

**Faculty of Biology, Medicine and Health
Division of Nursing, Midwifery and Social Work**

**Bachelor of Nursing
2024-5**

**Practice Placement
Course Unit Guide**

Contents

INTRODUCTION	3
BEFORE YOUR PLACEMENT	3
MANDATORY REQUIREMENTS	3
INTRODUCTION TO YOUR CLINICAL PLACEMENT	4
PLACEMENT CHANGE REQUEST CRITERIA.....	5
PARE PRACTICE ASSESSMENT RECORD AND EVALUATION.....	5
DURING YOUR PLACEMENT	7
ASSESSMENTS IN PARE	7
SUPERVISION AND ASSESSMENT	8
YOUR WORKING WEEK	10
ATTENDANCE	11
ABSENCES	11
MAKING UP HOURS	12
PROFESSIONALISM	13
SAFETY AND SUPPORT.....	13
AFTER YOUR PLACEMENT	14
ASSESSMENT REQUIREMENTS AND SCHEDULE	14
ASSESSMENT SCHEDULE FOR CLINICAL PRACTICE 2024-25	14
WHAT IS A RETRIEVAL PLACEMENT?.....	15
CLAIMING TRAVEL AND DUAL ACCOMMODATION EXPENSES (TDAE).....	16
EVALUATING YOUR PLACEMENT	16
RELEVANT POLICIES AND GUIDANCE	17
UNIVERSITY OF MANCHESTER GUIDANCE FOR NURSING AND MIDWIFERY COURSES.....	17
NURSING SPECIFIC GUIDANCE	17
GREATER MANCHESTER PRACTICE LEARNING POLICIES AND GUIDANCE	17

INTRODUCTION

Learning in clinical practice allows you to develop the knowledge, skills and behaviours required of a Registered Nurse according to the Nursing and Midwifery Council (NMC) standards. On your programme you will complete nine placements (ten for MNurs) in a variety of clinical settings across Greater Manchester. Your learning will be facilitated by Practice Supervisors, Practice Assessors and Academic Assessors who are suitably qualified professionals, responsible for your learning and assessment in practice.

Please also ensure you consult the Practice Learning section of the [Programme Handbook](#) which contains additional information.

Practice learning accounts for 50% of your programme and equates to at least 2,300 hours of practice. This will be captured through practice learning, clinical skills and simulated practice learning

You are required to have the opportunity to experience a range of practice learning environments to enable you to meet the NMC (2018) standards and competencies for progression through the programme and for registration. Throughout the programme you will be allocated via a placement process to a range of practice learning environments that will offer a range of learning experiences, including the NHS and Private Independent and Voluntary organisations. These will be across a variety of inpatient, outward facing and 'at home' settings.

BEFORE YOUR PLACEMENT

Mandatory Requirements

You are required to complete mandatory Health and Safety e-learning training each year prior to going into clinical practice. You can access and complete this via your [e-LFH account](#). The Core Skills Framework contains your e-learning for each year of the programme.

While in clinical environments, you must adhere to the health and safety protocols of your placement provider. Report any incidents or hazards promptly to your Practice Assessor/Supervisor.

You must also have the following:

- Completion of Moving and Handling training (clinical skills)

- Completion of Basic Life Support training (clinical skills)
- Satisfactory and valid Occupational Health check
- Satisfactory and valid Disclosure and Barring Service (DBS) check
- Have signed the Declaration of Good Health and Character

Introduction to your clinical placement

All nursing practice learning environments are classified as one of three 'setting' types to meet NMC requirements;

- Inpatient
- Outward facing
- Care at home

Students will have at least one experience of each. The setting may be in the NHS, private or voluntary sectors and learning will depend on the student's position in their practice learning journey, the learning opportunities relevant at that stage and the provider, university & NMC requirements at that point. Students in each field of nursing will have a different range of experiences within these settings

Adult	Children and Young Peoples	Mental Health
Surgery	Surgery	Primary
Medical	Medical	Secondary
Complex Care	Complex Care	Forensic
		Specialist

Mental Health students will be allocated to a physical health environment once to help facilitate achievement of NMC required proficiencies. Although the Division is not obliged by any University regulations to consider placement change requests, a process has been put in place to ensure that we are appropriately supportive in instances where there is a genuine issue or problem, as judged against clear criteria.

Ensure you contact your learning environment prior to your start date using the contact list [HERE](#). If you find that any of these contacts are out of date, please inform shs.placements@manchester.ac.uk

The maximum expected travel time for students living within Greater Manchester to get to your learning environment is normally 90 minutes each way. To minimise travel time where possible every effort will be made to ensure that you will be allocated to learning environments in accordance with your term-time postcode and field of nursing study. A copy of the map which details the Greater Manchester footprint for learning environments can be accessed via Blackboard

Placement Change Request criteria

A request to change placement must be submitted in exceptional circumstances only, for the following reasons:

1. Excessive travel time - you live in Greater Manchester and your travel time exceeds the Division's agreed 90 minute standard (one way). If you live outside Greater Manchester, your travel to placement may be greater than 90 minutes (one way), but every effort will be made to ensure that you have been placed in a provider as near to your term time postcode as possible.
2. You believe that your personal health and/or safety will be put at risk by attending this practice learning environment. Third party evidence may be required.
3. A relative is a service user or works within the practice learning environment to which you have been allocated. Third party evidence may be required.
4. You are, or have been, a service user of the practice learning environment to which you have been allocated. Third party evidence may be required.
5. You have a recognised DASS / Occupational Health recommendation which precludes you from attending your placement allocation. This information may need to be confirmed, with the student's consent, and confidentiality will be maintained at all times.
6. You believe you have been allocated to the same practice learning environment in either of your last two allocations.

Please note, some services may have similar titles or they may have changed due to reconfiguration. Please contact the practice learning environment and/or Practice Education Facilitators for further information prior to submission of a change request.

Allocations are usually released to students four weeks prior to the start date. To request a change, students must contact their Academic Advisor to inform them of the intention to request a placement change, identifying the relevant criterion from the list above. Academic Advisors will then liaise with the Placements team / Academic Lead for Practice Development / Programme Director / Disability Champion as indicated.

PARE Practice Assessment Record and Evaluation

The **Practice Assessment Record and Evaluation (PARE)** system is an online platform used across Greater Manchester to manage and document the practice-based learning and assessment of student nurses. As a pre-registration nursing student, you will use PARE to

record and track your progress throughout your placements, ensuring that you are meeting the required standards of proficiency set by the Nursing and Midwifery Council (NMC).

PARE is designed to facilitate the effective **monitoring, assessment, and feedback** of your performance in practice settings. It acts as a centralised record where you can:

- Log practice hours
- Upload evidence of your learning and achievements
- Receive feedback from your practice supervisors and assessors
- Reflect on your experiences
- Track your progression throughout each stage of your programme

The system also allows your practice supervisors and assessors to review your work, provide structured feedback, and sign off on your proficiencies, ensuring a robust and transparent assessment process.

Please see the [PARE Learner Guide](#) for instructions as well as [Frequently Asked Questions](#). Ensure you are familiar with the requirements before you go into practice as it will help in setting your goals for the placement as well as ensuring that you keep up to date with the required elements for that part.

Once you have accessed PARE you will need to complete an individual reflection and self-assessment prior to an initial meeting with your Supervisor and/or Practice Assessor.

- Your nominated Practice Assessor will normally be allocated before or at the beginning of each practice learning experience
- You will practice under the support and guidance of a supervisor(s) who will ensure that students are appropriately supervised at all times during practice learning, including while on spoke learning experiences
- Appropriate risk assessments must be available to ensure student safety needs are met.
- Students remain supernumerary during all practice learning experiences.

If students have identified additional learning needs in the practice learning environment they will be supported through the Division's Reasonable Adjustments for Practice learning strategy, and completion of an Individual Student Support Plan (ISSP) if appropriate, supported by your Academic Advisor and/or Academic Assessor.

DURING YOUR PLACEMENT

Assessments in PARE

Initial Interview: At the start of your placement, meet with your supervisor to discuss goals and concerns. This initial meeting should occur within the first week.

Midpoint Reviews: Supervisors will review your progress at the midpoint of your placement. Regular reflection and feedback are essential at this stage.

Final Assessment: At the end of each placement, you will be assessed on whether you have met the required competencies. Feedback is collected throughout the placement to support this evaluation.

Professional Values: Each placement requires students to demonstrate a set of professional values (e.g., maintaining confidentiality). You will review these with your supervisor at the midpoint and at the end of the placement. These must be achieved for every placement.

Proficiencies: The Nursing and Midwifery Council (NMC) sets out the proficiencies that all student nurses must demonstrate at the end of each Part of their nursing programme (Parts 1, 2, and 3) to be eligible for registration. There are grouped into seven 'platforms'. These proficiencies are detailed in the [NMC Standards of Proficiency for Registered Nurses \(2018\)](#). You will be expected to meet specific proficiencies by the end of each part of the programme. These proficiencies include skills such as conducting holistic nursing assessments, managing medications, and delivering patient care.

Episodes of Care: You are required to complete two episodes of care by the end of each Part of the programme, where your assessor will observe you delivering care and meeting patient needs.

Medication Management: You must demonstrate proficiency in managing medications, including checking and administering them correctly. You are required to complete one medication management assessment by the end of each Part of the programme

Reflection: You are expected to reflect regularly on your practice, integrating learning from your university studies and applying it to real-world experiences.

For certain proficiencies that may not be directly observed, you will have professional discussions with your Practice Assessor/ Supervisor to demonstrate your understanding.

Feedback: PARE allows you to document feedback from service users, peers, and other

healthcare professionals you work with during placements. This additional feedback can be valuable in showing your progress.

Plan of Action: If any areas of concern are identified, you will work with your supervisors to develop a plan of action to improve and achieve the necessary competencies.

Supervision and Assessment

While you are in practice, you will be supervised and assessed in accordance with the [NMC Standards for Supervision and Assessment in Practice](#).

Practice Supervisors (PS)

Registered nurses, midwives or other registered health or social care professionals. They have current knowledge and experience and are appropriately prepared for the role in which they;

- Ensure safe and effective learning experiences
- Facilitate independent learning
- Provide co-ordination and continuity of support and supervision
- Ensure observation on your conduct, proficiency, and achievement of programme outcomes are shared with key staff, for example other Supervisors
- Contribute to assessment and records regular feedback

They have responsibilities for overseeing your progress during your learning experience and may undertake your initial interview supporting you to identify your learning needs, discussing the learning opportunities and completion of your learning plan.

Supervisors have an important role in *contributing* to your assessment and giving you regular feedback collaborating with other Supervisors and your nominated Practice Assessor. You may, depending on your allocated learning environment, have several Supervisors supporting your development.

Practice Assessors (PA)

Registered nurses with current knowledge and expertise and are appropriately prepared for the role in which they;

- Conduct assessments, informed by feedback from Practice Supervisors
- Make and record objective decisions, drawing on records, observations, student reflection and other resources
- Periodically observe you in practice (by objective evidence based assessment)
- Gather and coordinate feedback from Practice Supervisors and other relevant people
- Schedule communication with Academic Assessors at relevant points
- Will review assessment documentation in your PAD that has been completed by your

Supervisor and a range of other health or social care professionals who have contributed to your development

- Will assess your conduct, proficiency and achievement of learning outcomes and will complete the mid-point and final summative interview and confirmation of proficiencies at the end of the time in your allocated learning environment in the first and second semester.

As well as undertaking the required supervision and assessments, the role of the Practice Supervisor and Practice Assessor also include identifying relevant learning opportunities and creating learning and development plans with the student.

Academic Assessors

Registered nurses, on the university programme team, that are nominated for each Part of the programme and are appropriately prepared for the role, which includes;

- Working in partnership with the Practice Assessor to evaluate and recommend you for progression for each Part of the programme. In this context a Part refers to the end of each year
- Undertaking scheduled communication between Academic and Practice Assessors
- Understanding your learning and achievement in practice
- Undertaking scheduled communication and collaboration with your Practice Assessor
- Collating and confirming your achievement of the proficiencies and programme outcomes based on assessment and information that is objective and fair

You will be allocated an Academic Assessor for each Part of the programme, and within each Part there are different levels of performance that you need to demonstrate.

Academic Assessors will collate and confirm your achievement of the proficiencies and programme outcomes. They will review your progress throughout the year and complete the final assessment in collaboration with the Practice Assessor, having considered your progress and all the evidence. If there are any development needs in relation to your performance, they will work with the Practice Assessor in agreeing an action plan.

Practice Education Facilitator (PEF)

A PEF is a placement provider employee whose role is to facilitate learning in practice for all undergraduate healthcare students, with a particular focus on quality assurance and inter-professional learning. The PEF has an overview of your learning, and is a point of contact if needed. You can find contact details for the PEFs for each learning environment [HERE](#).

You will be allocated a different Academic Assessor for each year of the programme. In Year 1, your Academic Advisor will act as your Academic Assessor as well.

Your working week

During the three-year course of study, when in practice you are supernumerary. This means you are not part of the workforce numbers, but are part of the team. It does not mean you are unable to undertake any practice. You will be expected to observe and participate in practice activities contributing to the team and practice with supervision, as appropriate to your level and abilities.

The Nursing and Midwifery Council state that students must “*experience the range of hours expected of registered nurses...*” (NMC, 2018).

Whenever you are in practice you must start the shift at the scheduled start of shift and finish at the scheduled end of shift. Depending on the learning environment students may work a range of shift patterns. The shift patterns may comprise of:

- Early shifts
- Late shifts
- Long days
- Night shifts
- Weekends

Shift patterns should primarily reflect the requirements of the NMC, that you experience care delivery throughout the twenty-four hour period, as well as the educational needs of the student. It is anticipated that in general, both students and supervisors will be able to negotiate and plan appropriate shift patterns individual student needs (for example, occupational health recommendations).

For more detailed guidance regarding shift working (i.e. shift lengths, breaks, gaps between shifts, weekend work and bank holidays) please refer to the ‘Guidance for Shift Working’ document in Appendix 1. Guidance on self-care, including sleep, hygiene, preparing for changes to shift patterns and getting home safely is also provided within this document.

Hub and Spokes

A hub and spoke model is used for placements. A hub is the specific placement allocated to you. The Placements Team organises all hub placements. A spoke is an optional practice learning opportunity undertaken during the hub placement. The hours on the spoke are included in the practice hours for the placement.

Some hub placements have regular spokes that they plan for students, but often students and Practice Supervisors will negotiate to organise the spoke. Students must agree the learning they expect to gain whilst on the spoke, evaluate their learning after the experience and document this in the Practice Assessment Document in the ‘Record of working with and learning from others/inter-professional working’. The placement timesheet must indicate the dates and times of any experiences undertaken and is authorised either by the person

supervising you in the spoke or a Practice Supervisor in your hub placement.

[Hub and Spoke Policy](#)

Attendance

Every student undertaking a nursing degree in the UK must complete 2300 hours of practice learning - this is a Nursing and Midwifery Council (NMC) requirement. Your hours for this unit are logged by you on PARE and monitored by academic staff. Any deficit hours accrued during this unit are rolled over to your next practice placement which means you will have to complete extra shifts to make up these hours.

The maximum number of hours that can be carried over from one 'Part' to the next is 150. If you have in excess of this, your Academic Assessor may advise you to take an interruption from the Programme.

Students cannot frontload practice hours, i.e. complete more hours than planned per placement, in the expectation that they can reduce subsequent placements. Even if a student has completed 2,300 hours before their final placement, they must attend the full duration.

Absences

If you cannot attend placement for valid reasons such as illness, bereavement, or a planned absence you should communicate this as soon as possible with both your Practice Supervisor. You are advised to contact your Academic Advisor if your absence is greater than 48 hours. Where unplanned, you should try to inform your Practice Supervisor or placement before the start of the working day (by phone).

Within your placement induction, you should be made aware and adhere to, the local policy for communicating absence.

When communicating your absence, you should:

- Report all absences to your Clinical Learning Environment
- Take the name of who you informed regarding absence
- Provide an indication of the duration of your absence (if you can)
- Confirm the best method to maintain communication regarding your absence
- Contact your AA if the absence is over 48 hours
- For absences over 7 consecutive days you will need a Fit Note from your GP
- Note your absence on your PARE timesheet

Failure to follow the above process will be considered unprofessional behaviour and may impact your placement assessment of professional values.

Making up hours

We acknowledge that students experience challenges in relation to achieving all your hours in practice. We recognise that there are students that need to make up outstanding hours in a considered and managed way.

How many hours do I need to do? The NMC state that you must to complete 2,300 hours of practice during the programme.

How many hours can I work? The maximum number of hours you can work each week is 48 hours averaged out over a 17 week reference period. Your planned working week is 37.5 hours. This means that each week you can practise 10.5 extra hours, if agreed by your clinical learning environment team. This is in line with the European Working Time Directive. Though not written for healthcare students, it is based on the best interest of workers/employers in terms of maintaining workers' health and safety.

Criteria

1. Who this applies to

All nursing students on the BNurs, MNurs & MSc programmes that have had a period of sickness/authorised absence, e.g. carers leave bereavement and /or hospital appointment, which has limited the number of practice hours you have been able to achieve.

2. When hours can be made up

Any time during your practice experience as long as you do not 'front load' your hours resulting in your total practice hours being completed early, to afford you an additional holiday and/ or time off. You must attend practice for the dates stated on the A-Z programme planner and in your PAD document. You must not use theory or independent study days (online or face to face teaching) to make up practice hours. Students also have to achieve 2,300 hours of theory. You will not be able to makeup practice hours when the University is closed, for example, the closure dates during Christmas.

3. Shifts and breaks

Students should have a 20 minute break every 6hrs and 11hr hrs rest in a continuous 24 hr period. For example if you finish your shift at 8pm you would not commence practice again until 7.00am the next day. We do not advise you undertake more than 3 long days in any week.

4. Supervision/Assessment

Students still require supervision when making up hours. Additional periods of making up hours must therefore be agreed by the Practice Education Facilitator/ Practice Education Lead/Learning Environment manager. Your presence may affect the total capacity of students in the learning environment at any given time, and this needs to be accounted for.

5. Recording these hours

Students should record these additional hours in your timesheet in PARE as per normal. Add a comment that these are additional making up hours.

Professionalism

Students are expected to practice in line with the [Nursing and Midwifery Council \(NMC\) Code of Conduct \(2018\)](#), which sets out the professional standards of behaviour and practice required. Please see the Faculty of Biology, Medicine and Health [Policy and Guidance on Professionalism](#) for guidance on uniform, behaviour, social media and conduct.

Nursing is a collaborative discipline. You are encouraged to engage with peers and staff, ask questions, and think critically. To make the most of your clinical practice experience, we suggest that you are proactive in your learning and take responsibility for professional development. This includes ensuring that you are punctual, attend your placement and participate pro-actively.

Safety and Support

Disclosure of disabilities in practice

If you have a disability, please see [this guidance](#) for support around disclosing your disability to your clinical learning environment. For those students with a DASS Support plan, ensure you discuss this with your Academic Advisor if you have any concerns.

Raising Incidents in Practice

When an incident occurs in practice involving a learner, a clear process is followed by all Greater Manchester universities and practice partners to assess and manage the situation based on the severity of the risk. You can find the guidance [here](#). Speak with your Practice Supervisor in the first instance. You must also contact your Academic Advisor.

The National Guardian's Office leads, trains and supports a network of Freedom to Speak Up Guardians in England. There are over 1,000 Freedom to Speak Up Guardians in the NHS and independent sector organisations, national bodies and elsewhere. They support staff and students to speak up when they feel that they are unable to in other ways. You can contact the local F2SU guardian wherever you are on placement, whenever you feel the need. Find your local Freedom to Speak Up Guardian [here](#).

AFTER YOUR PLACEMENT

Assessment requirements and schedule

Ensure your PARE document is completed by the last day of your placement, for your Academic Assessor to review it.

All placements other than P6 are summative. This means that if you do not complete your PARE document, you will fail the placement. It is vital that you ensure that your documentation is completed by the end of each placement (see dates below)

Your Academic Assessor will then be able to sign this off, and results are ratified at an Exam Board. If any element of the assessment is missing, this will be recorded as a failed attempt for that placement and you will be required to retrieve this at your next placement. It is therefore imperative that you ensure contemporaneous completion of the document. Students whose PARE documents are incomplete or who have failed any element will be required to contact their AA who will support them to arrange a Retrieval Placement.

Each year of the Programme relates to a 'Part' of PARE. You must complete each Part before you can progress to the following Part. These are assessed summatively at the end of the academic year, other than Part 2 which is assessed at the end of Placement 5.

You and your Practice Assessor / Supervisor are responsible for signing off your PARE document. If you are having difficulties obtaining sign-off you must contact the Practice Education Lead/ Ward / Department / Organisation manager in the first instance. If this is not resolved, please contact the **Practice Education Facilitator**.

Assessment Schedule for Clinical Practice 2024-25

Year	Part	Placement	Summative PARE deadline	
Year 1	One	Placement 2	28 th February 2025	Professional values
		Placement 3	6 th June 2025	Professional values Proficiencies, episodes of care & medication management
Year 2	Two	Placement 4	20 th December 2024	Professional values
		Placement 5	16 th May 2025	Professional values Proficiencies, episodes of care & medication management

		Placement 6	5 th September 2025	Formative – unless retrieval (Professional values maintained)
Year 3	Three	Placement 7	15 th November 2024	Professional values
		Placement 8	11 th April 2025	Professional values
		Placement 9 (BNurs)	1 st August 2025	Professional values Proficiencies, episodes of care & medication management (BNurs only)
Year 4 (MNurs)		Placement 9 (MNurs)	tbc	Professional values (MNurs only)
		Placement 10 (MNurs)	30 th May 2025 (MNurs only)	Professional values Proficiencies, episodes of care & medication management (MNurs only)

What is Retrieval?

Retrieval refers to students who have failed to meet certain requirements in their clinical practice assessment, as recorded in the Practice Assessment Record and Evaluation (PARE) document. This includes situations where students have not achieved certain proficiencies or failed to meet the required standards during their placements.

During their subsequent placement students must address and rectify deficiencies in their skills, knowledge, or professional behaviour, enabling them to meet the required competencies for progression, whilst also achieving the values for the scheduled placement. You will be required to have an Action Plan which will be arranged with specific learning objectives to achieve on the placement. Speak with your Academic Assessor who will be able to support you with this.

What is a Retrieval Placement?

A retrieval placement refers to an additional placement, often over the summer or at the end of the programme, that is undertaken by students who have failed to meet certain requirements in their clinical practice assessment, as recorded in the Practice Assessment Record and Evaluation (PARE) document. This includes situations where students have not achieved certain proficiencies or failed to meet the required standards during their regular placements.

A retrieval placement is designed to give you an opportunity to address and rectify deficiencies in their skills, knowledge, or professional behaviour, enabling them to meet the required competencies for progression. You will be required to have an Action Plan which will be arranged with specific learning objectives to achieve on the placement. If you find yourself in need of a retrieval placement, speak with your Academic Assessor who will be able to support you to arrange this with the Placements team.

Claiming travel and dual accommodation expenses (TDAE)

[Travel and Dual Accommodation Expenses \(TDAE\)](#) provides reimbursement of excess travel or accommodation costs, for eligible students, incurred due to undertaking practical training on a clinical placement.

Evaluating your placement

It is really important, both to us and to our Clinical Practice Partners, that you evaluate your experiences of your clinical learning environments so that we can ensure that we maintain a high quality learning experience for all of our students. Evaluating your placement is mandatory; this means that if you have not completed your evaluation you will not be able to pass the placement.

The videos below give a guide as to how to do access and complete the evaluation.

[Accessing the evaluation](#)

[Completing the evaluation](#)

Relevant Policies and Guidance

Please find [here](#) a link to the NMSW Practice Learning Policy and Guidance web page. This may be updated from time to time. As of October 2024, the contents are as follows:

University of Manchester Guidance for nursing and midwifery courses

- [Registrants' guide for supporting student progression in practice](#) (PDF, 599KB)
- [Principles and procedures for student placements on taught programmes](#) (PDF, 61.4KB)
- [Student placement charter](#) (PDF, 422KB)
- [Framework for the admission and support of students under the age of 18 years](#) (PDF, 52.9KB)
- [Student uniform policy](#) (PDF, 94.2KB)
- [Professionalism Policy and Guidance for FBMH students](#) (PDF, 1MB)
- [Guidance for shift working](#) (PDF, 636KB)
- [Policy for pregnant students](#) (PDF, 217KB)
- [Guidelines for disclosure of disabilities, specific learning difficulties and long-term health conditions](#) (PDF, 2.27MB)
- [Exposure-prone procedures guidance](#) (PDF, 347KB)
- [Fasting and caring during Ramadan: guidance for healthcare students](#) (PDF, 175KB)
- [Ramadan: Ten questions answered](#) (PDF, 285KB)

Nursing Specific Guidance

- [BNurs Making up Practice Hours Guidance](#) (PDF, 563KB)

Greater Manchester Practice Learning Policies and Guidance

- [Guidance for students visiting clients in the community](#) (PDF, 312KB)
- [Health, safety and risk management policy](#) (PDF, 429KB)
- [Hub and spoke policy](#) (PDF, 493KB)
- [NHS Learning Experience Charter](#) (PDF, 119KB)
- [Patient informed consent policy](#) (PDF, 155KB)
- [Patient informed consent leaflet](#) (PDF, 412KB)
- [Patient informed consent poster](#) (PDF, 484KB)
- [GM Incidents in Practice \(IP\) Process Guidance](#) (PDF, 108KB)
- [GM IP Notification Form](#) (Word)
- [GM IP Action Plan Form](#) (Word)
- [IP contacts](#) (PDF)

