaking specific proficiencies.

### **FAQ: Can students administer medication prescribed via a Patient Group Directive (PGD)?**

Answer: Only if they have completed the full PGD training and are **named** as an administrator with the placement provider. Under direct supervision of a **Registered Nurse/ Nursing Associate**. However, they would be required to be listed with the placement as having completed preparation, which would be unlikely during the course of a placement.

### **FAQ: Are students allowed to administer immunisations?**

Immunisations, such as the flu vaccine, are frequently administered via a Patient Group Directive (PGD). Where this is the case students are not allowed to administer the vaccine (see previous FAQ). However, where a vaccine is prescribed on an individual patient prescription sheet then the student can, after they have completed the relevant training and deemed proficient under direct supervision of a **Registered Nurse or Nursing Associate**

### **FAQ: Are students allowed to administer controlled drugs?**

Answer: Yes, under direct supervision of a **Registered Nurse**.

### **FAQ: Can student nurses check the stock of control drugs?**

Answer: Yes, students can act as a second checker under direct supervision of **Registered Nurse**.

### **FAQ: Can students visit patients unaccompanied while on a community placement?**

Answer: Yes, second year students can visit patients without direct supervision once they have been on placement for a minimum of two weeks. The student must be accompanied by the Registered nurse/ Registered Nursing Associate on the first patient visit, be assessed as being competent and the patient must consent to subsequent visits being made by the student only. The patient should also be re-assessed by the Registered nurse on a minimum of a weekly basis. Patients who require the administration of oral, injected or enteral medication cannot be visited without the presence of a Registered Nurse.

Students must also have contact /mobile phone numbers so that they can access support if needed and

must give a report and evaluation of the care given to the Registered nurse on the same day.

**FAQ: Can students see patients in a primary care setting/clinic, such as a GP surgery, without direct supervision?**

Answer: Yes, second year students can see patients under indirect supervision once they have been on placement for a minimum of two weeks and have been deemed competent/proficient by the Registered nurse. The Registered nurse must also be available for consultation and support within the immediate care setting. The Registered nurse should discuss the patient list with the student prior to the clinic and they must only review routine/follow up patients. Immediately following the clinic the student must meet with and give a report and evaluation of care to the Registered nurse.

## **Annex 8: Guidance on Student Supernumerary Status for Health Professions and Nursing Students on NMC registered Programmes**

Health Professions and Nursing students are supernumerary throughout their course. This means that the experience that they gain during practice placements should be determined by their educational needs, not utilising students for service needs such as “filling gaps”. However, Health Professions and Nursing students should not act purely as observers or take study time from placement without negotiation.

In order to develop a high standard of clinical competency and proficiency to underpin their future registrant practice in delivering effective holistic care, students are required to experience the 7 days a week, 24 hours a day nature of the service. Therefore, they will be expected to work a range of shift patterns, including some weekend and night duty at the discretion of the mentor/assessor, to ensure adequate opportunities for effective learning and supervision.

To maximise learning in order to develop the required skills and achieve the identified learning outcomes, students:

- Have the right to experience quality effective learning opportunities in placement and to have their status as students respected
- Will be integrated as part of the clinical team, participate in clinical activities
- *appropriate* to their level of knowledge and practical experience
- Work directly or indirectly under the supervision and direction of a designated mentor/practice placement educator or registered Health Care Professional.

### **Apprentices**

All Apprentices must have an apprenticeship agreement. This sets out employment duration, the training provided, working conditions and the qualifications they are working towards. The apprentice agreement covers all the hours they are employed and undertaking the training (both on and off the job) towards the competence in the named occupation.

In the case of Health Professions and Nursing programmes, the following guidance should be considered. Both the Nursing and Midwifery Council (NMC) and the Health and Care Professions Council (HCPC) provide guidance on this matter:

#### **The Nursing and Midwifery Council (NMC)**

The NMC state that “Programme providers must ensure that students are supernumerary during all practice learning. Supernumerary means that the student will not, as part of their programme of preparation, be contracted by any person or body to provide nursing care” (NMC, 2010). If an employer wishes to employ the apprentice part time in some other role these hours are not supernumerary. However, these hours would be outside of the apprenticeship agreement and require a separate contract of employment e.g., as a Senior Healthcare Support Worker. These hours would not be counted toward practice learning hours required for programme (apprenticeship) completion.

The NMC requires that whilst giving direct care in the practice setting, at least 40% of a student’s time must be spent being supervised (directly or indirectly) by a mentor/practice teacher.

#### **Health and Care Professions Council (HCPC)**

The term supernumerary is not specifically used within HCPC education standards and guidance. The HCPC recognise that learners can be appropriately and safely supported in different ways, and their standards provide flexibility for education providers to consider how this might be achieved. This would include consideration regarding the supernumerary status of learners in practice.

Specifically, the HCPC standards for education and training (SETs) require that: “Practice-based learning

must take place in an environment that is safe and supportive for learners and service users” (HCPC SET 5.4, 2017). Education providers must ensure that learners work within a scope of practice that is appropriate to their level of skills and experience. This is likely to develop for an individual learner as they progress during the course of the programme and the practice-based learning they take part in should reflect this. Education providers must also consider other factors in providing a safe environment for service users, such as the level of supervision and autonomy (independence) that learners have.

Note:

- Students should discuss with their mentor/assessor the best ways of achieving their learning outcomes and set robust plans for achievement.
- Students should contact their Personal Tutor for advice if they have concerns relating to their supernumerary status.

**Annex 9: Patient Authorisation for Involvement in Teaching and Learning**

The Hospital/Company participates in clinical education programs with South Devon College to engaged students in a course of study related to a health profession career, including nursing, allied health and hearing aid audiology experience in clinical practice. Your lead professional has agreed to permit such students to observe and participate in his/her patient care activities, including, where appropriate, providing assessment, care and/or rehabilitation to patients under their or their team’s direct supervision.

By signing below, you agree to permit the students present in your appointment to observe and participate in your care during your appointment today, including, where appropriate, providing direct care to you under your lead health professional’s direct supervision. You agree that you have been given the opportunity to refuse to give such consent and that you may withdraw your consent at any time during your appointment.

\_\_\_\_\_  
Patient Name

Date: \_\_\_\_\_ Time: \_\_\_\_\_

\_\_\_\_\_  
Patient Signature



**IF PATIENT IS UNABLE TO CONSENT OR IS A CHILD COMPLETE THE FOLLOWING:**

This patient, whose name is written about, is a child\_\_\_\_ years of age or is otherwise unable to consent to and execute this document for the following reason:

\_\_\_\_\_

I hereby execute this document on the patient's behalf. I have read and fully understand each part of this document. I represent and verify that I am authorised to execute this document on behalf of the patient named above. I understand that I am entitled to receive a signed copy of this document.

\_\_\_\_\_  
Signature of parent/guardian patient

\_\_\_\_\_  
Relationship to patient

Date: \_\_\_\_\_

Time: \_\_\_\_\_

\_\_\_\_\_  
Witness Signature