

School of Nursing and Allied Health

Placement Handbook

BSc (Hons) Adult Nursing

2021/22

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Overview of Practice Learning

Practice learning allows you to develop the knowledge, skills and behaviours required of a Registered Nurse according to the Nursing and Midwifery Council (NMC) standards and requirements. On your programme you will complete six placements in a variety of clinical settings within the NHS, private, voluntary and independent sectors, across Sussex, Surrey and Hampshire. Your learning will be facilitated by Practice Supervisors, Practice Assessors and Academic Assessors who are suitably qualified professionals, responsible for learning and assessing in practice. The overarching aims of practice learning are:



The progressive aims of your placement mean that in year 1 you will have your first exposure to real-life environments and the opportunity for practice learning to occur. You will be fully integrated members of a department or team, within differing contexts and environments. Your emphasis for development here is professional behaviour, communication and team working. You will be expected to demonstrate basic levels of professional practice, from experience gained in University modules under direct supervision from Practice Supervisors and your nominated Practice Assessor. In year 2 the clinical context or location of these placements will differ from your previous placements as you develop further experiences that reflect the role of a Nurse in contemporary practice. The emphasis here is to demonstrate your increased levels of knowledge and clinical reasoning with your own manageable clinical caseload. Support and feedback from Practice

Supervisors and your nominated Practice Assessor will be available throughout. In year 3 in your final placements you will consolidate your practical and academic experience, again in a location and context, individual to each student. Here you will be expected to manage / lead a clinical caseload and team consistent with the expectations of a newly registered Nurse, recognising your scope of practice, proficiency and referring where appropriate. This will be with minimal but consistent support from Practice Supervisors and your nominated Practice Assessor.

1. Preparation for practice learning

1.1 Mandatory Requirements and Placement Passport

In order for you to commence a placement, you must have met a number of conditions which include

- Satisfactory and valid Occupational Health check
- Satisfactory and valid Disclosure and Barring Service (DBS) check
- Risk Assessments as appropriate/required for health and safety
- Preparation for placement induction
- Signed agreement to abide by the standards of conduct and professional behaviour outlined in the University [Professional Suitability and Fitness to Practise procedure](#)

A record of all of the above will reside with your Student Electronic File

In addition Completion of the Health Education England and Skills for Health Core Skills Training Framework (CSFT) is required. This consists of a number of e-learning modules. On completion of each module a certificate should be downloaded and then uploaded into the Students MyPAD in the area Placement Passport

The following modules **MUST** be completed

- Conflict Resolution
- Equality Diversity & Human Rights General Awareness
- Fire Safety
- Health Safety & Welfare
- Infection Control & Prevention Level 2 (Clinical)
- Information Governance
- Preventing Radicalisation
- Safeguarding Adults Level 1
- Safeguarding Children Level 1

The above along with signed evidence of completion of Manual Handling and Basic Life Support Training forms the Students Placement Passport which can be viewed by placement partners at any time a student is on clinical placement. Failure to have this available, may affect your completion of practice hours and ultimately your programme progression.

You should attend any placement induction provided in order to familiarise yourself with local policy, set up IT access and to receive photo ID. You are strongly encouraged to take out membership of a professional organisation at the start of the programme to provide legal protection. Some placement providers may seek assurance that you have this membership in order to provide you with a placement. Please speak with the Placement Lead for more details.

1.2 Placement checklist

The following checklist should be considered before each placement:

Prior to your placement:

- Read the placement profile
- Research your placement organisation / area, taking note of modes of public transport, parking, cycle storage, distance / durations of commuting and any other practical considerations
- Prepare yourself academically and ensure you are organised
- Try to research any regulations specific to the organisation of which you are placed such as health and safety and whistleblowing procedures or current / important public health concerns.
- Identify your learning and development needs
- Contact the placement a minimum of 1 week before the start date – a telephone call is advised, ask relevant questions related to preparing for the placement and the working environment. This could include hours, location, start and end times, weekend working, dress code, the name of your Practice Assessor etc.
- Remind yourself and reflect upon the code (NMC, 2018)

During your placement:

- During your first week you should have an orientation to the placement and an initial meeting to decide on your learning needs, to inform your Practice Assessor of any special circumstances they need to be aware of (e.g. health circumstances, reasonable adjustments) and to develop your learning plan
- During your first week in placement do inform your practice supervisor of any necessary next of kin details should you think these need to be shared
- During your first week, email your Academic Assessor to confirm the details of your Practice Assessor
- Plan any meetings with your Practice Supervisor, Practice Assessor in advance and avoid leaving completion of your Practice Assessment Document (PAD) to the last day of placement
- Complete the mid- and end- point interviews and action plans
- Ensure you gain consent from each service user prior to giving any nursing care, informing them that you are a student. A service user is under no obligation to consent to your nursing care and may withdraw it at any time.

- Take responsibility for your own learning, asking appropriate questions, seeking additional information to inform your practice, reflect on and evaluate your own progress.
- Keep a reflective log of your experiences
- Take opportunities to spend time with other inter-professional team members and to learn with students from your own and other professions.
- Contact your Academic Assessor or the Placement Lead as soon as possible if a difficulty arises during the placement, which cannot be resolved by your Practice Supervisor or Practice Assessor.

After your placement:

Allow time for reflection and identification of future learning needs

Submit your Practice Assessment Document (PAD) for formative or summative review by your Academic Assessor

Complete a placement evaluation available on the Moodle Practice Learning site

The Placement Lead and designated Education Lead for the placement organisations review each placement evaluation to address any issues of quality, disseminate feedback to the placements and reinforce best practice. Any follow up will be carried out with the individual placement and student. Students can request feedback on their individual placement evaluations including outcomes of any actions identified. Students will also have access to an annual report on placement evaluations presented at the annual quality review meeting held between Health Education England, the School of Nursing and Allied Health and representatives from Placement Providers. This meeting is responsible for monitoring the quality of placement learning and ensuring feedback from practice and students is exchanged and appropriate action taken if necessary.

1.3 Presentation and uniform

The appearance of a professional practitioner is important. In general, you should be clean and smartly dressed and carry photo ID. Unless instructed to do so by a placement you should only wear the uniform provided by University of Chichester. The Health and Safety at Work Act (1974) offers the following advice:

- Jewellery deemed dangerous to clients and/or you must not be worn
- Hair must be kept clean and tidy (long hair should be tied back and up at all times)
- Footwear must be comfortable and offer protection from spillage and trips
- All clothing must be clean, tidy and in a good state of repair
- You must use personal protective equipment on all occasions as supplied
- You must not travel to / from practice with a visible uniform

In addition NHS Infection Prevention and Control policies state a 'bare below the elbows' is required at all times. This includes

- No wrist jewellery is permitted
- No rings are permitted except a plain wedding band
- Acrylic/Gel or nail varnish is not permitted
- Neck ties are not permitted

- White (lab) coats are not permitted

If you misplace / damage your uniform / badge, please contact the Placement Administrator to request a replacement. A fee will be charged for replacement. If appropriate an identification badge from the placement area may also be issued to you.

1.4 Confidentiality

You must maintain confidentiality at all times. This applies when:

discussing clinical experiences with your peers, clinical and academic colleagues. These discussions must not occur outside university and/or placement.

accessing patient records, health information data and patient results.

reflecting on clinical experiences in academic work. You must ensure that no patient, healthcare organisation or staff is identified in any submitted assignment.

When there is an actual or suspected breach of confidentiality the student will be reported for [fitness to practice](#).

It is possible during your time on placement that you will encounter a service user whom you know on a personal level or you are allocated a placement in which you are or have been a service user yourself e.g. a GP practice, a mental health service etc. In and of itself such circumstances would not preclude you from attending the placement. According to the Nursing and Midwifery Council Code (NMC, 2018) nurses owe a duty of confidentiality to all those who are / have been receiving their care. This includes respecting a person's right to privacy in all aspects of their care. Similarly, nurses are to stay objective and have clear professional boundaries at all times with people in their care (including those who have been in their care in the past). Therefore, your attendance in placement will not be compromised as a student nurse and you will have the opportunity to learn how to develop these attributes in your own practice. If you have either of the above concerns regarding your placement allocation these should be discussed with the Programme Lead.

Social Media

Students are required to familiarise themselves with the [social media guidance](#) from the NMC.

1.5 Travel and expenses

In order to facilitate varied experiences or due to unexpected changes in service provision you will be required to undertake a placement in any of the areas provided across Sussex, Surrey and Hampshire. Travel times of up to 1.5 hours are to be expected, times in excess of this may warrant a [request to change placement](#). The most economical mode of transport should be used. Journeys by taxi, University or practice provided transport cannot be reimbursed. Travel and parking expenses away from your placement can be claimed as part of the journey cost. For car sharing a passenger allowance can also be claimed. It is the claimant's responsibility to ensure that adequate vehicle insurance is in place. You are strongly advised to consult your insurance company with regard to travel during placement.

Claiming expenses

All students are eligible for reimbursement of excess travel costs when on placement. All students are allocated to a place of study: Bishop Otter Campus. If the journey cost from home to your placement exceeds the journey cost from home to your place of study you can claim the difference i.e. the excess. See the [NHS Learning Support Fund](#) website for further information on travel expenses plus additional travel claim information for students. Complete your claim form with your student coversheet containing your unique barcode and your travel tickets / receipts (as required). The completed form and documentation is submitted to your Personal Tutor to confirm and sign. You are advised to keep a record of all submitted claims and claims should be submitted no later than 9 months after the travel cost was incurred.

Any concerns regarding travel and cost please contact the Placement Learning Lead to review your options

2. Placement allocations and pathways

2.1 Placement allocation

The allocation of placements is the responsibility of the Placement Administrator under the oversight of the Placement Lead who is an academic with knowledge of practice learning and the requirements for ensuring you are allocated a safe and effective placement. All placements are subject to audit and ongoing review ensuring the learning environment will meet University and NMC quality assurance requirements. Your placement allocation will be available a minimum of 4 weeks in advance of your placement start date. Reasons for a delay in your placement allocation can include awaiting your criminal record check / occupational health clearance, incomplete mandatory training, a change in service provision of the placement or staff sickness / shortage.

On occasion, due to circumstances of which the University has no control, a placement may need to change at any point prior to the start date. In this instance, you will be kept informed by e-mail.

The contact details for the Placement Team, which includes the Placement Administrator and Placement Lead are available on the Moodle Practice Learning site. Contact the Placement Administrator if there is a delay in being informed about your placement or you are unable to contact or get information about the placement before you start. Contact the Placement Lead if you would like to change the allocated practice hours for the placement or you would like to [request to change your placement](#).

2.2 Policy to request a change to an allocated placement

- Prior to publishing the placement allocations the Placement Administrator will already have:
- Checked the placement aligns with the student's pathway to maintain a range of practice experiences.
- Checked the placement has a valid educational audit with qualified and updated Practice Supervisors and Practice Assessors.

- Checked the placement meets the student's [Reasonable Adjustments for Work Experience](#) (RAWE) or any other previously identified and formally agreed requirements.
- Checked the travel time is ≤1.5 hours one way - it is the responsibility of the student to update a change of address on their personal record and notify the Placement Administrator.
- Once the placement allocations have been published the student can request to change their placement by sending an email to the Placement Lead with a clear rationale for the request. The rationale would need to map against at least one of the valid reasons as detailed below.

The following are considered valid reasons to request a change of placement:

1. **RAWE** – if a student has specific provision for certain practice areas to be avoided this should be detailed in the RAWE. Most RAWE requirements can be accommodated in the allocated placement with support from the Academic Assessor.
2. **Exclusions** – a student may have a particular reason for not going to a placement e.g. an incident, issue of harassment etc. The details of the exclusion will need to be provided and verification may be sought.
3. **Exchanging a placement** – two students may negotiate to exchange their allocated placements. This would only be considered possible if both students independently consent, in so doing this should not adversely impact on the student's pathway and the reason for the swop can only be for logistical reasons (e.g. travel time etc.) not a preference of placement.

The following are not normally considered valid reasons to request a change of placement:

1. **Travel time** – students can negotiate different start and finish times with their Practice Supervisor or Practice Assessor to optimise travel times and/or cost.
2. **Cost of travel** - students should seek support from the Student Support and Wellbeing Service. Students may be eligible to apply for the hardship fund to help with up-front costs. Students are recommended to claim travel expenses from the [NHS Learning Support Fund](#) on a monthly basis rather than at the end of the placement. Students should consider other options to daily travel such as use of bed and breakfast accommodation and claim dual accommodation costs (also available from the NHS Learning Support Fund).
3. **Type of placement** – students should be prepared to experience a range of practice settings in order to meet the learning outcomes of the programme and eligibility for Nursing and Midwifery Council registration. It is expected that students may experience a similar type of placement more than once.
4. **Reputation of placement** – all placements are subject to an educational audit and will have Practice Supervisors and Practice Assessors who have attended annual updates. Student evaluations will have been monitored and followed up, and any reports of concern will have been investigated.
5. **Reasonably foreseeable childcare or caring responsibilities** – students will need to manage their caring commitments alongside the programme. The scheduled placement dates and holidays are available on the programme planner to help students arrange their time accordingly.
6. **Pregnancy** - students who are pregnant are able to attend any placement and a risk assessment is carried out in the practice area with the nurse-in-charge. Students are expected to inform the Programme Lead of maternity / paternity leave requests.

- 7. Previous / current experience as a service user** –previous admissions or care episodes should not impact on a placement, assuming the student is fit for practice. Similarly, if a student is a current service user e.g. in the same GP practice as an allocated placement this should also not influence student learning in practice. All students need to develop their professional identity and learn how to work within professional boundaries. For some this may include developing strategies for managing long term health conditions in the workplace. If a Practice Supervisor or Practice Assessor is allocated a student in whose care they have previously or currently been involved with, the student should request an alternative Practice Supervisor or Practice Assessor. If no other Practice Supervisor or Practice Assessor is available this should be raised with the Placement Lead so they are aware of the need to change the allocation. If a student's health is impacting on their attendance / learning in practice this should be managed through a RAW and requirements for avoiding specific placements formally identified.
- 8. Personal relationship with a staff member / service user** – if a partner or significant other is based in the same placement as the student this should be manageable as the student will need to develop a professional persona and learn to be able to separate personal and professional roles. According to the Code (NMC, 2018) nurses owe a duty of confidentiality to all those who are / have been receiving their care. This includes respecting a person's right to privacy in all aspects of their care. Similarly, nurses are to stay objective and have clear professional boundaries at all times with people in their care (including those who have been in their care in the past).

2.3 Placement pathways

A hub and spoke model is used for placements. A hub is the specific placement allocated to you. The Placement Administrator organises all hub placements. A spoke is an optional practice learning opportunity undertaken during the hub placement. The recommended hours for a spoke are 37.5 hours over the placement. This may be taken in consecutive days or one day a week. The hours on the spoke are included in the practice hours for the placement. Examples include; other nursing field experience, quality assurance meetings, study sessions, conferences, user group meetings, inter-professional working. The Placement Profile often includes suggestions for spoke experiences. The student in agreement with their Practice Supervisor will 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 hours record sheet 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.

You will be allocated to placements in NHS Trusts, private, voluntary and independent health and social care organisations. The range of practice settings used with common examples are listed below:

Pathway	Practice setting	Examples	
Out of Hospital	Community Nursing	Community teams Community Specialist services	Rapid Response teams IV therapy team
	Health and Social Care	Nursing Homes	Learning Disabilities
	Practice Nurses	Practice nursing	Community Advanced Practitioners
	Intermediate Care	Hospices Community Hospitals	Rehabilitation units
In Hospital	Medical	Endocrine Neuromedicine	Oncology Elderly medicine
	Surgical	Cardiac Gastroenterology	Gynaecology Orthopaedic
	Speciality	High Dependency Critical Care	Emergency Department Theatres
	Day Services	Outpatients Day surgery	Endoscopy Pre-assessment

Your placement allocations will provide you with a range of placement experiences to ensure that you meet the proficiencies relevant to your field of nursing practice and have exposure across all four fields of nursing (adult, mental health, learning disabilities and children's nursing), maternity care experiences and inter-professional learning by the end of the programme. In addition to this NMC requirement, the adult field of practice is also mapped to the content for nurses responsible for general care as set out in Annexe V2 5.2.1. of Directive 2005/36/EC.

All students get a medical, surgical and speciality placement and placements from the community and day services. An example of a student's placement pathway is as follows:

Year	Placement	Pathway	Practice setting
1	1	In hospital	Day services
	2	Out of Hospital	Community care
2	3	In Hospital	Surgical
	4	Out of Hospital	Community team
3	5	In hospital	Speciality
	6	Out of Hospital	Nursing Home

Opportunities to develop cross-field exposure, maternity care experience and inter-professional learning include the following examples:

By undertaking a day services placement, you may be allocated a medical outpatient department, where you may come across a range of ages (including **children and young people**) as they are investigated for medical conditions. Community care may involve a community centre for people with **learning disabilities**. In your Health and Social Care placement you may be allocated a nursing home in which you can experience the care of people with **mental health** needs such as dementia and in your allocated specialty placement you may attend the Emergency Department to learn about the care of **children and young people** who are deteriorating in their health.

If you are not allocated a placement in a field other than your own you can complete spoke experiences in each placement to gain exposure to all the fields of nursing, maternity care experience and inter-professional learning. A spoke experience is an optional practice learning opportunity undertaken during the placement arranged in conjunction with your Practice Supervisor. Examples of field exposure, maternity care experience and inter-professional learning are detailed below:

Children's Nursing field exposure

Work with Eating Disorder teams in Mental Health Services, Safeguarding Officer in Adult Services, Emergency Department in Children's Services, School Nursing, Health Visitors and Practice Nurses in General Practice in order to:

- Recognise common physical and mental health problems of children and young people who come into their care
- Identify developmental stages of children and young people and how this impacts on their care needs
- Learn communication strategies for children and young people in the context of family working
- Explore consent and involving the child / young person in decision making

Learning Disability field exposure

Students can access available e-learning resources on learning disability nursing and work with Learning Disability Liaison teams in Mental Health Services, Community Learning Disability Nurses, Residential and Community Centres, voluntary sector organisations in order to:

- Recognise common physical and mental health problems of people with learning disabilities
- Recognise the links between physical and mental health for people with learning disabilities
- Learn communication strategies for people with learning disabilities
- Explore consent and involving the person with learning disabilities in decision making

Mental Health field exposure

Work with Mental Health Liaison teams in Adult Services, Community Mental Health Nurses, Time for Dementia, Emergency Department in Adult Services and Practice Nurses in General Practice in order to:

- Recognise common mental health needs of adults who come into their care
- Recognise the links between physical and mental health of adults who come into their care
- Record baseline mental health assessments on adults who come into their care
- Meet mental health needs for those requiring long-term / palliative care
- Explore mental health legislation including the Mental Health Act (1983, 2007), Mental Capacity Act (2005) and Human Rights Act (1998)

Maternity care experience

Students will complete an e-learning maternity care module available on the Moodle Practice Learning site. Students can also arrange a maternity care experience. In addition, when allocated a community team, day services or speciality placement the student should access opportunities to work with Midwives, Health Visitors, Practice Nurses in General Practice in order to:

- Recognise the needs of the pregnant or post-natal person in relation to coexisting physical / mental health conditions
- Recognise the major risks of pregnancy, child birth or post-natal period and how to access help
- Understand the main physical and psychological effects of pregnancy, child birth and post-natal period
- Meet essential needs of the pregnant or post-natal person and baby who come into their care

Inter-professional learning

Work with medical teams in medical, surgical or specialty departments in a hospital, physiotherapists and occupational therapists in Community Rehabilitation Teams, Paramedic Advanced Practitioners in General Practice in order to:

- Develop the ability to share knowledge and skills collaboratively
- Integrate new skills and areas of knowledge
- Improve inter-professional communication
- Proficiency in leadership **and teamwork**

Whilst undertaking another field exposure / maternity care experience / inter-professional learning it is important that the student takes every opportunity to identify how to use this learning within their own field of practice to support service users/carers. It is also an opportunity to understand some of the care differences within the other fields and to enable nurses to work together in the interdisciplinary team for the benefit of service users/carers. A record of all other field exposure / maternity care / inter-professional learning experiences should be documented in the Practice Assessment Document in the 'Record of working with and learning from others/inter-professional working'. The placement hours record sheet must indicate the dates of any experiences undertaken.

3. Placement hours and attendance

All placement hours must be recorded on your placement hours record sheet, available in the MyPAD. No other version or record of hours will be accepted. You must ensure that hours documented are signed by the relevant Practice Supervisor to confirm its legitimacy. Students are reminded it is your responsibility to keep your placement hours record sheet safe and up to date,

which may include regular backing-up of your records in various forms/devices. Loss of your record of hours may result in you needing to undertake extra placement hours to provide evidence for programme completion. Your recorded time is from the start of the shift, to the end of the shift/time of leaving, as approved by the Practice Supervisor. You must exclude lunch breaks from recorded hours unless you are present for a lunch-meeting or lunch-training event.

Students will participate in 24 hour, 7 days a week placements and will be expected to attend placement during the day, at nights and over weekends dependent on service provision. There is no set number of nights to complete during the programme; however it is recommended that you do experience working night shifts. Students who for personal circumstances are not able to undertake night shifts will be supported and this will be managed through Reasonable Adjustments for Work Experience (RAWE). Usually you will follow the shift pattern of the placement. However, with the move to \geq 12-hour shifts; you may want to consider alternatives e.g. shorter shifts/twilight etc. to better facilitate your learning in practice. You would not normally be expected to work more than 2 consecutive long shifts or nights. You are encouraged to negotiate your practice hours in agreement with your placement. Care commitments will be accommodated as far as is practicable, but students must be prepared to adjust their routines and care commitments. If a student has specific occupational health requirements or RAWE this will be managed in the placement.

Placements are between 8 to 12 weeks in length and 37.5 hours / week. In order to be eligible to register with the NMC you are required to achieve 2300 practice hours. The total hours you will complete by attending all placements equals 2100 practice hours. You will achieve the remaining 200 hours through approved simulation sessions conducted at University. Any additional hours over the 2300 minimum allow for expected / unexpected absences.

3.1 Placement absence

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 and Personal Tutor, plus the Programme Lead 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). As part of your placement induction, you should be made aware and adhere to, the local policy for communicating absence. When communicating your absence, you should:

- Take the name of who you inform regarding absence (i.e. phone call receiver)
- Provide an indication of the duration of your absence (if you can)
- Confirm the best method to maintain communication regarding your absence
- Email the University Placement Administrator regarding your absence and whom you have informed at nursingplacements@chi.ac.uk

You must make sure that you accurately record your absence on your placement hours record sheet. If you are absent from a working day, including if you are off sick, you will not be able to count the hours you have missed towards the total hours for the programme. In cases of absence extending beyond 7 consecutive days, a fit note from your GP is required. A fit note should be gained for

absence, to support any mitigating circumstances requests. Failure to follow the above process will be considered unprofessional behaviour and may significantly impact your placement assessment of professional values. Further details on the University mitigating circumstances can be found via the student handbook. You must not make up the hours in the same placement, you will be informed of the requirement to make up hours at the end of each year by the Placement Administrator.

If you, or your supervisor, needs to notify the University in the event of any **personal emergency** (such as unexpected illness requiring hospital admission) out of normal working hours then a message can be left via **01243 793477** with the duty manager/security staff. If notification is needed during normal working hours then contact the University via the normal methods.

4. Supervision and assessment in practice

4.1 Supervision and assessment roles and responsibilities

A requirement for your attendance in placement is that you are supervised. The following people are designated to supervise and assess your practice learning. Other support is available from the [Student Support and Wellbeing Service](#) and your Academic Advisor.

Practice Supervisor (PS)

Practice Supervisors are registered healthcare professionals in placement who support and guide student learning and contribute to assessments on placement. Your Practice Supervisors will oversee your time in placement and enable you to work with the entire inter-disciplinary team as appropriate. They have current knowledge and experience and are appropriately prepared for the role. They will:

- Set and monitor your achievement via a learning contract
- Ensure learning opportunities are facilitated
- Contribute to assessment and record regular feedback on your proficiency in your knowledge, practice and professionalism
- Seek and give feedback from and to other Practice Supervisors / Practice Assessor on your performance

You will be allocated different Practice Supervisors for each placement and you will often work with more than one Practice Supervisor throughout your placement. Your Practice Supervisor and Practice Assessor cannot be the same person.

Practice Assessor (PA)

Practice Assessors are registered nurses in placement who assess and confirm student proficiency and professional values according to the NMC Standards on placement. They will liaise with the Academic Assessor to confirm student achievement at the end of the year. They have current knowledge and expertise and are appropriately prepared for the role. They will:

- Contribute to assessments, informed by feedback from Practice Supervisors
- Conduct formative and summative assessments
- Make and record objective decisions, drawing on records, observations, student reflection and other resources

- Gather and coordinate feedback from Practice Supervisors and other relevant people
- Schedule communication with Academic Assessors at relevant points

You will be allocated a different named Practice Assessor for each placement. Your Practice Assessor and Practice Supervisor cannot be the same person.

Academic Assessor (AA)

Academic Assessors are registered nurses in the programme team who work in partnership with the PA to evaluate and recommend progression of the student to the next year of study. Academic assessors collate and confirm student academic achievement for each part of the programme (i.e. each year of the programme). The nominated Academic Assessor will work with the nominated Practice Assessors to make a recommendation for student progression. The assessors must take this decision collaboratively, taking into consideration the student's learning and achievement across theory and practice in order to make recommendations for progression on to the next year of the programme. They are nominated for a specific year of the student's programme and are appropriately prepared for the role. They will:

- Have an understanding of the student's learning and achievement in practice and academic work
- Enable scheduled communication and collaboration between Academic and Practice Assessors
- Collate and confirm academic learning for progression
- Manage a student not meeting the progress expected
- Handing over to the next Academic Assessor (if relevant)

You will be allocated a different Academic Assessor for each year of the programme. Your Academic Assessor cannot be the same person as your Practice Supervisor or Practice Assessor.

4.2 Student responsibilities

You will undertake six separate placements in a variety of settings including primary and secondary care, local communities and the service users own home. As such, your placements will aim to provide you with experiences in different settings to ensure you graduate with the skills needed to deliver and contribute to Nursing services. Different placements will test your skills in different ways, from clinical knowledge and reasoning when assessing/ treating patients, to using your transferable skills such as communication and organisation to implement health promotion activity. Depending on the context and your level of proficiency, you may be given varying levels of responsibility but you will always be supported by Practice Supervisors and a nominated Practice Assessor initially with guidance but later with reduced levels of direct supervision and support as your autonomy and independence in practice increases. You will be always expected to act in a professional manner, regardless of the environment and be able to identify the limits of your own proficiency, seeking and receiving feedback appropriately.

The following is a list of your responsibilities as a student that you should adhere to at all times (the list is not exhaustive and there may be others related to your individual placements):

- Recognise your own limitations and seek help / feedback appropriately.
- Recognise that you are personally responsible for actions and these should be justifiable
- Continually reflect on your own performance, seek feedback when appropriate and relate your progress to any previous study / learning outcomes.
- Collect evidence of practice experiences and write reflective accounts (maintaining anonymity and confidentiality)
- Engage in self-directed learning (either prescribed or self-decided), managing your resources and workload accordingly
- Evaluate your own achievement and progress and use this to inform initial, mid-point and end of placement meetings with your Practice Supervisor / Practice Assessor
- Demonstrate professional behaviour at all times, acting in the best interest of patients and in reference to the Code (NMC, 2018)
- Always follow health and safety policies of the placement organisation
- Maintain and safeguard confidentiality standards

4.3 Indirectly supervised home visits

For undertaking indirectly supervised visits in a person's home please refer to the specific guidance on the Moodle Practice Learning site under Placement Support. Indirectly supervised visits are available from the end of year 2 if the student meets the criteria to undertake them.

4.4 Supported learning time

You are allocated and can make use of supported learning time when in practice. This is referred to as supernumerary status i.e. you must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting. [In the event that your supported learning time is compromised, you are expected to report this to your Academic Assessor and/or Practice Learning Lead.](#) Examples of how supported learning time can be applied in placement include:

- Provide opportunities for skills practise and knowledge application
- Enable observation of practice
- Schedule time for student reflection (individual or group)
- Organise access to available resources and study opportunities
- Facilitate shadowing and following a patient pathway across clinical settings

Placements should enable you to learn to provide safe and effective care, not merely to observe; you can and should add real value to care.

Reflection

Reflection is a learning method to engage you in thinking about your experiences and seeking to understand them better in order to support your learning and growth at a personal and professional level. Reflection should be undertaken during each placement week and can be conducted individually or in groups through both verbal and written methods. The Practice Assessment Document has a number of sections for you to record your reflections including a reflection on your

learning needs, progress throughout the placement, practice experiences and inter-professional working. You will also be required to demonstrate reflection in order to achieve the range of assessments in the Practice Assessment Document including reflection on how well you have met the professional values of nursing, your episode of care and your achievement of the nursing proficiencies. You will attend sessions at University to learn about reflection and different reflective methods.

Simulation

Simulation is used for practicing new and existing skills in a safe and standardised approach. It can be low or high fidelity which refers to the realism of the simulation technique and does not necessarily require highly technological input. You will participate in simulation in all 3 years and some activities will be audio visually recorded. Simulation involves group work and debriefing in order to capture the learning gained and recognise different perspectives. Examples of simulated practice include taking a service user's physical measurements, patient assessment and conflict resolution. In order for practice hours to be achieved via simulation the scheduled sessions will involve technical and non-technical skills rehearsal on real people.

4.5 Reasonable adjustments

You can expect to have your diverse needs respected and taken into account across all learning environments, with support and adjustments provided in accordance with equalities and human rights legislation and good practice. You are to be supervised and assessed according to your individual learning needs, proficiency and confidence. As such reasonable adjustments are to be put in place.

Prior to the first or subsequent placement (if the requirement manifests once the programme has started) if you are accessing support from Student Support Services and you have a Student Additional Requirement Agreement (SARA) you should also complete a Reasonable Adjustments for Work Experience (RAWWE) form with a Student Support Advisor.

The RAWWE forms are emailed to the Placement Administrator and attached to your student profile for the purposes of placement matching and allocation. The relevant parts of the form are then shared with the placement so that the information enables meaningful discussions about adjustments relevant to the specific placement. There is a further opportunity at the point of the initial interview and creation of the learning plan in the PAD to ensure that your needs are accommodated and that support arrangements are put in place accordingly.

4.6 Assessment in practice

You will be assessed on each placement by a nominated Practice Assessor with support from your Academic Assessor. The latter may also visit you on placement to discuss your progress / achievement.

The Academic Assessor will also liaise closely with the Practice Assessor to discuss your performance, ensure the standardised assessment process is followed and that your assessments are objective and evidence-based.

Mid-way through your placement, you will receive formative feedback from your Practice Assessor to identify the strengths and areas for development demonstrated to this point. Summative Feedback

will occur at the end of the placement and the record of your achievement will be completed in your Practice Assessment Document and Ongoing Record of Achievement (OAR) sections in the MyPAD.

If you are unable to achieve or maintain achievement of the proficiencies and programme outcomes your Practice Assessor and Academic Assessor in conjunction with you will develop an action plan to support your achievement in the next placement.

You should be aware of the assessment criteria against which you are assessed, and you are encouraged to assess and reflect on your own performance during the course of the placement. Full details of the assessment process are available in the MYPAD and on the Moodle Practice Learning Site.

5. Health and safety

Your placement according to the Health & Safety (Training for Employment) Regulations 1990, will regard you as an employee for the purpose of health and safety. Placements will therefore ensure, as far as is reasonably practicable your health, safety and welfare. You are expected to familiarise yourself with the health and safety policy whilst on each placement and recognise the importance of maintaining your own (and that of others) health and safety for effective practice. Prior to commencement of your programme, you will be health screened by the contracted Occupational Health Department. During your programme should a health problem arise it may be necessary for the Programme Lead to refer you to the contracted Occupational Health Department for advice and confirmation of your continuing suitability to remain on the programme.

Attendance at Occupational Health appointments is mandatory. Failure to attend may seriously impact on your programme progression.

Contracted Occupational Health Department:

Corazon Health – Occupational Health Service

5.1 Accident reporting

The School will maintain an accurate record of all accidents / incidents / near misses that occur during students' placements. If an accident / incident / near miss occurs at any time in practice the student is responsible for ensuring that an incident form is completed in the placement and a copy is sent to the Programme Lead. If the student is unable to get a copy, the student should complete a separate university form detailing the event. University forms are available from the Programme Lead. In the case of an emergency, students should be treated as any other member of staff within the placement. If a placement does not have in-house emergency treatment, the student should attend the nearest emergency department not the contracted Occupational Health Department.

The Placement Provider is responsible for conducting the accident investigation. The Programme Lead will participate in any investigation. On conclusion of the investigation, a remedial action plan will be agreed between the School and the Placement Provider. Achievement of the action plan will be monitored by the Placement Lead who will report to the Programme Board. The student will be informed of the outcome of the investigation / action plan and if relevant supported in their return to placement

/ future placements.

If a student sustains an injury during or outside placement time that impacts on their ability to continue in the placement, the student will meet with the Programme Lead to discuss their progress and to consider a personal emergency evacuation plan (PEEP), any risk assessments and managing absence and progression.

5.2 Sharps injury

- Immediately report any sharps injury to the person in charge and follow local policy
- In office hours contact the in-house Occupational Health Department not the contracted Occupational Health Department (unless this is also the in-house Occupational Health Department)
- Out of office hours seek advice from the local Emergency Department
- Complete an incident form and send this to the Programme Lead

5.3 Reporting concerns

Students are supported to follow the duty of candour principles when reporting any concerns and accidents. Students can expect:

- to be protected from discrimination, harassment and other behaviour that undermines their performance or confidence.
- any concern, complaint or accident is investigated and dealt with effectively
- any concern, complaint or accident affecting the wellbeing of people / public protection is addressed immediately and effectively
- mistakes and incidents are fully investigated and learning reflections and actions are recorded and disseminated
- to be supported in following the procedures for reporting and investigating concerns, complaints and accidents

In the event that a student's behaviour falls short of the expected professional standard the University's robust [fitness to practise](#) procedures will be actioned to swiftly address concerns about the conduct of students that might compromise public safety and protection.

Student concerns or complaints about placement may relate (but not be limited) to:

- Bullying or harassment (*see also [the University Bullying and Harassment](#)*)
- Complaints in practice learning provision (*see also the [University Procedures for Resolving Student Complaints](#)*)
- Failures in supervision or assessment according to process or people
- Failures in patient safety / public protection (*see also the [University Safeguarding and the Prevent Duty Policy](#)*)
- Failures in practice / professionalism (*see also the [University Professional Suitability and Fitness to Practise Policy and Procedure or Capability Policy](#)*)
- Suspicion of or witnessed abuse (*see [Appendix 1. Forms of abuse](#)*)

1. In the first instance the student should discuss the concern with the Practice Supervisor or Practice Assessor
2. If the concern is considered serious or significant and cannot be resolved locally the student should report their concern within 5 working days to the Programme Lead.
3. The Programme Lead will discuss the reported concern and offer support to the student.
4. The Programme Lead will request the student to keep the reported concern in confidence and only share details with designated people.
5. If the reported concern is any **form of abuse** the Programme Lead will advise the student to contact the Police on 101 and report what they saw and provide details of the Programme Lead for the Police to contact.
6. The Programme Lead will request the student to submit a witness statement (see [Appendix 2](#)) and will confirm if any other students are in the same placement and when future students will next be in the placement.
7. The Programme Lead will inform the Head of School or agreed nominee within 5 working days of the reported concern.
8. On receipt of the witness statement the Head of School or agreed nominee will decide on any investigation / action that needs to be taken including suspension of the placement and initiating the fitness to practise procedure.
9. If the placement is suspended the Placement Lead will contact any students in the placement or future students due to attend the placement to offer support and to explain the process including expected absence from placement and any resulting issues with completion of the Practice Assessment Document.
10. The Head of School or agreed nominee will contact the placement to inform them of the reported concern. The placement should have a procedure which includes informing the police, the CQC, the NMC and initiating an internal investigation/disciplinary proceeding. The Programme Lead will participate in any investigation. Likewise the Placement Provider will participate in any fitness to practise procedure.
11. On conclusion of the investigation, a remedial action plan will be agreed between the School and the Placement Provider. Achievement of the action plan will be monitored by the Placement Lead who will also complete an audit for reactivation of the placement. The outcome of the action plan and audit will be reported to the Programme Board.
12. The Head of School or agreed nominee will inform the NMC of the reported concern and outcome through the exceptional reporting mechanism.
13. Once all provisions of the action plan and audit have been completed the placement may be reinstated or withdrawn.
14. The student will be informed of the outcome of the investigation / action plan and if relevant supported in their return to placement / future placements.

5.4 Suspending or withdrawing a student from placement

Practice Supervisors or Practice Assessors with concerns about a student's knowledge, skill or attitude are encouraged to discuss these with the student directly and document these in the PAD. The Practice Supervisor or Practice Assessor in conjunction with the student and the Academic Assessor should develop an action plan to enable the student to achieve. In the event that the concern raised is deemed serious / unresolved within the placement or there are exceptional circumstances e.g:

- concern for the health / wellbeing of the service users
- concern for the health / wellbeing of the placement staff
- concern for the health / wellbeing of the student
- concern for the behaviour of the student

The following actions should be taken:

1. The Practice Supervisor or Practice Assessor should report their concern within 5 working days to the Programme Lead.
2. The Programme Lead will inform the Head of School or agreed nominee within 5 working days.
3. The Head of School or agreed nominee will decide and communicate any action that needs to be taken including possible suspension of the student from placement and commencement of the University Professional Suitability and Fitness to Practise procedure
4. Students to be removed from a placement should normally be seen the same day by an agreed member of university staff to offer support and to explain the process. The student may be referred to other support services as relevant.

5.5 Student declaration of good health and good character

All students each year must sign a declaration of good health and good character (see definitions below). This is completed in the designated section of the MyPAD. In addition any student who returns from intermission must also sign an additional declaration of good health and good character.

To enable you to continue your studies we are required to monitor your continuing fitness to practice. Therefore, it is imperative that you inform the Programme Lead as soon as possible of:

- any change in your ability/disability or health status (new or pre-existing condition)
- if you have drug, alcohol or substance misuse
- if you will or you have received any convictions, pending charges, cautions, reprimands or warnings irrespective of the reason(s) during the programme (including driving offences)

Good health and character requirements: as stipulated in NMC legislation (Articles 9(2)(b) and 5(2)(b) of the Nursing and Midwifery Order 2001)

- Good health' means that you are capable of safe and effective practice either with or without reasonable adjustments. It does not mean the absence of either a physical or mental health

condition or disability. Many disabled people and those with both physical and mental health conditions can practise with or without adjustments to support their practice.

- Good character' is important and central to The Code: Professional standards of practice and behaviour for nurses and midwives (2018), in that nurses and midwives must be honest and trustworthy. Your good character is based on your conduct, behaviour, and attitude (includes social media). It also takes account of any convictions, cautions and pending charges that are likely to be incompatible with professional registration. Your character must be sufficiently good for you to be capable of safe and effective practice without supervision.

5.6 Fitness to practise

You are expected to behave in a professional manner whilst as a student including but not limited to university and placement time. This means being aware of the Code (NMC 2018) and how it applies to you as a student nurse. Any breach will be reported and investigated under the University [Professional Suitability and Fitness to Practice](#) procedure as set out in the Student Handbook.

Appendix 1 - Forms of abuse

Physical abuse - is any physical contact which harms clients or is likely to cause them unnecessary and avoidable pain and distress. Examples include handling the client in a rough manner, giving medication inappropriately, and poor application of manual handling techniques or unreasonable physical restraint. Physical abuse may cause psychological harm.

Psychological abuse - is any verbal or non-verbal behaviour which demonstrates disrespect for the client and which could be emotionally or psychologically damaging. Examples include mocking, ignoring, coercing, threatening to cause harm or denying privacy.

Verbal abuse - is any remark made to or about a client which may be reasonably perceived to be demeaning, disrespectful, humiliating, racist, sexist, homophobic, ageist or blasphemous. Examples include making sarcastic remarks, using a condescending tone of voice or using excessive and unwanted familiarity.

Sexual abuse - is forcing, inducing or attempting to induce the client to engage in any form of sexual activity. This encompasses both physical behaviour and remarks of a sexual nature made towards the client. Examples include touching a client inappropriately or engaging in sexual discussions which have no relevance to the client's care.

Financial / material abuse - involves not only illegal acts such as stealing a client's money or property but also the inappropriate use of a client's funds, property or resources. Examples include borrowing property or money from a client or a client's family member, inappropriate withholding of clients' money or possessions and the inappropriate handling of, or accounting for, a client's money or possessions.

Neglect - is the refusal or failure on the part of the registered nurse, midwife or health visitor to meet the essential care needs of a client. Examples include failure to attend to the personal hygiene needs of a client, failure to communicate adequately with the client and the inappropriate withholding of food, fluids, clothing, medication, medical aids, assistance or equipment.

Appendix 2 - Witness statement

A witness statement is a narrative account of what you heard and saw. It should be detailed and specific but avoid interpreting behaviour or suggesting the thoughts or opinions of others. You will be required to participate in the investigation and the University will support you through this process.

Name of witness	
Name and designation of others present (use initials in statement)	
Location of incident	
Date of incident	
Time of incident	
<i>Please describe what occurred to the best of your knowledge</i>	
Date completed	
This is a true account as I heard and saw it of the event as detailed	
Signature of witness	
Further information <i>(only complete if you remember further information to add to your statement)</i>	
Date completed	
This is a true account as I heard and saw it of the event as detailed	
Signature of witness	