

University of Essex
School of Health and Social Care
Nursing Subject Team

Placements Handbook
Academic Year 2025-26

For use by:

- Students, including Apprentices
- Academic Assessors
- Practice Assessors
- Practice Supervisors
- Practice Education Leads/Teams
- Anyone else supporting practice learning

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Table of Contents

Welcome to the Placements Handbook	3
Programmes on offer	3
Professional guidance documents.....	3
The role of the Practice Supervisor, Practice Assessor and Academic Assessor	4
People who support students in placement.....	5
Electronic Practice Assessment Document (ePAD)	6
Link Lecturers and Practice Education Lecturers	8
Placement allocation	9
Commencing a placement.....	10
Student placement hours	10
Retrieving missed placement hours	13
Sickness	14
Other absences.....	14
Out of hours contact with the university.....	15
Student appearance in placement.....	15
Students' professional responsibilities.....	16
Managing student disability / Reasonable adjustments	19
Students' rights whilst on placement	20
Whistle-blowing and escalating concerns.....	21
Support for students who raise concerns and complaints.....	21
Placement evaluation.....	21
Use of AI whilst on placement.....	22
What to do if ...? – Information for Practice Supervisors and Practice Assessors	23
Quick guidelines for Practice Supervisors and Practice Assessors	24
What to do if ...? – Information for students	25
Link Lecturers/Practice Education Lecturers	26
Making contact with the School.....	27
Map of placement areas.....	28
Nursing Subject Team requirements of mandatory training.....	29

Welcome to the Placements Handbook

These guidelines provide information to be used in conjunction with the electronic Practice Assessment Document (ePAD), which supports the learning experience in placement throughout the course of the programme. Further information about placements can be found on the [Nursing Placements](#) website.

Please note: The term “student” is used within this document to describe all pre-registration learners, whether they are on a self-funded degree pathway or an apprenticeship pathway. Where there is information specific to apprenticeship students, this is specified.

Also, in line with a University-wide change, Personal Tutors are now called Student Advisors.

Programmes on offer

The School of Health and Social Care offers many routes to registration as a nurse with the Nursing & Midwifery Council (NMC). These programmes are offered at both the Colchester and Southend campuses:

- MSci Nursing – dual registration in Mental Health and Adult nursing (4 years)
- BSc Nursing – Adult nursing (3 years)
- BSc Nursing – Mental Health nursing (3 years)
- BSc Nursing, including year abroad – Adult nursing (4 years)
- BSc Nursing, including year abroad – Mental Health nursing (4 years)
- BSc Nurse Degree Apprenticeship (NDA) – Adult nursing (2 years)
- BSc Nurse Degree Apprenticeship (NDA) – Mental Health nursing (2 years)

The school also offers a Foundation Degree as an Apprentice Nursing Associate, which leads to registration with the NMC as a Nursing Associate.

Across all of these programmes, the focus is on developing safe and effective practise through clinical skills development and the active involvement of patients/service users within the programme.

Professional guidance documents

All of the programmes are developed in accordance with the NMC standards for Nursing/Nursing Associate education. The NMC Code presents the professional standards that registrants must uphold in order to be registered to practice in the UK. The following guidance and directives should be read in conjunction with professional standards issued by the NMC:

- [The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates \(NMC 2018\)](#)
- *Realising professionalism: Standards for Education and Training (NMC 2018)*
 - Part 1: [Standards framework for nursing and midwifery education](#)
 - Part 2: [Standards for student supervision and assessment \[SSSA\]](#)
 - Part 3: [Standards for pre-registration nursing programmes](#)
- [Standards of proficiency for registered nurses](#) and [Standards of proficiency for nursing associates](#)
- [Good nursing and Midwifery care: what our professional Code means to you \(NMC\)](#)
- [Raising concerns: Guidance for nurses, midwives & nursing associates \(NMC\)](#)
- [Professional Duty of Candour \(GMC/NMC\)](#)

The role of the Practice Supervisor, Practice Assessor and Academic Assessor

The [Standards for Student Supervision and Assessment \(SSSA\) \(NMC 2018\)](#) are designed to ensure that student assessments are evidence-based, robust and objective. They address confirmation of proficiency across both theory and practice, to assure student achievement and competency.

There are three roles that the university and practice partners must provide to each student:

- One or more Practice Supervisors
- Practice Assessor
- Academic Assessor

As a Practice Supervisor, Practice Assessor or Academic Assessor to a student, the staff member's role is critical to ensuring that the student will become a safe and effective practitioner of the future. There are four elements to these roles:

1. *Protecting the public*

A Practice Supervisor, Practice Assessor or Academic Assessor will need to be willing and able to make a critical assessment of a student's performance to ensure that all students who enter the workforce as qualified nurses/nursing associates are fit for practice.

2. *Maintaining professional standards*

A Practice Supervisor, Practice Assessor or Academic Assessor will need to act as a role model to demonstrate professional practice to students – what a student observes, they will emulate.

3. *Strengthening clinical knowledge and skills*

A Practice Supervisor, Practice Assessor or Academic Assessor has a role in teaching, assessing, and supervising within the clinical environment and/or professional practice.

4. *Helping future colleagues to develop*

A Practice Supervisor, Practice Assessor or Academic Assessor will need to keep in mind that the student they are supporting today may one day be their colleague in the future.

All registered health and social care staff will undergo agreed training, delivered locally in their organisation and monitored through their organisation's Practice Education Governance Committee (PEGC). More details can be found on the [Practice Learning Guidelines](#) webpage.

For those clinical staff working in private, independent or voluntary organisations (where the organisation does not provide in-house training), this online training provided by Anglia Ruskin University comes as recommended by the University of Essex as part of our collaboration with them to support practice learning across the region – [Online Practice Supervisor/Assessor courses and updates](#).

People who support students in placement

Practice Supervisor

This can be any NMC registrant, or other health or social care professional (registrant), who supports and supervises students' learning and participation in practice, identifies learning opportunities, provides feedback on progress, and serves as a role model for safe and effective practice. In most placements, students will be supervised by a number of Practice Supervisors.

Practice Supervisors may undertake formative assessment at the midpoint of a placement block, as well as making an assessed judgement on achievement of any proficiency for which they are themselves competent. (Please note, any proficiencies signed off by a Practice Supervisor do not need to be countersigned by a Practice Assessor too). A Practice Supervisor may delegate a student's time in the learning environment to be alongside a non-registered member of staff for a set time and for a specific learning purpose – throughout that time, the Practice Supervisor remains the person responsible for the learning and appropriate supervision of that student.

More information can be found here – [Who are practice supervisors and how are they prepared? \(NMC\)](#)

Practice Assessor

This must be an NMC registrant, who conducts objective, evidence-based assessments through the placement, provides constructive feedback and confirms a student's achievement of proficiencies and outcomes. The Practice Assessor must be from the same field that the student is studying, or have appropriate equivalent experience for the student's field of practice. [Please note, nursing associate students may be allocated a Practice Assessor who is a Registered Nurse or Registered Nursing Associate. However, nursing students can only be allocated a Practice Assessor who is a Registered Nurse].

The Practice Assessor ideally should not also be the Practice Supervisor for the same student throughout the majority of a placement block. However, they may take on the role of Practice Supervisor on occasion in order to gain direct experience of working with that student. The Practice Assessor summatively assesses the student against the documented assessment criteria using various sources of evidence including direct observation of the student in practice, and verbal and written feedback from practice supervisors, service users and other students.

More information can be found here – [What are practice and academic assessors and how are they prepared? \(NMC\)](#)

Academic Assessor

This is a member of the university lecturing team who collates and confirms the student's achievement of proficiencies. The Academic Assessor liaises, communicates and collaborates with the Practice Assessor to confirm the student's progress. At the University of Essex, the Academic Assessor will be the same person as a student's Student Advisor for that year of study.

More information can be found here – [What are practice and academic assessors and how are they prepared? \(NMC\)](#)

Link Lecturer / Practice Education Lecturer

This is member of the university team, who has specific responsibility for liaison between the university and staff in a certain practice area. They are available to support students as well as Practice Supervisors/Assessors in the practice learning environment. A list of their allocated areas can be found on at the end of this guide.

Practice Education Lead

This person is based within a certain placement provider organisation. They co-ordinate support to placement providers and have overall responsibility for liaising with the university to facilitate pre and post registration education. They manage a team of nurses and other healthcare professionals who work together to co-ordinate and support education in practice.

'Nominated Person' / Practice Learning Co-ordinator (PLC)

The Practice Learning Co-ordinator (or other named person) in each individual placement area oversees the student's overall learning, and is responsible for the learning environment. They ensure the students have been allocated a Practice Assessor and Practice Supervisors appropriately, and they will be able to address any concerns raised about student supervision or assessment. The Practice Education Lead/Team in that organisation can advise as to how this person will be identified in each placement area.

Patient / Service user

All patients/service users should be made aware that nursing care is being delivered by a student nurse/nursing associate and give their consent for this. Where appropriate, a record of this consent should be made in the patient/service user's notes. Processes for seeking consent will vary from placement to placement.

Electronic Practice Assessment Document (ePAD)

The electronic Practice Assessment Document (ePAD) records how each student is developing as a safe and effective practitioner. Each student is given a personal logon to their ePAD. An important part of each placement is that the student records the details of each Practice Supervisor and their Practice Assessor on their ePAD, giving them all access. They will then be able to identify the learning needs to be planned and achieved within a placement, review what has already been recorded to continue learning in a placement, and complete any assessments or other documentation.

Within the ePAD is an Ongoing Achievement Record (OAR), which contains placement summary documents and further assessments that must be achieved across the duration of the programme. Students will use the ePAD (including the OAR) to record their learning journey to achieve the criteria set out by the NMC for their programme. The content of the ePAD reflects the MYEPAD, which is a regional document which has been developed in collaboration with practice partners, academic staff, students and services users across London, the Midlands, Yorkshire and the East of England.

Completing the ePAD

By commencing the programme, all students consent to make the content and outcome of previous assessments within the ePAD available to subsequent staff involved in their

supervision and/or assessment. This supports the concept of 'continuous assessment' throughout a curriculum.

Students are responsible for making their ePAD available to practice based staff, by logging those staff as a Practice Assessor or Practice Supervisor appropriately. Additionally, they are responsible for guiding the Practice Assessor or Practice Supervisor to the sections of the ePAD which require completing on that particular placement, or across that Part.

The ePAD (including the OAR) is a cumulative document that is maintained throughout the duration of the programme.

During placement, Practice Supervisors and the Practice Assessor (as well as other staff) may contribute by including written reports in the ePAD – these must be accompanied with the full name (forename and surname) and workplace email address of the staff member.

During a placement shift, reflections on learning can be documented in the ePAD to show progress of learning. There are a few different forms where this information can be captured, dependent on the member of staff who is aiding in the student's learning. These learning logs provide evidence that help the Practice Assessor to make a judgement when assessing learning. Each Practice Assessor should regularly check the student's ePAD throughout the placement to monitor progress.

There are several components that are formally assessed in each Part throughout the student's programme of study. Professional Values reflect a number of proficiency statements and are captured under the four sections of The Code (NMC 2018). All must be achieved by the end of each placement; this applies to *all* students, on *all* nursing/nursing associate programmes, in every assessed placement.

An assessed placement will be allocated to be 4 weeks or more, to enable enough time for a robust assessment to take place. All placements allocated by the university will require assessment. Very occasionally, and only within a specific circumstance, would a shorter non-assessed placement be allocated, and this would be agreed by the programme team in advance.

There are different levels of practical proficiencies which must be demonstrated to progress from Part 1 to Part 2, then through to Part 3. During their final year, those on the MSci dual registration programme will complete Part 3 proficiencies in the opposite field of nursing. [Please note, nursing associate students only have two parts to their programme, and they follow a different set of proficiency requirements to nursing students]. Further details on the criteria for assessing students can be found within the 'Introduction' section within each Part on the ePAD. If students or staff wish to discuss the assessment process, then the Academic Assessor, Practice Education Lecturer or Link Lecturer will be able to support them.

In the last week of a placement, the Practice Assessor must review and report on completed proficiencies, as well as making a summative assessment of the student's progress on that placement against the Professional Values. Failure to do so will result in the placement being non-assessed, which could impact the student's progress on the programme.

The student is responsible for ensuring all necessary components of the ePAD are completed by the Friday following the last day of their placement. Failure to do so will impact the Academic Assessor's ability to assess progress on the placement, and may result in a failed placement. After each placement, the Academic Assessor will review their allocated students' ePADs.

Progression points

At the end of each Part, students will have needed to satisfactorily demonstrate development and achievement of certain requirements in order to continue with the programme. It is the role of the Practice Assessor for the final placement of that Part, along with the Academic Assessor for that Part, to decide about the student's progression into the next Part of the programme.

At the end of the final Part of any programme, students must demonstrate competence in the components of assessment required for entry onto the register. It is the Practice Assessor, along with the Academic Assessor, who makes a final judgement about the student's competence and be satisfied that they are safe and effective in practice.

If at any point, there is a cause for concern in relation to the student's performance (e.g. failure to achieve Professional Values), then an Action Plan should be completed in partnership with the student. In this case, the Practice Assessor should liaise with the Academic Assessor, who is responsible for reviewing progress and ensuring support and learning is available. If the student does not achieve the objectives set out in the Action Plan within the stated timeframe, the Practice Assessor will need to document the cause for concern and communicate with the Academic Assessor. In the case of a single failed placement within a Part, the student will have an opportunity to complete a retrieval placement (at a later point in that academic year or the following academic year) to allow them to progress on the programme. Failure to pass the retrieval placement will result in the student failing that Part – therefore they cannot progress, and this may result in removal from the programme.

In conjunction with the Practice Assessor, an assigned Academic Assessor (Student Advisor) at the end of each year looks at both marks achieved in module assessments and feedback from practice placement and confirms student progress. The Academic Assessor cannot be the same individual in two consecutive Parts – this is an NMC requirement that is designed to increase the objectivity in assessments and progression.

Link Lecturers and Practice Education Lecturers

The university has Link Lecturers and Practice Education Lecturers who support students in practice areas. A map and information about names, link areas and contact details are available at the end of this document. In the first instance, students should contact their Student Advisor (Academic Assessor) about any queries about their ePAD or university work.

Where a Link Lecturer or Practice Education Lecturer does not respond to a request, Practice Supervisors, Practice Assessors and students can contact the Health & Social Care Placements Team via hscplacements@essex.ac.uk.

In relation to issues and problems relating to teaching/learning/assessing, guidance is provided for Practice Supervisors/Practice Assessors as well as for students in the '*What to do if...*' sections towards the end of this document. Problems in this area do not constitute 'crises' and do not require immediate intervention by a member of the university team.

Should a student need to be removed from a placement area due to a professional issue at any time (including over a weekend or bank holiday) this is, rightly, the decision of the Ward/Service Manager. As the School operates in partnership with clinical placement providers, further discussion with the student, the Practice Education Team and the Link

Lecturer/Practice Education Lecturer/Programme Lead/Student Advisor would occur at the earliest opportunity when all were available.

In relation to critical physical or psychological issues which arise whilst on placement, the university is pleased to operate in partnership with clinical placement providers. Students function within a team, and therefore such issues must be managed according to local organisational policy. The critical issue should be managed in the same way as any incident occurring with any member of a clinical team. There are no apparent benefits in the Link Lecturer/Practice Education Lecturer/Programme Lead/Student Advisor intervening immediately; the university respects the clinical judgment of the team with whom the student is based. Again, further discussion with the student, the Practice Education Team and the Link Lecturer/Practice Education Lecturer/Programme Lead/Student Advisor would occur at the earliest opportunity when all were available.

Placement allocation

All students should read the [HSC Student Placement Agreement](#), which they must agree to as part of the 'Student Declarations' on PEMS.

Please note the following important points relating to placement allocations:

- Placements are allocated within 90 minutes travel time (one direction) from the campus a student is studying at, based on their declared mode of transportation. While access to a car is not mandatory for the programme, please note that having access to personal transportation may broaden the placement opportunities available. In some cases, placements may be more easily accessible, or more varied, for those with personal transportation. If students do have access to a car, please be aware that they may need to add business insurance to their insurance policy (which typically does not incur additional costs). It is the student's responsibility to ensure they have the necessary coverage for placement-related travel.
- If it is possible, allocations may be made closer to an individual's termtime address than the campus they are based at, in accordance with data provided on a student's Placement Planning Form. However, please note, this is only a possibility and cannot be guaranteed.
- Placement allocations are released on PEMS 6 weeks in advance of a placement commencing.
- Once a suitable placement has been allocated to a student, they are expected to complete that placement. Switching of placements is not allowed and any requests made to the Placements Team will be declined (except in extreme individual circumstances in agreement with a student's Student Advisor/Programme Lead). Refusal to accept a placement on the grounds of location will likely be regarded as a failed placement due to a failure to comply with the course requirements, unless the student has extenuating circumstances.
- If a student is having issues on placement, then they should contact their Student Advisor to discuss this. Most issues can be resolved in partnership with the placement provider, to enable the student to continue on that placement.
- If a student decides to decline attending an allocated placement, then no alternative placement is guaranteed to be found. The university will work on a case-by-case basis, influenced by the reason for declining a placement, to try to reallocate a student to a different placement.
- Non-completion of a placement, for whatever reason, will count as a 'fail'. For a single failed placement within an academic year, a resit/retrieval of that placement will be offered. A failure of two placements within an academic year may result in withdrawal from the programme.

- Students should liaise with their Student Advisor regarding reasons for declining attendance on placement. There may be very good reason for non-attendance (e.g. health condition, personal circumstances, experiencing discrimination/bullying). Students should be directed to the [Extenuating Circumstances](#) process as part of the support given by their Student Advisor, which is there to support students in these instances.
- If a student wishes for reasonable adjustments to be considered during placement allocation, then they can request an Occupational Health review via their Student Advisor. Once specific reasonable adjustments are suggested by Occupational Health, these will be considered to see if it possible to accommodate them or not. Please note, a placement that is able to accommodate all of the suggestions made cannot be guaranteed.
- Regarding travelling to a placement, students should make the most of all available transport options, including car sharing with others if possible. Eligible students *may* be able to reclaim travel or temporary accommodation costs from the [NHS Learning Support Fund](#).

Commencing a placement

Before students arrive in a placement area, a Practice Assessor must be identified.

Each student should contact their placement at least four weeks prior to the commencement of the placement to find out who is their allocated Practice Assessor. A Practice Supervisor must be allocated on a daily basis.

The process of shift allocation does differ between placement providers. Most commonly, the student will be allocated shifts by the 'nominated person' or Practice Assessor. Students must stick to these allocated shifts, except in the case of genuine reasonable adjustment requirements (e.g. for health reasons, following a review by the Occupational Health team). Some placement providers may offer more flexibility with organising shifts than others, and any requests for particular shifts or days off must be made directly to the placement area to be considered on a case-by-case basis. So long as a reasonable timeframe has been given by providers allocating the shifts (e.g. one month before the placement starts) then students are expected to manage their other responsibilities in life around these shifts, for example childcare/caring responsibilities or part-time employment. If students have concerns about this, then they should contact their Student Advisor to discuss this in the first instance.

Each student will receive an induction at the start of the placement. The structure of the induction will vary between placement providers. Attendance at an organisation's induction is mandatory for any placements within that organisation.

The allocated Practice Supervisor, Practice Assessor or 'nominated person' will outline the learning opportunities within the placement area and the professional behaviour expected of the student at all times in that area.

Student placement hours

An expectation of the course is that all students experience placement shifts across the full range of shifts/days that nurses work. It is also best educational practice for students to follow the shift pattern of a full-time member of staff for their allocated placement. Any requests to complete shift times that fall outside of the standard shift pattern for that area should be made by the student to the manager or 'nominated person' for consideration.

These should be considered on a case-by-case basis, and it is at the discretion of that staff member/organisation whether they approve it or not.

The recommendations and guidance below align to the [maximum weekly working hours](#) information from the UK Government.

Please note the following important points relating to student placement hours:

- It is the student's responsibility to ensure that they have the right number of shifts allocated to enable them to complete the expected number of placement hours.
- Students must be active (i.e. have shifts allocated) on every week within a placement block.
- Students are not able to take holiday during placement blocks, except on the occasional circumstance that has been pre-approved by the student's Student Advisor/Programme Lead.
- Students must have at least 11 hours of continuous rest in any 24-hour period. This means that student must not undertake an early shift, late shift or long day shift on the same day as they completed a night shift.
- Students are expected to undertake shifts which reflect the normal shift pattern of Registered Nurses in the placement area. This will include morning, afternoon and night shifts, as well as weekends and bank holidays if these are normal practice for the placement area and sufficient learning opportunities are available. Useful tips for surviving night duty from a student nurse's perspective can be found here; [A hard day's night](#) (RCN 2018).
- On a Bank Holiday where a placement does not run a service that day, students may either:
 - Ask the Practice Supervisor/Practice Assessor to negotiate a shift in a unit associated with the placement, or
 - Ask the Practice Supervisor/Practice Assessor to set a clinical-based task (e.g. reviewing policies and procedures, practice writing care plans, etc) which would account for the placement hours on that day. The Practice Supervisor/Practice Assessor must check this learning has been undertaken before signing off the student's timesheet.
- Allocated shifts should be no longer than 12.5 hours. [Please note: Occasionally in clinical areas, shifts longer than 12.5 hours may be the norm for staff working there. In these instances, it may be more appropriate for students to match the pattern of the staff member they are working with. Student Advisors can provide advice on a case-by-case basis in these instances].
- No more than two successive shifts (days or nights) should be completed.
- Two nights of full sleep between rotating day and night shifts should be rostered.
- If long days are a normal shift pattern for the placement area, students with reasonable adjustment requirements (in collaboration with the placement area) may complete shorter shifts. For example, 8 hours per day for 5 days, or 10 hours per day for 4 days.
- Students are expected to participate in learning under the direct or indirect supervision of their Practice Supervisor/Practice Assessor.
- Students are supernumerary. This means that students are additional to the workforce requirement and staffing figures for a clinical area. However, students are part of the team and are expected to actively participate in and contribute to nursing care under supervision. If students have concerns about their supernumerary status whilst in any placement, they should contact their Link Lecturer or Student Advisor.
- Students' timesheets should be completed daily via the ePAD at the end of each shift, with the full name (forename and surname) and workplace email address of the Practice Supervisor, Practice Assessor, nurse-in-charge or manager being used on each entry. Falsification of timesheets will be regarded as a serious professional

concern that could bring into question a student's Fitness to Practise (see p17 for further details of the Fitness to Practise process).

- There is no minimum number of hours set out by either the NMC or the university that students must attend in order for an individual placement to be considered 'complete'. We appreciate reduced attendance (for whatever reason) gives the Practice Assessor less opportunity to formulate a robust assessment of that student's performance. As a rough guide (not a hard-and-fast rule!), if a student has attended for less than 4 weeks' worth of hours, then a conversation is advised between the Practice Assessor and Academic Assessor to ascertain whether the placement may be 'passed', 'failed' or 'not assessed'.
- Whilst the university cannot control any hours of paid or voluntary work that students complete outside of their allocated placement hours (e.g. part-time paid work), we strongly advocate for the need to have sufficient rest periods when commencing shift patterns during placement blocks. We would advise common sense to be used when considering the impact of overwork on a student's performance at placement – it can be detrimental to patients, co-workers, and their own physical and mental health.
- There is no minimum requirement for night shift hours to complete in any programme.
- We recommend that no placement is made up of more than 50% night shifts so that learning opportunities are suitably varied and students have opportunities to experience different aspects of nursing care.

Additional information is applicable to students, dependent on which route they are studying. Students should ensure they are reading the correct block of information below – either for the self-funded route, or for the apprenticeship route.

For self-funded route students:

- Students should aim to complete, on average, 40 hours of placement time in each week of placement.
- Students should not normally record more than 160 hours of placement time in any four-week period.
- Students should not normally record more than 50 hours of placement time in any given week. The only time a student would record 50 hours of placement time in one week is on occasions where they have undertaken four 12.5-hour shifts in one week.
- Students who are following a shift pattern of 12.5-hour long days on placement will usually undertake three shifts per week, equating to 37.5 hours of placement time per week. These students will need to undertake an additional long day every fourth week of a placement period to ensure they are able to meet the minimum expected placement hours.
- Students are expected to take regular breaks during a placement shift. Time spent on breaks is not to be deducted when calculating placement hours. Students should have opportunities to take appropriate breaks during the day – [UK Government guidelines](#) state the right for a minimum 20-minute break in periods of over 6 hours.

For apprenticeship route students:

- Students should aim to complete the number of hours required on that placement block (which will differ for full-time or part-time apprentices). The students should check their block planner or plan of hours for the programme to ascertain the number of hours they need to complete.
- Students must not go beyond their contracted employed hours across any placement block.
- Students are expected to take regular breaks during a placement shift. Time spent on breaks is to be deducted when calculating placement hours, according to the rules of apprenticeships. Students should have opportunities to take appropriate breaks

during the day – [UK Government guidelines](#) state the right for a minimum 20-minute break in periods of over 6 hours.

Retrieving missed placement hours

The NMC specify the number of theory and practice hours students must complete before they can register as a nurse/nursing associate. Health or personal reasons may lead to students falling into deficit in either theory or practice hours (or both). The programme on which they are studying has been designed to include the required number of theory and practice hours, alongside periods of annual leave. Annual leave is included in the programme because it is essential to rest and maintain a healthy balance between learning in practice and study.

Students may not use periods of annual leave to compensate for periods of sickness which they may have accumulated during timetabled theory or practice hours. (An exception may be for students on apprenticeship routes, in prior agreement with their Student Advisor and home placement manager).

Reading weeks are counted within the programme as theory hours; consequently, students will not be permitted to accumulate practice hours during reading weeks.

Students should be aware of any hours not completed during the programme; however, the Student Advisor/Programme Lead will be able to provide this information if required. If students fall into deficit with theory or practice hours, they must discuss this with their Student Advisor/Programme Lead and agree how this deficit will be made up.

Please note, all hours on placement (including retrieval placement hours) are assessed against professional values as part of a placement block. Therefore, there is no such thing as a student “just making up hours”.

The following information is dependent on the student’s route of study. Students should ensure they are reading the correct block of information below – either for the self-funded route, or for the apprenticeship route.

For self-funded route students:

- If a student has missed previous practice hours, they may wish to make up this time during a current placement block. Students may make up a maximum of 40 hours across every full 5-week period of a placement block. For example, an additional 40 hours can be retrieved during an 8-week placement block (as it has one full 5-week period within it), but an additional 80 hours can be retrieved during an 11-week placement block (as it has two full 5-week periods within it).
- However, retrieval hours can only occur if all the following conditions are met:
 - It has been agreed in advance by the practice placement area.
 - It is not having a detrimental impact on the student’s physical or mental health or wellbeing. (If this does occur, they must immediately revert to standard placement hours).
 - It is not having a detrimental impact on patient care due to impaired performance of the student.
 - The student must not work more than an *average* of 48 hours per week across a placement block.
- If a student needs to make up 40 - 120 hours, then this will need to be added on as an extension on the final placement of Year 3 and/or Year 4 (a week for every 40 hours required, and only allocated in full weeks).

- If a student needs to make up more than 120 hours, then a retrieval placement will need to be arranged during the retrieval placement blocks in Year 2 and/or Year 3/4.
- These principles should only be applied to students requiring retrieval of missed hours, not for enabling students to 'get ahead' with placement hours. The Student Advisor/Programme Lead are within their rights to remove any hours achieved by 'getting ahead' as they could be deemed as 'unauthorised'.

For apprenticeship route students:

- If a student has missed previous theory or practice hours, they will not be able to make these up over-and-above their normal contracted hours. This is due to the rules around apprenticeships.
- If a student needs to make up any theory or practice hours, then they must discuss this with their Student Advisor/Programme Lead and agree how this deficit will be made up in partnership with a representative from the student's employing organisation.

Sickness

If a student is unable to attend placement due to sickness, they must follow the below steps:

1. Call the placement area immediately, including repeatedly calling until they have got through to speak to someone if there is no answer in the first instance. Speak to the Practice Supervisor/Practice Assessor or the Manager of the placement area if possible, or with a senior member of staff on duty clearly stating that sick leave is being taken. If possible, they could also give an estimation of how long they might be off for. It is good practice to take the name of the person whom absence has been reported to. Students also need to be aware of the process for that area in reporting ongoing sickness and reporting being 'fit for duty' again.
2. Add a timesheet to their ePAD as "Off – Sickness" for that day. The number of hours recorded should be the total duration of the shift that they have missed.
3. Complete an absence form on [My Essex for students](#). Students can self-certificate for sickness up to 7 consecutive days. However, a doctor's certificate will be required for any additional time off sick. The student must also email their Student Advisor if they are absent, (or identify they are likely to be absent) for more than 7 consecutive days.
4. **For apprenticeship route students only** – Inform their 'home placement' manager. Please see the apprenticeship reporting flowchart for further details

Any absences will need to be made up to meet the required placement hours. Please see the previous section on '*Retrieving missed placement hours*'.

Extended periods of sickness may impact on the student's ability to continue on the programme. This must be discussed with the student's Student Advisor/Programme Lead.

Following a period of sickness, students may be required to attend a confidential appointment with the Occupational Health Service for a health assessment.

Other absences

Students are entitled to compassionate leave or special leave (e.g. emergency carer's leave) at the discretion of their Student Advisor/Programme Lead. However, any absences will need to be made up to meet the required placement hours.

Absence from the placement that is not sick leave or approved leave is unacceptable. Absences should be reported to the placement area by the same process as set out in step 1 of the 'Sickness' section. Steps 2, 3 & 4 should also be followed, with the ePAD timesheet being logged as "Off – Absence" for anything that is not personal sick leave.

Dentist, doctor or other personal appointments should be arranged during off-duty times, except for urgent treatment (which would be counted as sick leave).

If students have a pre-arranged meeting/tutorial with a university staff member during a placement shift, then they must notify their Practice Supervisor/Practice Assessor of this in advance.

At all times during a shift (except when on an allocated break), students should inform their Practice Assessor/Practice Supervisor if they are leaving the clinical placement area and the reason for this.

Unauthorised absence, lateness and poor timekeeping are considered to be unprofessional behaviour. If a Practice Supervisor/Practice Assessor considers a student's behaviour to be unprofessional after raising the matter with the student in the first instance, the relevant Student Advisor will be informed and further action taken via the implementation of an action plan. Students will be required to meet with their Practice Assessor to discuss the action plan, with their Student Advisor possibly attending too.

There are no study days within placement time for nursing students. However, occasionally such days may be identified, and students and Practice Supervisor/Practice Assessor will be advised accordingly.

However, all nursing associate students attend one day a week in university throughout their placements.

Out of hours contact with the university

If an urgent problem arises whilst students are in practice and they want to contact a member of university staff 'out of hours', they should contact the Security Team who will be able to provide immediate advice and signpost students to further support:

- **Colchester campus** – 01206 872125
- **Southend campus** – 01702 328408 / 07920 821678

Student appearance in placement

Students must dress in a way that supports a perception of personal and professional integrity, reduces the risk of cross-infection, and maintains safety.

The standards for professional clinical appearance whilst on placement can be found within the [University Policies](#) in the '*Professional Clinical Appearance Code of Practice*' document (which is listed in the "Other University Policies" section).

Specific guidelines regarding dress and use of mobile phones in the clinical area are usually provided by placement provider areas. These guidelines must be followed.

Students should avoid dressing in such a way that could be seen as culturally, ethnically, sexually, or politically inappropriate. The values and religious/cultural views of the

patients/service user should be respected, particularly when visiting a patient/service users at home.

Any request made by a student regarding dressing to meet religious requirements will be treated sensitively and agreed individually with the Programme Lead, in line with the university's and placement provider's policies.

All clothing must conform to Health and Safety regulations, especially infection control and patient handling guidelines. Please note, accessories such as false eyelashes are not part of the student uniform.

In some placement areas, it is inappropriate to wear uniform. Students will be guided by their Practice Supervisor/Practice Assessor in relation to appropriate clothing. University of Essex uniform must be worn unless the placement area instructs otherwise.

The University of Essex uniform must not be worn except when undertaking programme placement activity or when otherwise requested by academic staff.

Student badges/identity badges must be worn at all times on placement.

A high standard of personal hygiene must be maintained for the benefit of patients/service users and colleagues.

If a Practice Supervisor/Practice Assessor considers a student to be inappropriately dressed, the student will be sent off duty and will need to make up any time missed. If this persists, the Practice Supervisor/Practice Assessor will raise the matter with the relevant Student Advisor for further action.

Students' professional responsibilities

All placements are decided in partnership with placement providers and depend on capacity, suitability and professional body requirements. Throughout their programme, students will have scheduled placements, all of which are assessed to contribute to their final award. In line with professional and legal standards, there are university criteria for each student to be deemed 'fit to place' prior to starting on a placement.

Components of the 'fit to place' process are:

- Completing a Placement Planning Form at the beginning of each academic year.
- Having satisfactory Disclosure and Barring Service (DBS) clearance throughout the course of the programme, and completing yearly declarations that DBS status has remained the same since the beginning of the programme.
- Receiving clearance from Occupational Health to be on the programme, and completing yearly declarations that health status has remained the same since the beginning of the programme. Additionally, completing yearly declarations that present health status enables them to undertake practice placements.
- Agreeing to the [HSC Placements Student Agreement](#) and to abide by [The NMC Code](#) of professional practice.
- Completing all mandatory training. (Please note: The requirements of mandatory training are dependent on which year of a programme the student is studying. A full list of requirements can be found at the end of this document)

Engagement with the 'fit to place' process is compulsory. If students do not engage with the 'fit to place' process or complete the requirements by the deadline set, then an upcoming placement may be cancelled and their progression on the course may be impacted.

Students must not attend placement until they have received confirmation via PEMS/Placements Team that they are 'fit to place'.

There is an expectation placed upon students that, by attending placement, they are declaring that they continue to be Fit to Practise in their role as a student nurse/nursing associate. The [University's](#) Fitness to Practise procedures indicate that students may be removed from practice placements if there are any concerns about their Fitness to Practise.

If students have any reason why they feel that they are not able to perform to the best of their abilities, they must talk to their Student Advisor before entering placement (or as soon as reasonably practicable if issues arise during a placement block) and consider using the Extenuating Circumstances process.

Students should also consider using the various forms of support available to students at the University of Essex through the [Student Services Hub](#).

Students must be aware that, if they commence placement, they will be considered to have declared themselves 'fit'. Consequently, a claim for extenuation made during or after the placement based on circumstances that existed before the placement will generally not be supported by the Extenuating Circumstances & Lateness Committee.

Any incident or injury sustained while on placement must be reported to the Practice Supervisor/Practice Assessor and Student Advisor, and Trust policy followed. We recommend that students keep a copy of the incident report for their records.

Students must always follow [The NMC Code](#). Some key areas to consider are:

- Confidentiality must be maintained at all times. Students need to be clear as to what information should be given to whom (e.g. what information can be shared with other professionals, relatives, patients/service users)
- Students must not discuss patients/service users outside the practice area.
- Assignments related to placements must adhere to the School policy on maintaining confidentiality and anonymity which includes names and places, and includes confidential referencing.
- Students should not disclose inappropriate personal information about themselves to patients/service users.
- Permission must be sought from the placement area if documents are to be used for assignments. Students must never remove documents from the clinical area or photocopy documents without permission. Confidential information must be redacted appropriately.
- Use of patient/service user care plans requires written permission from the patient/service user and the placement area. This permission should be included in the assignment if such documentation is used.
- The students' Practice Supervisor/Practice Assessor must be informed prior to them escorting any patient/service user outside of the clinical area they are placed in. Students should not normally accompany or escort a patient/service user away from the placement area. Exceptions can be made where students have a good knowledge of the nursing needs of the patient/service user and have the confidence and competence to accompany them, or when a qualified member of staff is also present. The student's Practice Supervisor/Practice Assessor remains accountable for the appropriate delegation of the task when the student escorts patients/service users. Local policies on escorting patients must be adhered to at all times.
- Students must not be directly involved in activities where staff need to implement "prevention of violence, management and aggression" strategies.

- Students must not accept personal gifts from patients/service users or their relatives or friends.
- The NMC's [Standards of proficiency for registered nurses](#) sets out the requirements of nurses regarding medicines management. Alongside this guidance, local placement policy must be followed. Students must never check or administer medicines (including IV fluids/blood products) on their own or without the supervision of a Practice Supervisor/Practice Assessor.

Students must behave in a professional manner at all times and act as an ambassador for the profession and for the University of Essex. If they are unsure of how to behave in a particular circumstance, they should seek guidance from their Practice Supervisor/Practice Assessor.

If a student's behaviour is considered to be unprofessional, the Practice Supervisor/Practice Assessor will bring this to the student's attention. If they do not respond appropriately, the Student Advisor/Link Lecturer and the Practice Education Team for the placement provider will be informed and further action taken. This may include a referral under the Fitness to Practise procedure within the School (see p17 for further details of this process).

Students must always communicate and behave respectfully in line with their professional code, including when liaising with other university departments and placement providers. Any reports of unprofessional behaviour will result in further action being taken.

Students are expected to maintain collaborative and professional relationships with practice providers and their employees.

Students must not arrange to meet patients/service users socially. Relationships, although friendly, must remain professional. Guidelines on the protection of vulnerable people (e.g. those with a learning disability or a mental health problem) must be adhered to.

If patients/service users or visitors display inappropriate behaviour (e.g. verbal comments, sexual harassment, lack of inhibitions, physical aggression), students should discuss the behaviour with their Practice Supervisor/Practice Assessor, and where possible use the situation as a learning experience. Further discussion with a Student Advisor/Link Lecturer may be advised. On rare occasions, where continuation on a placement could be detrimental to a student, discussion with the Programme Lead/Placements Lead may lead to finding an alternative placement.

Students must not agree to provide care for relatives or friends who happen to be patients/service users in their practice placement. Any request for this should be brought to the attention of the Practice Supervisor or senior nurse on duty.

Criminal investigations:

Students are required to immediately notify the university (via their Student Advisor or Programme Lead) if they are convicted of a criminal offence in a court of law or formally cautioned/reprimanded for a criminal offence by a police officer. This is a requirement of professional practice. Additionally, a requirement of the university's [Code of Student Conduct](#) is that you must *"notify the Academic Registrar immediately by e-mailing the Student Progress Team if you receive a formal police caution or if you are convicted in a court of law for any relevant criminal offence irrespective of whether the allegation is also being considered under the Code of Student Conduct."*

Occupational Health support:

Students must have received Occupational Health clearance and undergo a risk assessment prior to commencement of their first clinical placement. The university has a responsibility to

ensure risk is managed, and a safe and effective learning environment is provided. Part of that is to respond to risk assessments before placement begins and throughout the programme. It is a student's professional duty to engage with the Occupational Health department as/when required to assist in planning their learning.

Pregnancy:

If a student becomes pregnant during the course of their studies, they must notify the Programme Lead as early as possible so that [university guidelines](#) can be followed. A risk assessment is required for each placement area, which is the responsibility of the placement provider to complete with the student. Throughout the duration of the pregnancy, the student will need to keep the university updated so that risk can be managed throughout the placement journey.

Managing student disability / Reasonable adjustments

The University of Essex supports the social model of disability and is committed to equal opportunities. It recognises its responsibilities under legislation and is committed to working in the best interests of people with a disability and therefore aims to generate a more 'enabling' environment and to create a non-discriminatory culture, for the benefit of all university students, staff and visitors.

In line with The Equality Act, students have an opportunity to disclose specific needs which may impact on the learning experience and discuss these with university staff and with their Practice Assessor. Disclosure of a disability and/or health condition is not mandatory but is highly recommended. Disclosure enables the university and practice placement providers to make reasonable adjustments, in line with The Equality Act (2010), to ensure that students are not disadvantaged in accessing learning and assessment.

Within the Nursing Subject Team, it is the student's responsibility to share any reasonable adjustments that are recommended (most commonly via a report following a meeting with Occupational Health or the Student Wellbeing & Inclusivity Service) with the placement provider prior to placement. If students would like support with this, or if they are experiencing difficulty in liaising with the placement provider about this, then upon request the Placements Team and Student Advisor can liaise with practice-based staff prior to placement. The purpose of this information being shared prior to placement is to plan how the student's specific needs will be reasonably met to facilitate learning, whilst ensuring required professional standards of proficiency and values are not jeopardised. Further information about reasonable adjustments can be found in the university's Reasonable Adjustments Policy (accessible via the [accessibility and wellbeing support](#) webpage).

All staff have a responsibility to ensure that they do not:

- Treat a disabled person less favourably than someone else for a reason relating to the person's disability.
- Indirectly discriminate against a student with a disability by failing to make a reasonable adjustment when they are placed (or are likely to be placed) at a substantial disadvantage in comparison with a person who is not disabled.
- Disclose a disability to others without a student's permission to forward this information to relevant colleagues. Students are encouraged to disclose information to Occupational Health and/or Student Wellbeing & Inclusivity Service, who have responsibility for assessing medical evidence and notifying the relevant people once they have a student's permission to do so.

All students have a responsibility to:

- Disclose their disability to a member of the Occupational Health and/or Student Wellbeing & Inclusivity Service so appropriate adjustments may be discussed.
- Check with their funding body if they are eligible for [Disabled Students Allowances for assistance with costs](#) related to their disability.
- Notify Occupational Health and/or Student Wellbeing & Inclusivity Service of changes in their circumstances and/or requirements, so that information remains up to date.

Students' rights whilst on placement

Students at the University of Essex have the right:

- To be placed in a safe learning environment in accordance with current legislation (including [sexual safety](#)). If students have concerns regarding their safety, they should immediately discuss these with their Practice Supervisor/Practice Assessor and inform their Student Advisor/Link Lecturer.
- To attend a placement that has been audited for the purposes of pre-registration education.
- To receive the support of a Practice Supervisor/Practice Assessor/Academic Assessor (Student Advisor) during their time on placement.
- To receive the support of another member of staff assigned to supervise their learning when their Practice Supervisor/Practice Assessor is not available.
- To receive timely feedback regarding their performance.
- To be aware of the possibility of failure and be given opportunity to address problems with their Practice Supervisor/Practice Assessor and Student Advisor/Link Lecturer.
- To receive a fair assessment of their performance which includes the views of those who have participated in and supervised their learning in practice.
- To not to be left alone with patients/service users in a placement area without any responsible member of staff being present within the locality.
- To receive and have access to the Practice Education Lecturer/Link Lecturer whilst on placement.
- To be treated and to treat each other with dignity and respect regardless of age, disability, gender identity, marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction. The university celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community.

If a student has concerns that they have not been assessed by a Practice Assessor in accordance with the practice assessment process set out in the ePAD, then they should first raise this with the organisation's Practice Education Team as soon as possible, if the organisation has this provision. If not, then the first point of contact should be their Academic Assessor (Student Advisor). The student's Practice Assessor should be encouraged to liaise directly with the Academic Assessor to discuss concerns and identify a solution (involving the Practice Education Team/Link Lecturer as required). If a resolution cannot be found, then the Academic Assessor must meet with the Programme Lead and Placements Lead to discuss and decide if a retake of that placement should be considered.

Whistle-blowing and escalating concerns

In situations where students are concerned about any aspects of care delivery they must adhere to guidance within [The NMC Code](#), [the professional duty of candour](#), and [the professional duty of raising concerns](#).

If at any time students have concerns regarding the standard of nursing care in a placement, or observe poor clinical practice, they should discuss this with the Practice Supervisor, Practice Assessor or service manager in the first instance. They should also inform the Student Advisor/Link Lecturer of these concerns; the most effective way of doing this is to email the Student Advisor/Link Lecturer, who can follow up on their concerns and may involve other members of the team to establish further information.

In larger organisations there are often Practice Education Teams who students can also escalate practice-based concerns to.

If students do not feel comfortable with raising the concerns directly with staff, then they can complete a [raising concerns form](#) instead.

If appropriate, the decision may be taken to remove a student (or students) from the placement area. The Placements Lead and Head of Nursing will take the concerns forward to ensure that due process is followed, and relevant professional bodies are informed.

Support for students who raise concerns and complaints

The university recognises that raising a concern and complaint in practice requires courage, but it is in line with professional requirements. Therefore, there are a number of ways in which students can seek support once a concern has been raised.

A student's Student Advisor (Academic Assessor) can meet with a student to support them with writing statements or other evidence that might be required for an investigation. The RCN also provide some [helpful guidance on writing statements](#). The Student Advisor can help ensure that the processes and timelines that are required are communicated clearly by the placement provider. They will also be an advocate for students and will ensure the processes and timelines are fair and reasonable.

Students can access the [Student Wellbeing & Inclusivity Service](#) who can offer a range of face-to-face, telephone and online services. The [Students Union](#) also has support services available for students. If a concern is more specific to sexual violence, harassment or hate crime, then students may prefer to use the [Report + Support](#) service.

An opportunity to 'debrief' once the investigation process is over can be arranged with the Student Advisor.

Placement evaluation

In order to evaluate the learning environment, it is expected that students complete an evaluation of each placement via a form on PEMS.

This information will be utilised by the university and placement providers to monitor and evaluate the clinical learning environment. Student feedback influences good practice to be

encouraged as well as affecting change to be made if required. Therefore, we strongly encourage you to be open, honest and constructive when providing placement feedback.

Anonymous information from all placement evaluation is used by the Practice Education Governance Committee for each placement provider, and is part of the education audit process used by Universities within the East of England to maintain and enhance the standard of educational experience in clinical areas.

If students are experiencing any issues within their placement, they should bring them up whilst the placement is still ongoing. This enables them to be addressed in a timely manner and for students to be supported at the time. Students are encouraged not to leave reporting of placement issues until the point of completing the placement evaluation form!

Use of AI whilst on placement

It is acknowledged that AI (artificial intelligence) is becoming more commonplace in everyday life and may become more recognised as a tool in current/future practice. Whilst the University has no formal position on the use of AI in placement settings (e.g. when participating in documentation of direct patient care or in care planning), the following points should be used as a guide to inform student's practice to ensure they remain safe and effective practitioners.

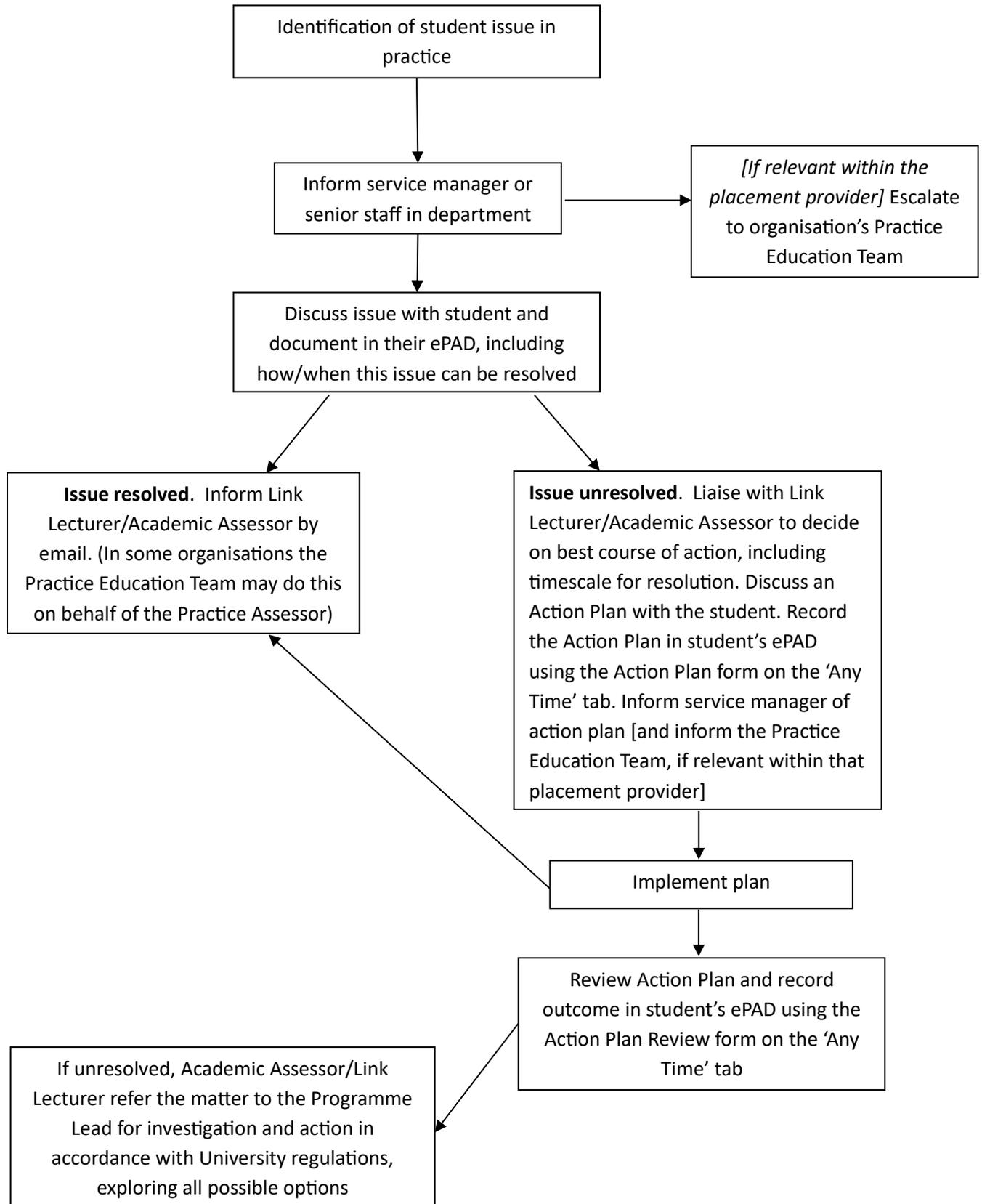
1. Students are required to follow NMC guidance in place at the time of practice, and to update their practice in line with any subsequent guidance once issued.
2. Students must follow their placement organisation's guidance/policies on the use of AI in that specific organisation (if these guidance/policies exist).
3. Students should use all of the expected templates/guidance for documentation found in that placement organisation.
4. AI should only be considered as a tool to supplement clinical judgement, and not as a replacement for it. As with any tool used in clinical practice, it requires critical thinking to use it safely and effectively.
5. Regardless of whether using AI or not, students must ensure documentation is not generic, but is personalised appropriately to the service user/patient.
6. Students must continue to prioritise the importance of collaborating with service users/patients during the creation of any care plan.

Please note: None of these points of guidance override the University's stance on the use of AI during *academic* assignments, which includes all documentation found in the ePAD. It is considered an academic offence to "*use artificial intelligence, machine learning, or other automated technology to create written material that you then submit as your own original work*" (quoted from the [University's academic offence procedures](#)). A student using AI to write entries for their ePAD would therefore be considered a breach of this policy, and would be treated as an academic offence.

What to do if ...? – Information for Practice Supervisors and Practice Assessors

Issue	Action to be taken
<p>Issues around professionalism noted, such as...</p> <p>Student absence or lateness (e.g. unauthorised absence, excessive absence, lack of punctuality, request for compassionate leave)</p> <p>Poor student performance or concerns about professional behaviour</p>	<ul style="list-style-type: none"> • Discuss the issue with the student, with support from other relevant staff within the placement provider organisation and/or university. <i>[Please see the flow chart on the following page for further detail of this process]</i> • Ensure that the content/outcome of conversations are documented in the student's ePAD. • Inform the student's Academic Assessor (Student Advisor). The contact information for that person can be found on the home screen of the student's ePAD. Alternatively, the appropriate Link Lecturer can be informed. • Ensure absences are documented in the student's ePAD via timesheets.
<p>Clinical incident or accident involving the student</p>	<ul style="list-style-type: none"> • Follow the placement provider's policy on reporting a clinical incident/accident (e.g. Datix reporting). • Inform the placement provider's Practice Education Lead/Team and the Link Lecturer/Practice Education Lecturer. The Link Lecturer/Practice Education Lecturer will then inform the student's Student Advisor. • Where possible, provide a copy of the incident/accident form to the Link Lecturer/Practice Education Lecturer. • The Student Advisor will decide if any further action is required.
<p>Student has difficulty with their academic studies</p>	<ul style="list-style-type: none"> • Direct the student to seek help from their Student Advisor.
<p>Student has personal difficulties that are impacting their placement or academic studies</p>	<ul style="list-style-type: none"> • Support the student as best as possible within the resources and policies available within the placement organisation. • Direct the student to seek help from their Student Advisor as soon as possible.
<p>You are having difficulties with accessing the student's ePAD</p>	<ul style="list-style-type: none"> • Visit the EPAD homepage to access user guides. • Email (epadhelp@essex.ac.uk) or call (01206 872040) the ePAD Helpdesk – open 9am to 12pm Monday to Friday.

Quick guidelines for Practice Supervisors and Practice Assessors



What to do if ...? – Information for students

Issue	Action to be taken
<p>You are going to be absent or late</p> <p>e.g. you are not well enough to attend placement, you have been delayed and are not going to be on time for placement, you need to request compassionate leave</p>	<ul style="list-style-type: none"> Follow the information in the ‘<i>Sickness</i>’ and ‘<i>Other absences</i>’ sections of this guide.
<p>You are concerned that you are not learning enough or not having enough time with a Practice Supervisor.</p>	<ul style="list-style-type: none"> Discuss the issue with the Practice Supervisor/Practice Assessor or the Service Manager. Make a note in your PAD indicating how and by when the issue is to be resolved. If the problem is unresolved, inform the organisation’s Practice Education Team (if they have one) and your Link Lecturer/Practice Education Lecturer/Student Advisor, who will work with you to resolve the issue.
<p>There is a clinical incident or accident involving you, the student.</p>	<ul style="list-style-type: none"> Follow the placement provider’s policy on reporting a clinical incident/accident (e.g. Datix reporting). Inform the placement provider’s Practice Education Lead/Team and your Link Lecturer/Practice Education Lecturer/Student Advisor. If possible, keep a copy of the incident/accident form for your records. Your Student Advisor will decide if any further action is required.
<p>You are having difficulty with your academic studies</p>	<ul style="list-style-type: none"> Contact your Student Advisor to discuss the problems you are having. They will be able to signpost you to the appropriate resource/person/team to help.
<p>You have personal difficulties that are impacting your placement or academic studies</p>	<ul style="list-style-type: none"> It may be beneficial to explain the difficulties you are facing to staff in the placement area, so they can support you as best as possible within the resources and policies available within the placement organisation. Contact your Student Advisor to discuss the problems you are having. They will be able to signpost you to the appropriate resource/person/team to help.
<p>You are having difficulties with accessing the student’s ePAD</p>	<ul style="list-style-type: none"> Visit the EPAD homepage to access user guides. Email (epadhelp@essex.ac.uk) or call (01206 872040) the ePAD Helpdesk – open 9am to 12pm Monday to Friday.

Link Lecturers/Practice Education Lecturers

Adult Nursing areas/organisations:

Placement area/organisation	Practice Education Lecturer/Link Lecturers	Link Team email address
EPUT – Adult Services	Alex Langston	link_eput@essex.ac.uk
ESNEFT – Colchester Hospital	Kath Burke Tim Goodchild	link_northeast@essex.ac.uk
ESNEFT – Ipswich Hospital	Kath Burke Tim Goodchild	link_suffolk@essex.ac.uk
MSE – Basildon Hospital	Michela Waters	link_midandsouthessex@essex.ac.uk
MSE – Broomfield Hospital	Michela Waters	link_midandsouthessex@essex.ac.uk
MSE – Southend Hospital	Michela Waters	link_midandsouthessex@essex.ac.uk
NELFT	Cheyne Truman Iain Keenan	link_southwest@essex.ac.uk
Princess Alexandra Hospital	Cheyne Truman Iain Keenan	link_southwest@essex.ac.uk
Provide	Hannah Evans	linkteam_mid@essex.ac.uk
Private, Voluntary & Independent organisations	Tim Evans	linkteam_pvi@essex.ac.uk
Placement providers from beyond Essex	Dave Taylor	link_beyondessex@essex.ac.uk

Mental Health Nursing areas/organisations:

Placement area/organisation	Practice Education Lecturer/Link Lecturers	Link Team email address
EPUT – Mental Health Services	Alex Langston	link_eput@essex.ac.uk
Private, Voluntary & Independent organisations	Tim Evans	linkteam_pvi@essex.ac.uk
Placement providers from beyond Essex	Dave Taylor	link_beyondessex@essex.ac.uk

Making contact with the School

[The School of Health & Social Care](#) at the University of Essex (Colchester and Southend campuses) welcomes inquiries about teaching opportunities for nurses in practice.

The School maintains partnerships with healthcare providers across Essex from a range of clinical areas by:

- Providing sessional teaching to students on specialist subjects.
- Maintaining Service Level Agreements for placement provision.
- Collaborating for projects and research studies.

If anyone would like to discuss ways in which they can contribute to the School of Health and Social Care, please email the Reception Team on hsc@essex.ac.uk.

Other Useful Contacts

Role	Name	Email address
HSC Placements	HSC Placements Team	hscplacements@essex.ac.uk
ePAD Helpdesk (Technical Support only)	ePAD Helpdesk	epadhelp@essex.ac.uk
Dean of School of Health and Social Care	Professor Winifred Eboh	w.eboh@essex.ac.uk
Head of Nursing Subject Team	Sarah Richardson	sarah.richardson@essex.ac.uk
Deputy Head of Nursing Subject Team Colchester campus – Southend campus –	Dr Tim Goodchild Thomas Currid	tggood@essex.ac.uk tcurrid@essex.ac.uk
Nursing Placements Lead	Dave Taylor	dtayloa@essex.ac.uk
Adult Nursing Programme Lead Colchester campus – Southend campus –	Kath Burke Sarah Lee	kburke@essex.ac.uk sjlee@essex.ac.uk
Mental Health Nursing Programme Lead Colchester campus – Southend campus –	Tess Wagstaffe Iain Keenan	tjwags@essex.ac.uk iikeenan@essex.ac.uk
Integrated Masters in Nursing [dual registration] (both campuses)	Christine Daley-Fennell	cndale@essex.ac.uk
Nursing Degree Apprenticeship Programme Lead (both campuses)	Wendy Rajah	wraja@essex.ac.uk
Apprentice Nursing Associate Programme Lead (both campuses)	Wendy Rajah	wraja@essex.ac.uk
Director of Practice Partnerships	Tracey Williams-Macklin	tswill@essex.ac.uk
HSC Lead for Apprenticeships	Nikki Williamson	nwill@essex.ac.uk
Head of Operations & Business Services	Anisa Salim	anisa.salim@essex.ac.uk
Student & Academic Services Manager	Jonathan Wright	j.wright@essex.ac.uk

Map of placement areas

This map shows the geographical area for placements for students at the University of Essex. Travel to and from placements can cover some distance, so students should be prepared to travel across the region.



Nursing Subject Team requirements of mandatory training

Below is a list of mandatory training requirements for all students in the Nursing Subject Team.

NHS England guidance, which came into force on 1st May 2025, regarding a universal agreement across the NHS in England to accept a core list of prior statutory and mandatory training has been considered when defining these requirements.

All training is theory via Moodle unless stated otherwise. [Click here](#) to access the 2025-26 Moodle training page.

PREVENT and Oliver McGowan certificates of completion to be emailed to hscplacements@essex.ac.uk

Year 1 *	Year 2	Year 3	MSci Year 4
Information Governance & Records	Information Governance & Records	Information Governance & Records	Information Governance & Records
Basic Life Support, CPR & Choking (practical)	Basic Life Support, CPR & Choking (practical)	Basic Life Support, CPR & Choking (practical)	Basic Life Support, CPR & Choking (practical)
Moving & Handling (practical)	Moving & Handling (practical)	Moving & Handling (practical)	Moving & Handling (practical)
Breakaway (practical)		Fire Safety	Breakaway (practical)
Breakaway			Breakaway
Fire Safety			Safeguarding Adults
Safeguarding Adults			Safeguarding Children
Safeguarding Children			PREVENT
PREVENT			Disability Awareness
Disability Awareness			Equality & Diversity and Human Rights
Equality & Diversity and Human Rights			Health, Safety and Welfare
Health, Safety and Welfare			Conflict Resolution
Basic Life Support, CPR & Choking			Infection Prevention
Conflict Resolution			Moving & Handling
Infection Prevention			Oliver McGowan (Tier 1, e-learning only)
Moving & Handling			
Oliver McGowan (Tier 1, e-learning only)			
Food Hygiene			

* Any student returning from intermission will be required to complete all of these courses upon their return, and then follow the defined yearly plan from that point onwards.