

Practice Education Handbook

September 2018

**Oxford Brookes University
Pre-Registration Nursing Programmes**

(This document should be read in conjunction with your Practice Assessment Document (PAD) and Guide to the Practice Assessment Document)

STUDENT NAME:

STUDENT NUMBER:

ACADEMIC ADVISOR:

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N.B.

There is an electronic version of this handbook available to download from the Practice Education Unit (PEU) website <http://www.hls.brookes.ac.uk/peu> This will enable you to utilise the links within the document effectively.

Unfortunately, if you lose your hard copy of this Handbook and request a replacement, you will be charged a fee.

1. SECTION 1: PRACTICE EDUCATION REQUIREMENTS

This Practice Education Handbook outlines the key issues related to your practice experiences. There are many links to further reading throughout the document.

This document closely links with your Programme Handbook, and the Brookes Electronic Practice Assessment Document (BePAD). In combination these documents will guide you through your programme.

Please **always** feel able to ask a member of the programme team for support, or advice, if you are unsure of what you should be doing, or what things mean. We are here to facilitate your development and progression through the programme enabling you to gain entry into the profession of nursing. We wish you every success.

1.1. WHAT IS PRACTICE?

The whole focus of your programme is related to practice and how to learn to undertake this as a qualified professional.

Practice is identified as any activities related to patient care. Practice will make up 50% of your nursing programme. Practice is directly linked to what you are learning in the university setting and you will integrate your practice experiences with the theory you learn to enhance your competence as an emerging professional nurse.

In order to enter the nursing register, you will need to demonstrate that you can practice in line with The Code (NMC, 2015). Your practice experiences will help you develop towards achievement of the four themes of The Code: "Prioritise People; Practise Effectively; Preserve Safety; and Promote Professionalism and Trust". At the end of each year you will meet with your academic advisor to reflect on your professional development with reference to these themes.

1.1.1 Hub and spoke placements

Your practice learning experiences (or placements) will be organised in a 'hub' and 'spoke' model:

Throughout the nursing programme you will be allocated to 'hub' placement areas where you will be assigned a named mentor / sign-off mentor. During these placements, you will be able to gain experiences and skills to achieve the required competencies and your summative assessment of practice will take place in these 'hub' placements. You will usually be allocated to two hub placement areas over the course of each year.

To enhance your learning experiences, you will also access 'spoke' placement areas. These 'spoke' placements will be in a variety of health, social care, educational and other settings, for example, associated services, service user groups, private, voluntary and independent sector organisations, out-reach/in-reach services, technical support services. These placements will be overseen by a range of supervisors who will feedback to the Hub mentor in order to contribute to the student's summative assessment. It is not intended for competencies to be signed off in spoke placements.

The time to be spent in spoke placements will vary and will need to be directly/indirectly supervised by your named mentor (and the link lecturer as needed) and will depend typically but not exclusively on the following factors;

- Your progress towards competency achievement in 'hub' placement
- Your previous experience, skills and interests
- Availability of support (and capacity) within 'spoke' placement

Please note that in order to be appropriately assessed you will need to be supervised by your mentor directly or indirectly for a minimum of 40% of the time during the placement allocation and therefore cannot exceed 60% of your allocated placement time away from your hub placement.

1.1.2 Collaborative practice learning

An important element of your practice is to appreciate the way professions work together for the benefit of the patient and to gain skills that are common to many professions involved in health and social care. A collaborative approach to learning will foster mutual understanding and respect amongst people working together in health and social care. During the programme you will have the opportunity to learn from health care professionals from other disciplines. In addition, when you have the opportunity you should share collaborative learning experiences and opportunities with fellow students. This approach will develop your knowledge of the how various complex roles of professional health care can contribute by working together to enhance patient care, professional learning and development of the evidence base. In addition, you should consider that the people and families within your care are also part of this collaborative team and so you should reflect upon their role and experiences as you develop throughout the programme.

1.1.3 Supernumerary status

The majority of practice will be spent in practice settings in direct contact with patients and their families. Your main role as a student on placement is that of a learner.

Supernumerary status of students means that students are extra to the staffing figures. You will be supervised by health care professionals and remain supernumerary for the duration of the course. However, as you become more knowledgeable and experienced, it is expected that with increasing confidence and competence you will contribute positively to the teams you are learning with. Thus, you will gradually make a greater contribution to the work of the practice area.

More information about supernumerary status can be found at:

<http://shsc.brookes.ac.uk/plu/statement-in-relation-to-supernumerary-status-of-students-on-pre-qualifying-courses-programmes>

1.1.4 Range of practice experience including Essential Care Needs

You will be allocated to a range of practice placements during the course. This will ensure you experience nursing in a variety of settings allowing you the opportunity to gain experience and competence that will meet the NMC (2010) requirements for you to enter the register. Your practice will

be focused primarily on caring for complex needs of people within your field of practice. You will also be expected to be able to manage the essential needs of others. Section 2.4 discusses these essential care needs in more depth.

Please refer to your relevant field specific Professional Practice Moodle site for more information about how your placements will be structured during your course.

1.1.5 Practice hours

You will have to achieve a **minimum of 2300 hours** of practice for single field nursing programmes, and **3067 hours** for dual field nursing programmes. These hours can be achieved through direct care, or through simulation based education (SBE).

Direct Care (DC) is practice that you undertake in the practice placement setting and these make up the majority of hours for your programme.

Simulation Based Education (SBE) *'can provide a safe and effective means of supporting learning and enhancing evidence-based direct care'* (NMC 2010 pg33). It is practice that is provided in the university environment that will then be used by you to enhance your learning in the practice placement setting. These hours contribute to the 2300 / 3067 practice hours for the programme but should not exceed 300 hours for 3-year courses and 400 hours for 4-year courses.

1.2. WHAT IS FITNESS TO PRACTICE AND WHAT ARE THE REQUIREMENTS?

Whilst undertaking your programme you will have access to patients during your practice placements. In order to be entitled to practise as a student professional you must comply with the Faculty's current **Fitness for Practise for Pre-registration Students**. This means that you will be issued with a Fitness to Practise identity badge, which authorises access to placement areas and allows you to participate in health and social care placement learning.

You are required to sign the Fitness to Practise register on your Practice Education Management System (PEMS) account (see section 3.2) acknowledging that you have read and will be bound by these student conduct regulations. **Without this authorisation students will not be entitled to practise.** Authorisation is issued on an annual basis. Please see link to the PEU site:

www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Standards-of-Conduct-Pre-reg/

When you have 'Fitness to Practise' it means that you are considered safe to be in practice. There are two elements to ensuring this safety. Firstly, you need to be equipped with fundamental learning to help you protect yourself and, secondly, patients need to be kept safe from harm from you. Therefore you will undergo training and checks to ensure this happens, for example, you will have moving and handling training that will educate you in the principles of safe moving and handling, ensuring you protect yourself from injuries such as a hurting your back but also to prevent you injuring the patient by using poor technique.

Therefore, for you to enter any practice environment, you **MUST** meet **ALL** the requirements for being issued with a Fitness to Practise identity badge. You should always have your Fitness to Practise identity badge with you when you are in practice. Fitness to Practise identity badges are issued by the Practice Education Unit (PEU).

The Fitness to Practise process includes ensuring that all requirements for students to enter practice have been met. This is supported by the Practice Education Management System (PEMS) (see section 3.2 regarding how to access this) and includes ensuring that students have met the following:

- Occupational Health clearance.
- Disclosure and Barring Service (DBS) clearance. DBS clearance on admission and by self-declaration annually thereafter. **N.B.** If placement providers require a repeat DBS to be undertaken, in addition to the fitness to practice process, then the student may be required to pay for this.
- There is an annual requirement for generic and field specific mandatory training. The virtual learning sites will provide you with the necessary information to ensure that you are aware of what needs to be completed and the deadlines. For example:
 - Online training utilising the National Skills Academy (NSA) web-based package <https://elearning.nsahealth.org.uk> . An account will be set up for you when you enrol as a student.
 - Face-to-face mandatory training e.g. Hospital Life Support, Moving and Handling
- You must have read and confirmed that you agree to abide by the Standards of Conduct, Fitness to Practise document. You will have been given a hard copy of this document at the beginning of your programme, and a current version is also available on: www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Standards-of-Conduct-Pre-reg/
- You have been informed of the Guidance relating to learning professional behaviour: www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Guidelines-for-Professional-Behaviour/

1.3. WHAT IS PROFESSIONAL CONDUCT?

Professional conduct is the way in which you behave and conduct yourself now that you have entered a professional nursing programme. The NMC (2010) expect nurses to be in good health and of good character.

Good character is based on your conduct, behaviour and attitude; you should be trustworthy and honest. It also takes account of any convictions, cautions and pending charges that are likely to be incompatible with professional registration.

(NMC accessed 25/11/15). <https://www.nmc.org.uk/education/what-we-expect-of-educational-institutions/good-health-and-good-character-for-aeis/>

To learn more about professional conduct you should access the following document:

NMC (2015) The Code: Professional standards of practice and behaviour for nurses and midwives this gives clear guidance in relation to professional standards <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

Professional conduct is expected of you in the university and practice environments. You are also expected to behave appropriately in your personal life, as inappropriate behaviours may impact on your engagement with and continuation on the programme. The following documents are produced by the university to aid your understanding of the standards that are expected of you:

www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Guidelines-for-Professional-Behaviour/

1.3.1 Standards of Conduct

Whilst undertaking the nursing programme you will be subject to the Faculty of Health and Life Sciences Standards of Conduct: Fitness to Practice Pre-registration Students in Practice. You will have been given a hard copy of this document at the beginning of your programme, and a current version is also available on: www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Standards-of-Conduct-Pre-reg/

You will be expected to read these and self-declare via your PEMS account (see section 3.2) that you agree to abide by these standards. You will be sent a PEMS email containing a link for self-declaration as part of your preparation for Fitness to Practise.

Failure to comply with these regulations will lead to disciplinary action and may result in termination of your education.

1.3.2 Professional behaviour and suitability for pre-qualifying students

To help you learn the professional behaviour demanded by these regulations, you are also referred to the document Guidelines for Professional Behaviour suitability for pre-qualifying students which you will find at: www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Guidelines-for-Professional-Behaviour/

1.4. WHAT ARE REASONABLE ADJUSTMENTS?

There are a wide range of individual circumstances which may require reasonable adjustments to be made, in practice. We encourage you to let us know of any issues which may impact on your ability to achieve the practice learning requirements of your programme. The requirements of practice often demand different reasonable adjustments to the requirements of the academic setting. We will discuss with you appropriate support and with advice, put in place reasonable adjustments. There is a legal duty under the Equality Act 2010 to students/employees to consider and, where appropriate, make reasonable adjustments both for students at University and as trainees/prospective employees in the workplace. We work in partnership with our placement partners to provide a positive learning environment and offer the opportunity to achieve the requirements of the programme.

The purpose of putting in place any reasonable adjustments that you may require is to make sure you are able to complete the requirements of the programme with the appropriate support in place. Our aim is to prevent you from being disadvantaged and so we encourage you to disclose any issues at an early a stage as possible rather than risk failing an aspect of the practice education requirements.

If you start the programme with a need for a reasonable adjustment or if your circumstances change whilst you are on the programme and you become in need of reasonable adjustments there are processes to follow to ensure your needs are assessed. Following assessment, there is identification of the adjustments that are required and where reasonable, adaptations to the programme and practice experiences will be made to accommodate your needs. It may not always be possible to make an adjustment or further adjustments, for example, in the case of increasing disability.

The University provides assessment and support through disability services and links to local hospital trusts occupational health departments. You will find the role of these departments are explored more fully on the Oxford Brookes University intranet and Practice Education Unit (PEU) website <http://www.hls.brookes.ac.uk/peu> .

You will find more information in the following documents:

Equality Act 2010:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Code of practice for the assurance of academic quality and standards in higher education:

<http://www.qaa.ac.uk/quality-code>

Reasonable adjustment: for health impairment and disability guidelines for implementation in professional practice programmes:

<http://www.hls.brookes.ac.uk/peu/reasonable-adjustment-for-health-and-disability-guidelines-for-implementation-in-professional>

1.5. WHAT ARE THE NMC 'ESSENTIAL SKILLS CLUSTERS' (ESCs)?

Essential skills clusters (ESCs) are generic skills statements set out under broad headings that identify skills to support the achievement of NMC (2010) standards for the progression points and entry to the register. They apply to all fields of nursing.

It should be noted that the NMC (2010 page 103) recognise that, '*The ESCs do not include all the skills and behaviours required of a registered nurse*'. However, they contribute greatly and are incorporated into your programme to ensure that you have the appropriate opportunities to be prepared and assessed at each stage of your progression through and at the end of the programme, to meet the requirements that are essential to the role of the nurse.

There are 42 essential skills in total and these fall into five essential skills clusters, these are:

- Care, compassion and communication,
- Organisational aspects of care,
- Infection prevention and control
- Nutrition and fluid management
- Medicines management

More information can be found at the following NMC site: <https://www.nmc.org.uk/standards/additional-standards/standards-for-pre-registration-nursing-education/>

The essential skills clusters are integral to your programme. Please see the appendix of the programme handbook for the mapping of the clusters alongside your competencies and modules.

1.6. RULES ABOUT PRACTICE ASSESSMENT AND THE PROGRESSION FROM ONE YEAR TO THE NEXT OF THE COURSE

1.6.1 Rules about practice placement assessment - the 40% availability rule

The NMC (2010) indicate that you should be assigned a mentor at the beginning of every practice learning experience and this person should be available to you for 40% of your time in that experience. Your mentor can delegate your day to day supervision to others ensuring that you are always supervised either directly or indirectly. Therefore, other registered professionals can supervise you and contribute to your learning and assessment. Your mentor remains the one that is accountable for overseeing the process and decisions made about your assessment.

The important thing for this to work is that there is regular feedback from those you work with to your mentor. You can help with this process by taking responsibility for your learning and development and knowing what objectives and competencies you should be targeting for development. There are forms within the Brookes electronic Practice Assessment Document (BePAD) that will help with feedback.

You will be directly or indirectly supported by the person that is your mentor for 40% of the time and therefore, for example, they will be available to you for 60 hours over a period of 150 hours.

If you are concerned about your mentor availability, you should seek support from your link lecturer to assist you with addressing the situation.

1.6.2 The final placement & Sign-off Mentor

The NMC state:

During a period of at least 12 weeks practice learning towards the end of the programme, a sign-off mentor (a nurse mentor who has met additional criteria), who is registered in the field of practice that the student intends to enter, makes a final judgement of competence (see Standards to Support Learning and Assessment in Practice (NMC 2008)). The evidence must show that the student is safe and effective in practice at the end of the programme.

Therefore you will be supported by a sign-off mentor during your final placement.

For more information link to: <http://www.hls.brookes.ac.uk/images/pdfs/plu/mentor-standards-mini-summary.pdf>

1.6.3 Practice module fail rule

“No practice-based module may be failed more than once and a student may not fail more than one such module. A student who does so will be required to withdraw from the course”.

Please see the Undergraduate Programme Handbook and Regulations No. B2.15 Progression:

<http://www.brookes.ac.uk/regulations/current/specific/b2/b2-15/>

This rule relates to the following practice modules:

BSc (Hons)	MSc	MSci
U40400 Education in Nursing Practice 1	U40470 Education in Nursing Practice 1	U40400 Education in Nursing Practice 1
U40401 Education in Nursing Practice 2	U40471 Education in Nursing Practice 2	U40401 Education in Nursing Practice 2
U40420 Education in Nursing Practice 3	P40420 Education in Nursing Practice 3	U40420 Education in Nursing Practice 3
U40421 Education in Nursing Practice 4	P40403 Education in Nursing Practice 4	U40421 Education in Nursing Practice 4
U40474 Education in Nursing Practice 5	P40405 Education in Nursing Practice 5	U40479 Education in Nursing Practice 3 Dual
U40475 Education in Nursing Practice 6	P40407 Education in Nursing Practice 6	U40480 Education in Nursing Practice 4 Dual
		P40413 Education in Nursing Practice 5 Dual
		P40414 Education in Nursing Practice 6 Dual

Failure of a practice module is equivalent to failing competencies at both the first attempt and a resit attempt (if this is offered) of practice.

If a student fails the retake of a failed practice based module on practice competencies, the offer of another resit will be at the discretion of the relevant Examinations Committee. If a resit is not deemed possible by the Subject Exam Committee (SEC) then 29% will be awarded and the module will be failed.

All decisions will be taken by the Subject Exam Committee (SEC).

1.6.4 Rules about progression in relation to practice modules

You will **not** be able to progress from one year (progression point) to the next without first passing **all** the practice modules for that year. This will ensure that you have met the safety and values criteria required by the NMC (2010) to progress from one stage of the course to the next.

The NMC (2010) Standards require that at progression point one you are normally assessed by a mentor who is a registered nurse, however, there may be some occasions where you may instead be assessed by another suitably prepared registered professional. At progression point two, you will be assessed by a mentor who is a registered nurse, usually on the same part of the register. For entry to the register your assessor will always be on the same part of the register that you intend to enter and will have undertaken additional learning and achieved sign-off mentor status. Children's and Mental Health students, and Adult and Mental Health students, will, in their final placement, either have a sign-off mentor who is registered in both fields, or will have 2 sign-off mentors – one from each field. Please see information about Progression and Pre-requisites in the Programme handbook.

1.7. WHAT HAPPENS IF I FAIL AN EDUCATION IN NURSING PRACTICE MODULE OR CLINICAL PRACTICE EXPERIENCE MODULE?

If you fail an Education in Nursing Practice Module or Clinical Practice Experience Module the Subject Exams Committee (SEC) will have to decide whether you should be awarded a resit or a fail without resit. If you are awarded a fail, the committee will make the decision if this should be recorded as a 'practice fail' or not. Please see section 1.6 Practice module fail rule in this handbook.

It is your responsibility to contact the Education in Nursing Practice / Clinical Practice Experience Module Leader to determine how you will be reassessed and what support you will require. The Placement Lead may be involved in the negotiation of new placements and will therefore need to be copied into your communication with the Education in Nursing Practice / Clinical Practice Experience Module Leader. In addition, it is **essential** that you consider the financial implications of this (The Student Handbook and your Subject Co-ordinator offer support with this.)

If you are offered a re-sit, you will be given a period of time, either in the same placement area, or a new placement area, to gain the missing component of the module assessment.

Education in Nursing Practice Modules:

If the re-sit is for competencies, you will usually be provided with the opportunity for 160 hours of direct care to achieve any competencies that are outstanding. (A resit will usually be offered if you have failed 3 competencies or fewer. If you fail more than 3 competencies you will usually need to retake the Education in Nursing Practice Module).

If your re-sit is due to failure of SafeMedicate assessment, an alternative date for reassessment will be offered during the re-sit period.

If your re-sit is due to failure of the academic component, an alternative date for reassessment will be offered.

If you need to retake the Education in Nursing Practice module, you will be required to complete all components of the module again.

Clinical Practice Experience Modules:

If your re-sit is due to hours and you have achieved all of your competencies previously, you will be required to complete and submit the hours that you have not achieved and you will be required to maintain the competencies within the re-sit period. Failure to do so will lead to failure of the module. If this resit is in a new placement area you will be required to achieve the core competencies again and maintain all non-core competencies.

2. SECTION 2: STRUCTURE AND CONTENT OF THE PRACTICE COMPONENT OF THE PROGRAMME

2.1. WHAT ARE COMPETENCIES?

Competencies are found within the Brookes Electronic Practice Assessment Document (BePAD). Competencies are statements with descriptors of the professional skills and qualities which are required of you as you progress through the programme to meet the requirements for entry to the register (NMC 2010). There are 23 competencies in total, these are divided into four domains and have to be achieved for the assessment of Education in Nursing Practice modules and each progression point. You will find more about these in the BePAD and also the specific Education in Nursing Practice module handbooks.

2.2. WHAT ARE THE EDUCATION IN NURSING PRACTICE AND CLINICAL PRACTICE EXPERIENCE MODULES?

The 'Education in Nursing Practice' modules are credit rated modules, which are found in each part of your programme. They are known as 'practice modules' and the teaching and learning is achieved through a blend of face to face teaching, simulated based education, action learning sets and clinical practice experience. You will have the opportunity to engage in direct patient care in a placement that is relevant to your field of practice. The modules also give students from the Adult, Mental Health and Children's Nursing Fields opportunity to learn alongside each other, as well as alongside other health care professionals within the practice setting. Rather than learning anatomy and physiology in isolation you will learn and have the opportunity to apply principles of normal anatomy and physiology alongside the relevant fundamental skills being taught in the simulation based education sessions. Assessment of the Education in Nursing Practice modules will consist of demonstration of competence through achievement of clinical competencies in accordance with the NMC domains, an academic assessment as well as grading of practice (formative at progression point 1 and summative at progression points 2 and 3). Further details can be found in Section 3.14 of this handbook, as well as in the Education in Nursing Practice module handbooks on Moodle.

The Clinical Practice Experience modules are non-credit rated modules, which are found in each part of your programme. These modules do not have any direct classroom learning hours attached to them. The majority of learning for the modules will take place in the practice placements throughout each year; however you should apply the theory and learning from concurrent modules to your practice experience. Assessment of the Clinical Practice Experience involves achieving a set number of hours made up of Direct Care hours and Simulated Based Education hours. The modules are assessed on a Pass / Fail basis.

Time spent in practice is organised and linked to the following Education in Nursing Practice and Clinical Practice Experience modules:

For Progression Point 1	U40400 / U40470 Education in Nursing Practice1 U40401 / U40471 Education in Nursing Practice 2 U40404 / U40486 Clinical Practice Experience 1
For Progression Point 2	U40420 / P40402 Education in Nursing Practice 3 / Education in Nursing Practice 3 dual (YR 2) U40421 / P40403 Education in Nursing Practice 4 / Education in Nursing Practice 4 dual (YR2) U40479 Education in Nursing Practice 3 dual (YR 3) U40480 Education in Nursing Practice 4 dual (YR 3) U4046 / P40417 Clinical Practice Experience 2
For Progression Point 3 Entry to the Register	U40474 / P40405 Education in Nursing Practice 5 / P40413 Education in Nursing Practice 5 dual U40475 / P40407 Education in Nursing Practice 6 / P40414 Education in Nursing Practice 6 dual U40482 / P40419 Clinical Practice Experience 3 U40483 Clinical Practice Experience 3 Dual P40420 Clinical Practice Experience 4 Dual

Further information about these modules and how they relate to the rest of your programme can be found in the programme handbook.

2.3. HOW MANY PLACEMENT EXPERIENCES WILL I HAVE AND WHEN WILL THEY BE DURING THE PROGRAMME?

The start and finish dates of placement experience are planned and agreed with our placement partners. This leads to a slight difference in the placement structure between the Oxford (September and January cohorts) and Swindon campus. These differences are minor and module assessments are not advantaged or disadvantaged because of them. Please make sure you read the appropriate section and look at the correct diagram, for your programme and campus on the Moodle site.

The placement blocks cannot be negotiated (except with evidence of mitigating circumstances, such as certificated illness see section 3.6). Therefore, your **only** opportunities to attend placement will be within these blocks. You will be expected to be available for university and placement learning for 45 weeks of the year.

If you are full-time, there is an expectation that you will be able to attend placement for 5 days per week, 37.5 hrs, (Monday-Sunday); your timetable will help you plan your placements.

If you are part-time, you will have similar placement experiences and structure to full-time students, but these are planned with you over a longer period of time. In the majority of cases the placements are offered within the same blocks as the full-time students. If you are part-time, there is an

expectation that when you are allocated to a placement block, you will be able to attend the practice setting for a minimum of 24 hrs a week, this is to ensure you have continuity of experience and learning. You will be required to meet with your Academic Advisor and the Placement Lead to discuss an overall yearly placement plan. Following this meeting, placements will be negotiated on your behalf. An example of a part-time route for the programme is offered in the programme handbook.

For more information about attending placement, please see Section 3 of this document.

2.4 HOW WILL I LEARN ABOUT THE ESSENTIAL AND COMPLEX NEEDS OF PEOPLE?

By the end of your programme you are required by the NMC (2010) to have developed the skills of caring for the essential needs of all people, as well as managing the essential and complex needs within your own field of nursing. Therefore, you should take opportunities to become involved in the essential needs of:

Essential Care Need Group	Adult Nursing	Children's Nursing	Mental Health Nursing	Adult and Mental Health Nursing	Children's and Mental Health Nursing
Pregnant women	✓	✓	✓	✓	✓
Postnatal women	✓	✓	✓	✓	✓
Babies	✓	✓	✓	✓	✓
Children	✓		✓	✓	
Young People	✓		✓	✓	
People with learning disabilities	✓	✓	✓	✓	✓
People with mental health needs	✓	✓			
Adults		✓			✓
Older People	✓		✓	✓	✓
People with physical disabilities	✓	✓	✓	✓	✓
People with physical health problems			✓		
People with long term conditions	✓	✓	✓	✓	✓

The practice component of the course will facilitate a range of practice experiences in various settings. You will have the opportunity to establish the potential learning opportunities for each of these groups with your mentor and you should ensure that you take any opportunity that arises to become involved in delivering essential care to people in these groups. You will be required to reflect on your experiences of caring for each group

and provide evidence for this at the end of your programme to be able to pass the programme and enter the register. More information can be found in the BePAD.

3. SECTION 3: ORGANISATION OF PRACTICE EXPERIENCE

3.1. WHAT IS THE PRACTICE EDUCATION UNIT (PEU), AND WHY DO I NEED TO KNOW ABOUT IT?

The Practice Education Unit (PEU) is a key resource for you and staff and a central point of contact for pre-qualifying students and those supporting them whilst they are on placement. It also acts as an important link between the Faculty and placement providers, and it supports placement learning quality assurance.

PEU operates to policies managed by the Head of Practice Education, who ensures that placement learning and practice education needs are addressed in all appropriate Faculty activities and Committees. The Unit works closely with the programme teams facilitating students' placement, in particular, Link Lecturers and Placement Leads.

Services provided by PEU include administration underpinning:

- identifying and securing contracts with placement organisations;
- quality assuring the placement learning environment;
- liaising with placement and university staff to maintain up-to-date information about placements and the professional learning experiences offered;
- planning allocations of placements for students, though the final decisions about allocations are taken by the Placement Lead to ensure their suitability for each student's professional development;
- checking and processing students' placement expense claims on behalf of the NHS Business Services Authority - see section 3.8;
- maintaining placement information within the Practice Education Management System (PEMS) - see section 3.2;
- providing an initial point of contact for student queries relating to placements;
- helping to maintain information for students and their practice assessors on the PEU website.

PEU is open for student visits during normal working hours and can be contacted using the following email addresses and phone numbers:

Adult Nursing (Oxford)

01865 485262 adult-nursing-peu@brookes.ac.uk

Adult Nursing (Swindon)

01865 485168 swindon-peu@brookes.ac.uk

Children's Nursing

01865 485525 childrens-nursing-peu@brookes.ac.uk

Mental Health Nursing

01865 485254 mhn-peu@brookes.ac.uk

Adult & Mental Health Nursing

01865 485262 mhn-an-peu@brookes.ac.uk

Mental Health & Children's Nursing

01865 485525 mhn-cn-peu@brookes.ac.uk

3.2. WHAT IS PEMS?

The Practice Education Management System (PEMS) is an online database used to manage students' placements <https://pems.brookes.ac.uk>, which is managed by the Practice Education Unit (PEU) <http://www.hls.brookes.ac.uk/peu>. Each student has a PEMS account that provides secure access to:

- Complete self-declarations to abide by the Standards of Conduct for Fitness to Practise www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Standards-of-Conduct-Pre-reg/, which is part of the process to prepare for placements.
- Provide information relevant to planning placements by maintaining a Placement Planning Form. Students can access their PEMS Placement Planning forms at any point during their course and are encouraged to keep this up-to-date.
- Access Placement Profiles, providing information about placement allocations.
- Complete placement evaluations.
- Access course information, including timesheets this Practice Education Handbook.
- View a summary of:
 - placements completed.
 - Mandatory training completion dates

Students log-in to PEMS using their Brookes student ID and password. An example homepage is shown over-page.

The screenshot shows the 'Your PEMS - Student' page. At the top right, the user is logged in as 'CHI OF RYRNF BSc Adult Nursing - January 2015'. Below this is a 'Messages' section with a table of recent messages. Further down is 'Placement Planning Information' with a link to 'Review your Placement Planning Form'. Below that is 'Course Information' with a list of links to various documents. At the bottom, there are sections for 'Your Placement', 'Your Actions', and 'Previous Placements', each with a link to more information.

Date	Message
Fri, 07 Jul 17 14:40	Hours Report - January 2015 Cohort
Wed, 28 Jun 17 14:05	Placement of the Year Award 2017 - RESULTS
Mon, 05 Jun 17 08:08	Practice Education Unit: Confirmation of your Management Placement Allocation - Placement 6: 17-Jul-17 to 05-Nov-17
Tue, 30 May 17 08:38	Personal Safety on Placement
Thu, 06 Apr 17 08:33	Placement of the Year Award 2017 - Closing Date for Nominations 30th April 2017
Tue, 21 Mar 17 15:23	Placement of the Year Award 2017 - Closing Date for Nominations 30th April 2017
Tue, 21 Mar 17 15:21	Placement of the Year Award 2017 - Closing Date for Nominations 30th April 2017
Fri, 24 Feb 17 11:29	IMPORTANT: Jan 15 Cohort Fitness to Practise Cards - Ready for Collection from PEU
Thu, 09 Feb 17 13:33	Placement of the Year Award 2017
Mon, 30 Jan 17 11:21	Practice Education Unit: Confirmation of your Placement Allocation - Placement 5 (U40128) 13-Mar-17 to 11-Jun-17

- General Placement Forms
- Timesheets
- PEMS User Guide
- NHS Bursaries Rules
- Adult Nursing Specific Resources
- Confidential feedback form to give to your practice assessor

Your name, course and cohort details

System messages

Link to placement planning form – please keep up-to-date

Links to information relevant to placements, stored on the Brookes Document Store system.

Links to information about your current placement – Location, description, Link Lecturer

Links to a summary of: completed placements and mandatory training attendance dates.

NOTE: Records are updated regularly, however, may not be current if registers of Mandatory training attendance are not completed.

Students will receive PEMS emails during their course to:

- Request completion of their self-declarations (Occupational Health, DBS clearance and agreement to abide by the Standards of Conduct www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Standards-of-Conduct-Pre-reg/) in readiness to receive their Fitness to Practise identity badge.
- Advise them about their placement allocation.
- Request completion of the compulsory placement evaluation questionnaires at the end of each placement. It should be noted that the evaluation needs to be completed with 2 – 4 weeks of receipt of the evaluation request since, after this date, access to the questionnaire is withdrawn.

If students experience any difficulties with using PEMS, they should contact PEU using the relevant PEU email address (see section 3.1)

3.3 HOW WILL I BE ALLOCATED TO PLACEMENTS?

There are agreed principles, which govern placement allocation, which you will find at:

http://www.hls.brookes.ac.uk/images/plu/peg_18_02_12_08_pre-qualifying-placement-allocation-nm-ot-odp-pt-paramedic-and-socialwork.docx

You will experience a variety of placements during your programme. You can find out more information about each placement via your Practice Education Management System (PEMS) account <https://pems.brookes.ac.uk> (Select the 'Placement Search menu from your homepage.)

3.4 HOW SHOULD I PREPARE FOR MY PRACTICE LEARNING EXPERIENCE?

To get the most out of your practice learning experience, there are a number of things that you can do in preparation for your placement. As soon as you know where you are to be placed in practice you can:

Read the Standards of Conduct for Pre-registration Students Document: available on the PEU web pages www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Standards-of-Conduct-Pre-reg/. This will provide you with information regarding the way you should behave as a student of a professional programme.

Read the Placement Profile: This is a description of the placement that includes some valuable information e.g. contact numbers, shift times, dress code, client group, facilities etc. The placement profile is available via PEMS. When you have logged in, select "Placement" and then "Search" from the tool bar at the top of the page.

Find out more about the client group and speciality of the placement: Ask the link lecturer covering the placement about the client group/speciality of the placement. Do some reading to find out about the particular needs of that client group. Think about the knowledge, skills and

attitudes you already possess which may help you to care for this patient group. Revise these, in preparation for the placement. Find out about the knowledge, skills and attitudes that you may need to develop to care for this client group. Is there any reading you can do in preparation for this?

Read your student handbook and module handbook: These will provide more information about the sorts of things you might expect to learn and achieve during this practice learning experience. In particular, the module handbook will provide specific learning outcomes for this practice learning experience. Do you understand these? If not, seek clarification from the module leader, or your seminar leader. Think about the opportunities that you may have to fulfil these learning outcomes. Look at the competencies that are required for the year and link to this particular practice learning experience. Do you think these will be achievable within your allocated placement? Make a note of any issues you wish to discuss with your mentor and link lecturer when you meet them.

Begin to identify your own personal objectives: What do you want to achieve at this point in your programme? What areas for development have you identified and what are your action plans for this year?

Think about previous practice learning experiences: What helped you settle in to your previous placements? What sort of relationship do you like to have with your mentor/link lecturer? What do you know about your own learning style that will help you plan successful learning strategies with your mentor?

Contact your placement area: Use the contact details located within the placement profile on PEMS.

The Royal College of Nursing has published a useful document entitled "Helping students get the best from their practice placements" (RCN 2002). This is available from the RCN website <http://www.rcn.org.uk/>.

3.5 WHEN WILL I REQUIRE BLOOD TESTS FOR EXPOSURE PRONE PROCEDURES (EPP)?

If you are allocated to a Theatres placement you will need to contact Occupational Health (occupationalhealthjr@ouh.nhs.uk 01865-223325) to arrange blood tests for 'Exposure Prone Procedures' (EPP).

You will not be able to take-up these placements until the results are available, which takes approximately two weeks. It is sound practice to book your EPP blood test as soon as you are informed of one of these placements.

If you experience any difficulties with arranging the blood test in sufficient time, please advise your Link Lecturer for the placement and PEU as soon as possible.

3.6 WHAT BADGES AND CARDS WILL I NEED FOR PRACTICE?

If you are on placement from **Joel Joffe Building, Swindon**, you will need the following ID and access cards:

- **Fitness to Practice** identity badge with current dates. This is issued by Oxford Brookes University Swindon PEU.
- **GWH Security ID** badges. This is issued by the Great Western Hospital NHS Foundation Trust.
- **SMART Card** providing access to EPR (electronic patient records). Swindon PEU will advise if these are needed and how they are issued.

If you are on placement with the **Oxford University Hospitals (OUH) NHS Trust**, you will need the following ID and access cards:

- **Fitness to Practice** identity badge with current dates. This is issued by Oxford Brookes University (PEU).
- **SMART Card** providing access to EPR (electronic patient records). This is issued via Helen Juggins, Registration Authority Team Leader at the OUH NHS Trust.
- **OUH Security ID** badges. These are issued for a 3 year period by the OUH NHS Trust and activated and deactivated at the start and finish of each placement. Usually, arrangements are made for these to be issued to 1st year students during the first few weeks of the programme, specific information will be provided by the programme team.

If you are on placement with **Oxford Health NHS Foundation Trust**, you will need the following ID and access cards:

- **Fitness to Practice** identity badge with current dates. This is issued by Oxford Brookes University (PEU).
- **SMART Card** providing access to patient records on the Care Notes System. This is issued via Helen Juggins, Registration Authority Team Leader at the OUH NHS Trust (on behalf of Oxford Health NHS Foundation Trust).

SMART Card

In order to access NHS systems and applications, health care professionals are required to be registered for a SMART card. This will stay with them during their career in the NHS. The SMART card information is used to allow access to electronic data about the patients in their care.

The following link provides information about SMART cards: <https://digital.nhs.uk/article/311/Registration-Authorities-and-Smartcards>

Smart cards and pass codes are similar to a Chip and PIN debit card, but are more secure, as there is no account information and the pass code is more complex. A user's Smartcard is printed with their name, photograph and unique user identity number. The photograph is stored centrally, and is always available for an organisation to verify that the Smart card holder is indeed the person to whom it was issued. All NHS health care staff know that it is a disciplinary offence to tamper with Smart cards, share pass codes, or use a Smart card that does not belong to them, and that they may lose their jobs if they do so. Individuals are granted access to patient information based on their work and level of involvement in patient care. This means that, for example, someone working in an administrative role, rather than a clinical one, might only be able to see the demographic information needed to process an appointment, not the full clinical record.

Smart Cards will allow you to access the Electronic Patient Record system (EPR) in Oxford University Hospitals (OUH) NHS Foundation Trust placements; and the Care Notes system in Oxford Health NHS Foundation Trust placements. These cards will be issued to you during your first few weeks of the course. If you already have a Smart Card this will need to be updated with your new status and Trust.

Please note that a valid, in-date, Fitness to Practise identity badge **must** be worn for all placements, including placements with non-NHS Trust organisations.

3.7 WILL I HAVE TO WEAR UNIFORM IN EACH PRACTICE PLACEMENT?

You will be able to find out from the placement profile whether you are required to wear uniform or not. You should adhere to the local dress code policies and refer to: <http://www.hls.brookes.ac.uk/peu/statement-regarding-uniform-dress-and-appearance-for-students-on-placement>

The wearing of uniform whilst travelling to and from practice is not allowed.

3.8 WILL I HAVE TO TRAVEL TO MY PLACEMENTS?

Oxford based Adult Nursing and Children's Nursing students will experience nursing placements across Oxfordshire. Mental Health Nursing students will be expected to travel across the whole of Oxfordshire to attend placements. However, as opportunities exist for excellent mental health placements outside Oxfordshire, in Northampton, Swindon, parts of Wiltshire, and parts of Buckinghamshire, students living within reasonable distance of these team bases may be offered these placements.

Swindon based students will experience nursing placements across Wiltshire, Swindon and South Gloucestershire.

Therefore, it is expected that you will have to travel some distance to some placements (this was made clear to you at open days and interview).

You are likely to be eligible to reclaim some of the expenses associated with your placements such as travel (in excess of travel costs usually incurred to travel to University) and, if used, secondary accommodation.

The process for claiming placement expenses, referred to as 'Travel and Dual Accommodation Expenses' (TDAE) from the Learning Support Fund (LSF), which is managed by the NHS Business Services Authority (NHSBSA) can be found at: <https://www.nhsbsa.nhs.uk/learning-support-fund>. The guide to completing your claim provides step-by-step information on completing your form <https://www.nhsbsa.nhs.uk/sites/default/files/2018-05/TDAE%20application%20guidance%20booklet%202017-18%20%28V1.2%29%2005.2018.pdf>. Once your claim form is completed and you have printed-off your LSF account cover sheet, you must hand-in the form to PEU, along with your supporting evidence of expenditure. PEU will then check your claim is compliant with LSF criteria and, if there are no issues, send your claim to the LSF payments team at the NHSBSA.

NOTES:

- If a car is used for placement, you must use your PEMS Placement Planning Form (see section 3.2) to declare you have appropriate insurance in place. It is not possible to process claims for car mileage without this PEMS Placement Planning Form declaration.
- Taxis cannot be used unless you obtain prior written authorisation from your Link Lecturer or Placement Lead. You must submit this authorisation with your claim, otherwise you will not be reimbursed to cost of taxi journeys.
- If you are domiciliary in Wales, Scotland or Ireland, please refer to your funding provider as your arrangements may differ from those described above.

Further guidance for completing the expenses claim form is available from PEU's website (see the **Transport and Placement Expense Claims** link <http://www.hls.brookes.ac.uk/peu/transport-and-finance>).

There are links to public transport websites from the PEU website: <http://www.hls.brookes.ac.uk/peu/transport-statement-for-pre-qualification-students-on-placement>. PEU staff and link lecturers can advise on travel to specific placement areas.

Useful documents include:

Placement Travel and Personal Safety

<http://www.hls.brookes.ac.uk/peu/placement-travel-and-personal-safety>

Transport and Placement Expense Claims

<http://www.hls.brookes.ac.uk/peu/transport-and-finance>

Placement costs for all pre-qualifying programmes (All intakes from autumn 2007)

<http://www.hls.brookes.ac.uk/peu/placement-costs-for-all-pre-qualifying-programmes>

Requesting a change in Placement Area

http://www.hls.brookes.ac.uk/images/pdfs/plu/chip_12_21_requesting-a-change-in-placement.pdf

3.9 WHAT SHOULD I DO IF I CAN'T ATTEND PRACTICE?

You may not be able to attend practice for a number of reasons, the most common being illness.

If you are able to foresee the absence, (for example, a planned medical investigation), you should communicate this to your academic advisor, (if you are not yet in a placement area), or link lecturer, (if you are in placement), as soon as possible, so that they can support you and advise you regarding the best course of action to take.

If the absence is unplanned and you will be missing practice, you **MUST** inform the placement area as soon as you know you will be absent, where possible this should be before the start of the shift you will be missing. You should ensure you know and adhere to the local policy for contacting the placement area regarding absence. You should always take the name of anyone you inform regarding your absence. You should give an indication of how long you think you will be absent for and when you will contact the placement again regarding an update on when you will be returning. On the first day of absence, you should log-on to your BePAD to record your absence dates, your mentor will record the reasons for absence. When you are able, you should inform the link lecturer of your absence.

If you are absent from a shift, including if you are off sick, you will **NOT** be able to count the hours you have missed towards the total hours for the course. You will have to rebook these placement hours.

Your attendance and absence from practice should be accurately recorded in the placement area's records of staff working rotas (often called the off-duty) and your hours record within the BePAD. Absences should also be recorded on your BePAD. Medical certificates should be gained for absence, to support mitigating circumstances requests.

If you miss shifts/hours, it may be difficult or impossible to catch these up within the placement allocation. Your absence may impact on how you meet the assessment criteria for the Education in Nursing Practice and Clinical Practice Experience Modules. These modules require you to submit competencies and hours to demonstrate your achievement in practice. Thus, there may occasionally be a genuine need for you to request an extension to the assessment deadline, due to illness or other mitigating circumstances. For further details please refer to the *New Regulations for the Consideration of Mitigating Circumstances* from 2010/11: <http://www.brookes.ac.uk/regulations/current/core/a3/a3-5/>

Reporting absence and recording absence on BePAD

Please note that failure to follow the reporting absence process will be considered unprofessional behaviour www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Guidelines-for-Professional-Behaviour/.

When you return to practice you will be offered a meeting with your mentor to discuss your fitness for return.

The document: Return to Practice Education Setting Following Sickness – Interview will guide this discussion: http://www.hls.brookes.ac.uk/images/plu/peg_180212_07_return-to-practice-from-sick-leave-june-2018.docx

3.10 WILL I HAVE TO WORK WEEKENDS?

You will have to work some weekends if the placement area offers a weekend service. You will be required to mirror the placement area and your mentors shift patterns and this may include working during the weekend. The NMC (2010) indicate that you should experience care giving each day of the week.

3.11 WHAT ARE THE TIMES OF PLACEMENT SHIFTS?

The NMC (2010) indicate that, you must experience 24 hour and 7-day care. Therefore, there is a requirement for you to gain experience of the practice setting: am, pm, night time and every day of the week.

Shift times and working patterns vary widely from one placement area to another. It is important that you establish what the shift times are and arrive punctually for them. You will be expected to negotiate your shift patterns and mirror the times your mentor is working. You will be expected to be available for the range of shifts that are on offer. You can check the shift times for specific placements on the placement profile located on PEMS: <https://pems.brookes.ac.uk>

Example shift times are detailed below but as stated these times will vary according to placement areas so you will need to find this out from the placement profile:

Early shift: 0730-1500

Late shift: 1330-2130

Night shift: 2100-0800

12 hour shifts: 0800-2030 and 2000-0830

For further information please read:

Guidelines re: Maximum student practice and study hours per week: Pre qualifying programmes:

<http://www.hls.brookes.ac.uk/peu/guidelines-re-maximum-student-practice-and-study-hours-per-week-pre-qualifying-programmes>

3.12 CAN I TAKE HOLIDAYS IN PLACEMENT TIME?

You must **not** take holidays during allocated placement time. If you take holiday, or inappropriate absence, during placement times, you risk not meeting the Education in Nursing Practice and / or Clinical Practice Experience Module assessment criteria. Inappropriate absence may reduce the time you are available to be with your mentor to below the 40% availability rule and they would not be able to assess you appropriately. You would also limit the hours that are available to meet course requirements. Inappropriate absences will not count as mitigating circumstances and therefore extensions will **not** be granted.

3.13 WHAT IS THE BROOKES ELECTRONIC PRACTICE ASSESSMENT DOCUMENT (BePAD)

The Brookes electronic Practice Assessment Document (BePAD) is an electronic document that contains all the forms that will be used by you and your mentor when you are in practice. It is where you will collect all the evidence of your practice learning and assessment during the programme. It is an NMC requirement that all nursing students hold an ongoing record of achievement so that feedback can be passed from one mentor to the next (NMC, 2010) and your BePAD serves as this record.

For further information please read:

Guidance regarding sharing of ongoing record of achievement for health and social care pre-qualifying students:

<http://www.hls.brookes.ac.uk/images/pdfs/plu/guidance-regarding-sharing-of-ongoing-record-of-achievement-for-hsc-pre-qual-students.pdf>

You will be given access to the BePAD shortly after enrolling with the university and will learn to use it before you start your first placement. You will find further information and instructions about how to complete each section within the BePAD itself.

3.14 HOW IS MY PRACTICE ASSESSED?

There are different parts to the assessment for the Education in Nursing Practice Modules, details are outlined in the module handbooks. Part of the assessment for each module will be through academic coursework and marked by the module team and the achievement of Simulation Based Education will start within the university setting. However, other parts of the assessment will take place directly within practice itself – this includes competency assessment and utilisation of the Domain RUBRICS.

As described previously, you will be in practice caring for patients and supervised by others; however, you should be available to work with your mentor for a minimum of 40% of the placement. Your mentor is the person who is accountable for the assessment of your practice.

There will be two parts of this practice assessment:

- **Competency achievement:** You will be required to pass the core competencies in each Education in Nursing Practice module (i.e. in each 'hub' placement), and you will be required to pass the non-core competencies by the end of each year / progression point. You and your mentor should familiarise yourselves with the competency descriptors for each year and agree which you will target during the placement experience. The non-core competencies can be assessed at any point within the year and once achieved they need to be maintained. All competencies will be assessed on a Pass / Fail basis and you will need to pass the required competencies in order to pass each Education in Nursing Practice module.
- **Grading of practice:** Following the assessment of your competencies within the BePAD your mentor will assess you within each NMC domain of nursing practice according to a marking RUBRIC and these marks will be converted into an overall grade for your practice. For Education in Nursing Practice modules 3, 4, 3 dual, 4 dual, 5, 6, 5 dual and 6 dual this will be a summative assessment and therefore this mark will count towards your degree classification (it will contribute to 50% of that Education in Nursing Practice module). For Education in Nursing Practice modules 1 and 2, this will be a formative assessment only and therefore will be used to give you feedback about your development but will not count towards your overall module grade. If you fail any of your competencies you will automatically receive a capped mark and will not pass the module, however your mentor will still give you feedback in relation to the marking RUBRICS for each domain or practice.

The mentor will normally formally meet with you at stages during your placement (initial, midway, final meetings) to discuss your learning needs, set objectives with you and review your progress. At your midway meeting your mentor will undertake a formative assessment and award you a grade according to the marking RUBRICS so that you can gain feedback about your development needs. Towards the end of your placements for the

Education in Nursing Practice modules 3, 4, 3 dual, 4 dual, 5, 6, 5 dual and 6 dual the mentor will summatively assess your abilities against the objectives you have set, the required competencies, and the marking RUBRICs.

The mentor will utilise:

- Observation of your practice over a period of time,
- Discussion related to your practice including your knowledge of the evidence base,
- Reading of your self-assessments and reflections,
- Feedback from other members of the team that have supervised you,
- Feedback gained by your mentor from patients and their families that you have cared for.

In combination these will inform their decision and they will make a professional judgement and either pass or fail your competencies and allocate your practice grade. They will utilise forms within the BePAD to complete and document this process.

In addition, the Clinical Practice Experience modules require you to complete a set number of hours (made up of Direct Care and Simulated Based Education hours) so to pass these modules you will need to achieve these required hours.

3.15 CAN I ASK PEOPLE WHO I HAVE CARED FOR, AND THEIR FAMILIES, FOR FEEDBACK ABOUT MY PROGRESS FOR MY ASSESSMENT?

Patients can offer a great insight into their experiences of health care and can contribute to feeding back about how they experience your care. However, it is not appropriate for you to approach patients to ask for feedback about how well you are doing. Patients are often in vulnerable circumstances and we need to ensure they are safeguarded from harm. If you approach them they may feel coerced into giving feedback, when they do not wish to or are too unwell to consider your development needs. Your mentor / shift supervisor is in the position due to their experience to appropriately gain feedback. They will do this through observation of your interactions and through non-coercive, considerate and timely approaches to patients and their relatives. The mentors / shift supervisors will then judge the information they are given and the context of the environment and setting and feed this information back to you appropriately. They will ensure patient confidentiality is maintained throughout this process. The information gained by your mentor will contribute to their assessment of your abilities. There are forms within the BePAD that can be downloaded and used by your mentor to help gain feedback. Once completed these forms can be scanned or photographed and added into the placement section of the BePAD as evidence of your development and achievement.

3.16 HOW DO I KNOW I AM ACHIEVING COMPETENCE?

During placement you will have the opportunity to meet with your mentor to discuss your progress. At the initial meeting you should set objectives and link these to competencies. As the placement progresses you will gain feedback both on an ad-hoc basis and specifically at the midway meeting, your mentor will provide feedback about your skills and attributes in relation to each of the competencies identified within the objectives. At the final meeting you should provide your mentor with evidence for the achievement of competence. Your mentor will then make a professional judgement as to whether you have demonstrated competence at the required level.

If you are not meeting the required level of competence, your mentor will inform you of this formatively during your placement and will help you develop an action plan to improve your practice. For further information please read:

Failing competency statement: for nursing, midwifery, paramedic, operating department practitioner and FdSc in Health and Social Care students: <http://www.hls.brookes.ac.uk/peu/failing-competency-statement>

3.17 HOW DO I RECORD MY PRACTICE HOURS?

In addition to the assessment outlined above, you will also need to achieve a certain number of hours in practice in order to pass the Clinical Practice Experience Modules.

Your hours will be recorded within your BePAD and you will need to ensure that whoever you are working with each shift has access to your BePAD and validates your hours (more information about this process is contained within the BePAD).

It is your responsibility to:

- Know how many hours you are required to achieve to pass Education in Nursing Practice Modules;
- Ensure that your hours are being recorded in your BePAD throughout your placement;
- Be aware of the number of practice hours (Direct Care (DC) and Simulated Based Education (SBE)) in total recorded for you in your BePAD account;

In the placement area:

Each placement area will allocate and record student hours within their records, in different ways and you should make sure you understand the system in place for each new placement area you start. It is important to be able to record your presence on the placement; this is so that you can identify when you will be on duty and who you will be working with. The placement area will then know when to expect you and it will be clear who is supporting you for the shift. It is also important for you to contribute to ensuring an accurate record of staff and student attendance on shift for placement areas, so that should an incident occur there is a record of who was present. If there is not a clear system for recording your shifts within a placement area, you should ask your link lecturer for support to rectify this.

For further information, please read **Recording Student Hours in Practice:** <http://www.hls.brookes.ac.uk/peu/recording-nursing-midwifery-odp-paramedic-student-hours-in-practice>

Following completion of each placement, the hours recorded your BePAD are considered the final record of your practice hours. If there is any query about your hours your BePAD will be utilised to provide the information. A transcript of your hours can be download from the BePAD to provide a clear summary of your direct care and simulated hours record, this includes your absences and the broad reason for these.

If you do **NOT** complete this process for direct care hours (Nursing, Midwifery and ODP students), you risk not being able to progress into subsequent years of the programme and final year students will not be able to graduate.

3.18 HOW ARE MY PRACTICE HOURS VALIDATED?

The Clinical Practice Experience Module handbooks will indicate the deadlines for placements ending and provide site-specific information regarding paperwork submission.

The Clinical Practice Experience Module leaders will review the hours recorded in your BePAD against the module assessment criteria.

3.18.1 What do I do if I am over, or under, on hours?

The NMC (2010) require you to complete a minimum of **2300 hours (single registration programmes) / 3067 (MSci programmes)** of direct care divided into approximately equal amounts for each year of your programme. Completion of these hours will form the assessment of the Clinical Practice Experience Modules. It is expected that you will meet the yearly hour's requirements, as shown in your programme handbook, and **it is your responsibility to ensure you know how many hours you have achieved and ensure the record of your hours is accurate within your BePAD by the deadlines, stated in your Clinical Practice Experience Module handbooks.** If you are experiencing difficulties achieving your hours you should seek support to negotiate and agree a plan from the relevant Module Leader and Subject Co-ordinator and/or Placement Lead. If your ability to complete the required number of hours is adversely affected due to ill health or other difficult personal circumstances, you may need to use the University mitigating circumstances process to manage this aspect of your Clinical Practice Experience Module assessment. In exceptional circumstance, you may be able to complete up to 10% more hours during progression points 1 and 2, than the number specified. In this instance any hours in excess of the minimum required for the year, would count towards the 2300 / 3067 total, provided you continue to progress and pass all the required practice competencies for each year. Exceptionally if you have completed up to 10% less than the total number of hours required for the year, the Subject Exam Committee (SEC) may allow you to pass the Clinical Practice Experience Module. In this case you would also be required to meet with the Programme team to plan their retrieval. The 10% + or – rule will not apply to the final Clinical Practice Experience Module, as by completion of this module you must have evidence of experiencing the total 2300 / 3067 practice hours as a requirement for registration.

3.19 HOW IS CONSISTENCY AND FAIRNESS OF ASSESSMENT ENSURED?

All modules including the Education in Nursing Practice modules utilise a number of processes to ensure that student assessment is fair and equitable. For the Education in Nursing Practice modules this includes a review process called moderation; this is a quality audit process that aims to ensure consistency and commitment by assessors across the range of student work submitted for assessment, including practice assessment. Internal moderation is carried out by peer appraisal within a defined course/ programme team; external moderation is provided by external examiners approved by the University. In line with the Faculty Moderation Approach 4, Link Lecturers will be available to advise on the assessment process at the midway and final reviews; ten percent of the student cohort results will be reviewed by members of the Education in Nursing Practice

Module team and this will reflect a range of placements across fields and localities; external examiners will usually undertake a yearly review of practice assessment, which will include a visit to placement and opportunity to talk to students, mentors and link lecturers; discussion of assessment decisions is also a component of link lecturer and practice assessor courses and updates.

Link to Moderation Approach - *Policy for the Moderation of Assessments*:

<http://www.brookes.ac.uk/regulations/current/core/a3/a3-6/>

Link to Faculty Moderation Policy:

<https://sites.google.com/a/brookes.ac.uk/faculty-of-health-and-life-sciences-academic-policy-and-quality-site/assessment>

3.20 HOW CAN I GIVE FEEDBACK ABOUT MY PRACTICE EDUCATION EXPERIENCE?

Your practice experience is subject to evaluation in the same way as any other module on the course; this will feed into the annual review process of the programme. Please see your relevant Education in Nursing Practice Module Handbook for specific details.

In addition, you will be required to complete placement evaluation forms at the end of each of your practice experiences. These will feed into an annual report of placement learning environments.

4 SECTION 4: ROLES AND RESPONSIBILITIES

4.1 WHAT ARE MY ROLES & RESPONSIBILITIES?

You are enrolled on a programme designed to enable you to acquire and apply knowledge, therapeutic skills and clinical reasoning skills according to your developmental stage in the programme. You will be encouraged to participate in planned learning activities and engage in self-directed learning and open communication in order to meet module learning outcomes and fulfil educational expectations for the particular discipline you are undertaking.

You are required to:

- demonstrate at all times professional behaviour that is consistent with the Standards of Conduct: Fitness to Practise Pre-registration Students in Practice www.brookes.ac.uk/Documents/Practice-Education/Standards-of-Conduct/Standards-of-Conduct-Pre-reg/ ;
- assume primary responsibility for meeting the learning outcomes of practice education, participating fully in the practice experience, continually evaluating your own performance by self-critiquing, seeking feedback from the mentors, and by monitoring progress towards stated objectives;
- recognise your own limitations and seek help appropriately;
- prepare yourselves appropriately for the practice placement experience;
- inform the mentor or suitable person of any factor that may limit your performance or of any problem that may arise during your placement activities that has an impact on patient contact or on your well-being or performance. You may choose the first contact to be the Link lecturer concerning any problem;
- inform the Link Lecturer if you are assigned to a mentor who is: (a) a close friend or relative or (b) a close friend or relative works or is a patient, or any other issue that may be interfering with the learning experience or placing you in a situation where there might be a conflict of interest;
- maintain your Brookes electronic Practice Assessment Document (BePAD);
- inform the mentor and/or other appropriate personnel immediately in the event of any unusual incident occurring during patient intervention either to the patient or yourself (see section 4.5);
- inform your placement area of any absence (and report on PEMS) as indicated in section 3.9;
- complete your placement evaluation at the end of each placement. You will be sent an email via PEMS containing a link to the online evaluation form.

4.2 WHAT DO I DO IF I AM INJURED IN PRACTICE?

You should report any incidents or accidents that occur. This obligation applies within the placement areas in which you are working and when you are occupying Oxford Brookes University accommodation.

Any accident that occurs to you in your placement, or while you are on University premises, must be recorded on an accident form. These are available on each site. Please send a copy of the completed form to your Programme Lead/Course Lead within 48 hours of completion:

Principles to follow if a pre-registration student is involved in an incident whilst on a practice placement

<http://www.hls.brookes.ac.uk/peu/principles-to-follow-if-a-pre-registration-student-is-involved-in-an-incident>

4.3 WHAT DO I DO IF I SEE SOMETHING THAT WORRIES ME IN PRACTICE?

Freedom to Speak Up

As a prequalifying student on a professional practice programme you have a professional duty to put the interests of the people you care for first and to act to protect them if you feel they may be at risk. Therefore, if you witness an incident that is detrimental to patient care/treatment, you have an obligation to safeguard the patient. You also may need to raise concerns about other issues, including bullying and harassment on placement. We recognise that it might not be easy for you to raise concerns about this type of issue.

This professional duty is becoming increasingly important for all professional health and social care programmes. For example, from early 2012 the NHS Constitution was amended so that whistle-blowing is enshrined in law. This means health and social care staff who wish to raise concerns in poor patient/client care can do so knowing they will be protected. All NHS staff and social workers including students have a duty to report any concerns they have about practice.

You will be actively supported in raising any such concerns, and there are documents available which, provide further information, support and guidance:

Guidance for implementing Freedom to Speak Up; Raising concerns about practice (including whistleblowing/bullying/harassment)

<http://www.hls.brookes.ac.uk/peu/guidelines-for-managing-concerns-in-practice-placements>

4.4 WHAT SOURCES OF SUPPORT ARE AVAILABLE TO ME DURING MY PRACTICE LEARNING EXPERIENCE?

The key people available to support you during your practice learning experience are your mentor (including the sign-off mentor) and your link lecturer. The roles and responsibilities of the mentor and sign-off mentor are outlined on the PEU website:

<http://www.hls.brookes.ac.uk/images/pdfs/plu/mentor-standards-mini-summary-jan-2016.pdf>

You should remind yourself of these before the commencement of each placement. Open and honest communication is the key to successful relationships with your mentor and your link lecturer and you should keep them informed of any problems you are experiencing. However, if you require any additional support you should contact your academic advisor or the student support co-ordinators who are available to you for support throughout your programme of study.

4.5 WHAT ARE THE ON-LINE RESOURCES AVAILABLE TO SUPPORT MY PRACTICE EDUCATION EXPERIENCE?

There are many online resources available via Oxford Brookes University:

Library services: <http://www.brookes.ac.uk/library/>

Practice Education Web pages: <http://www.hls.brookes.ac.uk/peu>

Practice Education Management System: <https://pems.brookes.ac.uk/default.aspx>

Programme Moodle Site: <https://moodle.brookes.ac.uk/>

There are also other organisations you may wish to access, some are listed below; you will also be made aware of other sites during your learning for practice related modules.

Nursing and Midwifery Council: <http://www.nmc-uk.org/>

Royal College of Nursing: <http://www.rcn.org.uk/>

4.6 WHAT ARE THE ROLES & RESPONSIBILITIES OF MY MENTOR *(ALSO KNOWN AS A PRACTICE ASSESSOR)?

The mentors are practice placement staff who will have met the criteria for being a practice assessor for these programmes (see Appendix 1), and who will facilitate your learning by creating a climate which promotes the development of knowledge, skills, behaviours and attitudes relevant to a professional nurse. Their role involves integrating a student into the practice setting, modelling professional practice behaviours, facilitating student participation and learning and liaising with appropriate University personnel.

Their initial point of contact with the university is with the link lecturer. They can also contact the Placement Lead who is supported by the Head of Practice Education, who oversees the practice experience and placement learning for students on all pre-qualifying professional practice programmes within the Faculty of Health and Life Sciences.

Mentors (Practice Assessors) are required to:

- be accountable for the professional standards of practice setting and their practice;

- keep patient and student confidentiality according to faculty and professional body policies/codes;
- reinforce to all students in their practice hours the requirements of health and safety practices in hospital departments and be accountable for their implementation;
- be familiar with all learning outcomes of the Education in Nursing Practice and Clinical Practice Experience Modules and support students in all aspects of these;
- co-ordinate the organisation and implementation of the specific practice education experience at an appropriate academic level within a particular clinical context, such that students are enabled to meet the module learning outcomes (to include the provision of information to students and setting in place any necessary induction period);
- provide students with supervision and formal/informal teaching in practice, give students feedback regularly, based upon their supervisory experience of the student, using the student's electronic practice assessment document (BePAD);
- consult with the Link Lecturer or Placement Lead as appropriate, to discuss concerns and to evaluate students' progress in accordance with the student failing competencies in practice guidance: <http://www.hls.brookes.ac.uk/images/pdfs/plu/guidance-for-mentors-pre-reg-students-event-student-failing-competencies-practice.docx>
- take responsibility and accountability for the students' summative practice assessment;
- establish with the student / link lecturer, the assessment deadline;
- accept responsibility for facilitating students' practice education and learning.

4.7 WHAT ARE THE ROLES & RESPONSIBILITIES OF MY LINK LECTURER?

Link lecturers provide educational support to enable students and mentors to achieve learning outcomes for a particular programme / course. They liaise with placement staff, foster partnership and information exchange between the university and practice areas, and offer educational direction and support to students and practice assessors. Link lecturers monitor placements and provide a quality assurance role. They are accountable to the Programme Lead (this may be delegated to the Placement Lead as appropriate). It is the Link Lecturer's responsibility to ensure that the assessment process has been followed correctly and documentation has been completed.

Please refer to the link lecturer standards:

<http://shsc.brookes.ac.uk/plu/link-lecturer-standards-for-all-pre-qualification-programmes>

4.8 GENERAL INFORMATION

For specific information regarding your Education in Nursing Practice and Clinical Practice Experience Modules, please refer to your Module Handbooks with additional links from the Moodle pages <https://moodle.brookes.ac.uk/>

Appendix 1: Mapping of Competencies**Domain 1: Professional Values**

Competency Statement		Progression Point Criteria	Standards Domains & Competencies	Essential Skills
CORE 1a	Professional Attitude:	13, 14, 15	1/2, 1/1.1	2, 3, 4, 5
CORE 1b	Professional Behaviour:	13, 17	1/1	1, 3
1c	Confidentiality and Data Protection:	16	2/8	7
1d	Legal Frameworks	5	1/1, 2/1	4, 8, 11, 12, 34, 40

Domain 2: Communication and Interpersonal Skills

Competency Statement		Progression Point Criteria	Standard 4 Competence	Essential Skills
CORE 2a	Communication:	7, 12	2/1, 2/2, 2/3, 2/4	2, 6
CORE 2b	Therapeutic Relationships:	1, 4	2/1, 2/5, 2/2, 1/4, 3/4.2	1, 5, 6, 8
2c	Professional Communication and Record Keeping:		2/3, 2/7, 2/8, 4/7, 3/8.1	6, 7, 13
2d	Managing Challenging Situations including Conflict and Aggression:	10	2/4	4/7, 6, 19

Domain 3: Nursing Practice and Decision Making

Competency Statement		Progression Point Criteria	Standard 4 Competence	Essential Skills
CORE 3a	Deliver Care/Provide Comfort:	1, 2	1/9, 3/1, 3/2, 3/5, 3/8	5/6, 5/7, 8, 10, 16
CORE 3b	Safety and Risk Management:	3, 7, 9	1/4, 3/7, 3/6, 3/4.1 4/6	18
3c	Safeguarding Children and Vulnerable Adults	3, 5	3/9, 2/8, 1/1.1	11
3d	Assessment of Needs and Planning Care		2/3, 3/1, 3/3, 3/4, 3/7, 3/8, 2/3.1, 3/3.1	2, 9
3e	Evaluation of Care		3/1, 3/10, 3/4.1, 3/4.2, 4/2.	10/9, 10/10, 12
3f	Emergency First Aid and Immediate Care	4	3/7, 3/7.1	9
3g	Prevention and Control of Infection	9		21, 22, 23, 24, 25, 26
3h	Nutrition and Fluids and Elimination	2		27, 28, 29, 30, 31, 32
3i	Medicine Management	8, 11	3/6, 3/4.1	20, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42
3j	Health Promotion and Empowerment		1/3, 1/4, 2/6, 3/5, 3/8	9
3k	Wound Care		3/6	

Domain 4: Leadership, Management and Team Working

Competency Statement		Progression Point Criteria	Standard 4 Competence	Essential Skills
CORE 4a	Self-Awareness	6	1/8, 4/4	1, 5/11, 5/12, 10/2, 11
CORE 4b	Teamwork and Leadership	18	1/6, 4/5, 4/7	14, 15
4c	Time and Care Management and Prioritisation.		3/10, 4/3, 4/6	16, 17
4d	Manage Own Development:		1/7, 4/4	5/13, 10

References

Nursing and Midwifery Council (2008) Standards to Support Learning and Assessment in Practice. NMC London.

Nursing and Midwifery Council (2010) Standards for Pre-Registration Nurse Education. NMC London

Nursing and Midwifery Council (2015) The Code: Professional standards of practice and behaviour for nurses and midwives. NMC London