The Role of the Liaison Lecturer

The Liaison Lecturer provides a link between the university and the clinical placement area. Their role is to liaise with the nurse managers, clinical staff and student within the allocated area. They may choose to do this in a variety of ways; a phone call, by email or by arranging to visit the placement area at a mutually suitable time to meet with the mentor and/or student. It is not part of their role to undertake specific nursing care of patients and thus there is no need for them to be in uniform.

Prior to/at the beginning of the placement

In order to ensure shared understanding and mutual goals, contact should be made with the mentor either in person or by phone/email to:
- Discuss the philosophy operating in the delivery of care within the specific clinical area.
- Identify the level of competence the student has attained.
- Clarify the process objectives and the assessment of outcomes/competencies and documentation required.
- Explore further learning opportunities and student specified objectives.
- Discuss methods to optimise learning e.g. delegation when appropriate.
- Discuss and clarify the part played by the student in directed learning and self evaluation of progress.
- Clarify the role of the liaison lecturer within the clinical area.

During the placement

The priorities of close liaison during the placement will be to:-

- Support and facilitate the mentor's role.
- Discuss the students' progress and formative assessments, identifying strengths and weaknesses, and the ability of the student in self directed learning and evaluating progress.
- Support and give guidance to the student using the placement as an opportunity for reflection on the programme as a whole.
- Allow the student to identify additional learning objectives.
- Discuss specific delivery of care with the mentor and/or the student where appropriate in order to:-
  - facilitate appraisal and updating of process and outcome objectives
  - assist in identifying and maximising learning opportunities
  - monitor standards of care in relation to the identified philosophy and learning objectives
  - observe practice developments and their research basis: evidence-based practice.
- Communicate University developments regarding clinical skills preparation and be able to confirm to the mentor the clinical skills preparation students have received prior to each placement relevant to the student’s stage of educational preparation.
At the end of the placement

The priorities at the end of the placement will be to:-

- Discuss the outcomes/competencies/proficiencies that the student has attained.
- Discuss with the mentor and the student both the formative and summative assessments and determine the overall performance of the student in terms of knowledge acquisition, clinical skills and professional and personal development.
- Review the learning environment and the student’s objectives to ensure they are relevant, appropriate to the student’s level and achievable within the placement.
- Acknowledge the contribution made by the clinical team as a whole to the development of the student.

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