Department of Nursing, Health & Professional Practice

PLACEMENT HANDBOOK

for Pre Registration Nursing

Leading to BSc(Hons)/Registered Nurse

in Nursing

with named pathways/awards in Adult Nursing, Children’s Nursing, Mental Health Nursing and Learning Disabilities Nursing

Date: 27.10.15
Cumbria Academic Regulations – accessible at the Academic Quality & Standards Service website http://www.cumbria.ac.uk/aqs and the Programme Specification which can be found on the Programme Blackboard site. In the event of any information contained in this handbook conflicting with that in the Academic Regulations then the latter should be taken as the definitive version.

The information contained within this handbook may be subject to amendments and revisions. Please be informed that any revisions will supersede the information contained herein.

Important Note:
The University has taken all reasonable steps to ensure the accuracy of the information contained in this placement handbook and will use all reasonable endeavours to deliver programmes in accordance with the descriptions set out within the handbook. Nevertheless, circumstances outside the University’s reasonable control may arise which limit its ability to deliver the programme as described. For example, the placement arrangements may vary from student to student depending on the circumstances of the particular placement provider, including if a particular placement provider were to withdraw or vary the conditions of the placement; there may be changes in the availability, or withdrawal of funding. Where reasonable and appropriate to do so, the University will make all reasonable endeavours to put in place alternative arrangements to achieve the relevant learning outcomes, and provided the University does so, it will not be responsible to the student for any failure to provide the programme in accordance with the placement handbook.

NB: Policies and Forms can be found on the Placement Learning Unit Bb site. There is also a Placement learning website for mentors and students at www.cumbria.ac.uk/lip
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1. Introduction

The placement learning element of your programme is vital to your preparation to become a Registered Nurse and it comprises 50% of the total requirement for study and must be completed successfully and in full (all practice hours are compulsory). In conjunction with our practice partners we offer a range of placements to support learning at different stages of your development throughout the programme. These guidelines provide you with important information you need to guide you through the practice element of your studies. These guidelines work in conjunction with other important course documents available on your group’s Blackboard and Placement Learning Unit (PLU) Blackboard (Bb) sites. These include:

Course Handbooks

- University Student Handbook
- Programme Handbook
- Module Guides

Policies (Placement Learning Unit Bb Site)

- Sickness and absence policy
- Uniform and Dress Code
- Travel expenses procedures
- Safeguarding & Reporting Untoward Incidents
- Supernumerary Status Incidents
- Confidentiality policy (Academic Regulations)

Practice Assessment Documents (Provided)

- Practice Assessment Record (PAR) Including Ongoing Achievement Record (OAR)
- Skills Inventory Document (SID) including Essential Skills Clusters
2. Learning Outcomes

The nature of the programme requires that theory and practice are linked at all times, therefore the learning outcomes from each of the modules will continue to be applicable during your experience in practice.

Ensuring the competence of students preparing to enter the Nursing Register for the first time requires the assessment of their ability to undertake nursing practice on clinical placements, as well as assessing their academic ability.

Students will also be required to demonstrate progressive acquisition of essential nursing skills during practice placements. Mentors, Personal Tutors (PTs) and Link Lecturers will assist students in this by completing Ongoing Achievement Records and monitoring students’ Personal Skills Development as they move through the practice placement periods. See section 7

Experiences gained in practice are a partnership between education and service providers. Learning support for students when on clinical placement is delivered using a tri-partite model, consisting of three key people, the practice mentor, the area’s link lecturer from the University of Cumbria and yourself. In some areas you may also meet the Practice Education Facilitator (PEF) who has a responsibility to assist both the clinical area and the University to ensure a seamless learning environment for you. Throughout your placement learning experience remember that you may still contact your own personal tutor (PT) for support and advice.

You must conduct yourself in a professional manner when on placement and must adhere to both the University of Cumbria policies / procedures along with those of the Nursing & Midwifery Council

NMC Standards for Pre-Registration Nursing Education (includes advice on Essential Skills Clusters and APL)
http://standards.nmc-uk.org/PublishedDocuments/Standards%20for%20pre-registration%20nursing%20education%2016082010.pdf

QAA Standards for work-based and placement learning

NMC Standards to support learning and assessment in practice:

NMC Standards for Medicines Management

The code: Standards of conduct, performance and ethics for nurses and midwives
http://www.nmc.org.uk/standards/code/

Guidance on studying to be a nurse – Nursing & Midwifery Council
http://www.nmc.org.uk/education/becoming-a-nurse-or-midwife/when-studying-to-be-a-nurse-or-midwife/

NMC Guidance on Good Health and Good Character
http://www.nmc-uk.org/Documents/Guidance/nmcGoodHealthAndGoodCharacterGuidanceForApprovedEducationInstitutions.PDF

Standards of proficiency for pre-registration nursing education
http://www.nmc.org.uk/standards/additional-standards/standards-of-proficiency-for-pre-registration-nursing-education/?t_id=1B2M2Y8AsgTpgAmY7PhCf%3d%3d&t_q=NMC+Standards&t_tags=la
Guidance for students
http://www.nmc.org.uk/education/becoming-a-nurse-or-midwife/when-studying-to-be-a-nurse-or-midwife/guidance-for-students/?t_id=1B2M2Y8AsqTpgAmY7PhCgf%3d%3d&t_q=NMC+Standards&t_tags=language%3aen%2csiteid%3ad6891695-0234-463b-bf74-1bfb02644b38_t_ip=172.16.32.94_t_hit.id=NMC_Web_Models_Pages_ContentPage_b859290f-0e36-4cd5-9c4b-7554ac132be0_en-GB&t_hit.pos=15#./?&_suid=144007898992509539576202472381


You need to be familiar with the University of Cumbria’s policies on both academic and professional conduct

Student Code of Conduct and Adjudication

This procedure should also be read in conjunction with our Student Social Media Policy and guidelines for using social media as a student of the University of Cumbria. Those of you enrolled on a course of study in the Faculty of Health and Science are also advised to make yourselves familiar with the Fitness to Practise Policy and Procedure.

http://www.cumbria.ac.uk/StudentLife/Support/PuttingThingsRight/StudentConduct.aspx

Practice Learning Modules

The practice learning module is a 20 credit module each year comprising of two long practice experiences. Each experience will include a hub (base placement), and may include spokes (other experiences) and short visits. Practice experience is developmental, with a review of the student’s progress at the end of practice experience 1 each year. Practice experience 2 each year culminates in summative assessment (must be passed). This approach is designed to offer a variety of learning opportunities across a range of settings/client groups to meet the Nursing and Midwifery Council (NMC) competency requirements for all fields.

Hub and Spoke Placements

The hub practice experience is the main practice experience environment. The named hub Supervisor/Mentor has overall responsibility for assessing and confirming the student’s learning based upon observations and evidence recorded in this document from the hub, spokes and short visits. They should also consider any supplementary documents to support assessment decisions: for example, evidence of simulated practice. The hub Supervisor/Mentor must be available directly or indirectly to the student for 40% of the practice time, and is required to spend enough time observing the student to make a safe judgement about their progress towards achievement of competencies.
Spoke and short visit practice experiences

A spoke experience is defined as a period of 1–4 weeks and adds value to the learning experience. Each spoke Supervisor/Mentor comments will contribute evidence towards the overall achievement of the practice module.

A short visit experience is defined as a period of less than one week and adds value to the learning experience. Each short visit Supervisor’s comments will contribute evidence towards the overall achievement of the practice module.

**Hub Mentors** are registered nurses, midwives or health visitors who have completed an approved teaching and learning programme to equip them to undertake the important function of supporting learning and assessing practice. They are responsible for making judgements about your fitness to practice and subsequent ability to enter the Nursing part of the Register.

**The Spoke Supervisor/Mentor must:**
- Document and comment upon student learning relevant to all domains, and **must include feedback relating to the Professional Values domain**
- Complete a timely induction and preliminary discussion, contributing to the student developmental learning plan as appropriate.
- If there are concerns about the student’s progress, at any time, then the action plan must be initiated and the hub Mentor, Practice Education Facilitator (PEF) and appropriate academic contacted at the earliest opportunity.

**A short visit experience** is defined as a period of less than one week and adds value to the learning experience. Each short visit Supervisor’s comments will contribute evidence towards the overall achievement of the practice module. The short visit Supervisor must document and comment upon student learning relevant to all domains, and must include feedback relating to the Professional Values domain.

**Sign Off Mentors** are experienced mentors who meet extra criteria to be able to sign off proficiency at the end of a programme – the student’s final practice placement in Year 3 of the programme.

**Link lecturers** are University lecturers who also have a role as a named link lecturer for particular clinical placements. Whilst you are on clinical placement, the link lecturer may carry out informal visits to students depending on the type of placement and your point of progression in the course. However you will be able to have contact with the named link lecturer via telephone or e-mail, they will always be willing to speak with you and arrange appropriate support. At certain times, the link lecturer may need to discuss your progress with you and your mentor. If you are having any problems in practice, or your mentor feels that you might have difficulty in achieving practice outcomes, a tripartite meeting will be arranged between you, your mentor and the link lecturer.

The main duty and responsibility of the link lecturer is to assist the placement area to provide appropriate learning experiences and support for you.

**Practice Education Facilitators (PEFs)** are Registered Nurses or Health Professionals who act as a link between the University of Cumbria and some health care providers throughout Cumbria and North Lancashire. Although the remit of the role may vary between each site there are key functions that are undertaken by
each of them, for example an important part of their role is to play a major role in the maintenance and development of the quality systems and processes in the placement areas.

3. Communication

During periods of placement learning the best way to communicate with the University staff is via phone or e-mail, please see your programme handbook, for contact details of all staff. Throughout many of your placements there will be planned contact with staff for various tutorials or planned study days. Where practice placement facilitators are employed for an area you will be given details of how to contact them.

Communicating sickness/absence (see section 4 for detailed information re attendance)

When on placement if you are off sick/absent for any reason you MUST report this to BOTH the University and the manager/person in charge of the placement area. Students should be aware that failure to comply fully with the Sickness/Absence Policy, e.g. by not informing the Placement and University of an absence, will result in the absence being recorded as Unauthorised (see Sickness and Absence Policy: FPLU -Faculty Placement Learning Unit Bb site under Guidelines/Policy).

Communicating concerns about vulnerable people arising from practice placement

It is important that all students remember that they have a professional responsibility to report practices that contravene any Professional Code of Practice(s); Trust or employer policy and procedures or are detrimental to the safety and welfare of patients/clients or other vulnerable individuals who may come into contact with the service (see Raising and Escalating Concerns Policy FPLU Bb Guidelines/Policy)

1) Safeguarding & Escalating Concerns policy
https://mylearning.cumbria.ac.uk/webapps/blackboard/content/listContentEditable.jsp?content_id=673367_1&course_id=80817_1&mode=reset

2) Fitness to Practice Policy

Communication regarding untoward incidents in practice

Involvement in an untoward incident should be reported to the Link Lecturer, Year coordinator or PT for discussion and advice on the day the incident occurs. You are required to follow both Trust and University of Cumbria guidelines on reporting and completing relevant documentation.

Students must follow the local Trust Policy after an accident or injury to themselves or involvement in an untoward incident. Examples might include:

- **Clinical Incident/Accident affecting a service user**
• **Medication Error**

You will be expected to write a statement for your Link Lecturer detailing the incident but please do not do this without informing the University of Cumbria of the incident.

**Supernumerary Status Incident Report**

Your status on placement is supernumerary i.e. you should not be included in the established staffing numbers for that workplace. It should be appreciated that, on rare occasions, there are sometimes situations when you are needed to help out in unforeseen circumstances. You must know your limitations and always work within your clinical capabilities. There is also an expectation that you begin to work more autonomously as you reach year 3 and head towards qualifying. However, if you feel that your overall learning experience has been compromised and that you have been used as part of the staffing establishment, you must complete a supernumerary incident report and discuss it with your link lecturer. A form can be downloaded from [FPLU Bb Forms](#).

**4. Attendance requirements**

In Nursing there are very strict rules about the minimum number of hours of training undertaken in both clinical and theory experience, in total and by speciality, which are laid down by the European Commission Directive and by the UK Statutory Bodies. This means that the University is required to keep accurate records of students’ attendance, both on placement and in University.

If a number of absences detract from the number of hours required by the NMC and EUC Directive, **the student will be required to make up extra time at identified times in the programme or the end of the course** in order to obtain Registration. Any substantial amount of time missed from a required speciality will have to be made up in the specified hours. In most cases this may mean that students will be required to make up time that is not covered by the normal grant or bursary arrangements. **Students will be notified formally about this and must not make up any missing hours themselves without verification. Any hours worked in an ad hoc fashion will be discounted.**

**Working Shifts**

You will be working in a variety of placements; consequently your working day will vary accordingly. You are expected to work as part of a team on each placement area and will therefore work the same shift patterns as the other team members including early / late night shifts, weekends and bank holidays. Full-time students work a standard NHS 37.5 hour week*, part-time students will work pro rata and this will be negotiated and planned with the Programme Leader so that the hours required by the NMC are recorded. All students have supernumerary status throughout the course. In placement areas where shift patterns are different, e.g. 12 hour shifts; you should negotiate with the placement manager/discuss with link lecturer/placement facilitators. If 12 hour shifts are the norm, it is your choice whether you work 12-hour shifts or the more traditional shift patterns as long as it facilitates your learning. You should expect to begin and end work at the normal times for that placement. If 12 hour shifts are **not** the norm, you cannot work these just for convenience, the main priority is to work with your mentor.
* You are allowed 2.5 hours per week reflection on practice as part of your overall calculated hours. This should not be taken during allocated 37.5 hours. i.e. you must work 37.5 hours per week in practice (40 hours/week total)
Night Duty or Experience of 24 Hour Care

During the whole course you are expected to experience 24-hour care delivery. Some students will undertake nights and others may negotiate other ways of covering 24 hour care. This may be undertaken in any placement. **NB: These experiences must be documented as part of your skills inventory and Ongoing Achievement Record and verified by your PT before you can complete the course.** Students may work with their mentor on nights if s/he does rotation of shifts. However only a **maximum of 30 nights** in total is allowed and doing nights should not compromise your practice assessment.

5. Uniform Policy and Dress Code

Your attention is drawn to the uniform and dress code, which students are expected to adhere to at all time (see Uniform Policy FPLU Bb Guidelines/Policy)

6. Student evaluation of the placement

The evaluation of placement area is undertaken using the appropriate evaluation proforma.

7. Overview of the assessment of practice

Placements within the programmes have been devised in order to achieve the following aims:

- For Students to achieve the competencies required of a Registered Nurse in practice settings;
- For Students to acquire Generic and Field-specific Essential Nursing Skills;
- For Students to relate University-based learning to practice experiences.

The aim of the assessment of clinical practice is to ensure that students achieve all the Competences required to be a Registered Nurse in practice settings appropriate to their Field of Nursing. It forms an integral part of the overall assessment system for the programmes.

The Practice Assessment Record (PAR) is based on the NMC (2010) Standards for Competence for entry to the NMC register. These competencies are divided into 4 domains; Professional values, Communication and interpersonal skills; Nursing practice and decision making and Leadership, management and team work.

The practice learning module each year comprises of two long practice experiences. Each experience will include a hub, and may include spokes and short visits. Practice experience is developmental, with a review of the student’s progress at the end of practice experience 1, 3 and 5. Practice experiences 2, 4 and 6 culminate in summative assessment of practice. This approach is designed to offer a variety of learning opportunities across a range of settings/client groups to meet the Nursing and Midwifery Council (NMC) competency requirements for all fields. **Formative assessment** of practice is a developmental process. At this stage, whilst preferable that many competencies are achieved, there is opportunity to identify any weaknesses so that a **developmental action plan** can be put in place to enhance learning opportunities.
**Summative assessment** of practice needs to demonstrate clear achievement (pass) of specified competencies at that particular point in order to progress further on the course.

Assessment of practice is carried out on each placement by practice-based mentors who judge the competence of students formatively and summatively at the appropriate stage of development. Each placement has an identified link lecturer who will provide support and advice to students and mentors. Link lecturers will be involved, alongside mentor and student, in developmental action planning for students requiring extra support to achieve competencies. (See below.)

The NMC has specified competencies to be achieved by all students by the end of the programme, with identified progression points and the end of years 1 and 2 (or specified points for part-time students). These reflect the current statutory Rules for Registered Nurse status. They are divided into the four Domains identified above. The NMC has also supplied descriptors to provide guidance as to how the competencies may be achieved. A number of Essential Skills Clusters (ESCs) have been identified by the NMC to be demonstrated alongside competencies. You will also have a skills inventory for the 3 years that will help your mentor to develop and make judgements about your practice and your PT to facilitate the correct placement experience for you. These altogether form the basis of the Practice Assessment Record (PAR).

**Assessment of Practice**

There are two important documents used to keep records of your achievements in clinical practice:

- **Practice Assessment Record (PAR)** which includes an **Ongoing Achievement Record (OAR)**
- **Skills Inventory Document (SID)**

The **Ongoing Achievement Record (OAR)** is a key record that documents your progress on the course in relation to statutory requirements. The Nursing & Midwifery Council requires students to have this document that is produced to Mentors at the beginning and end of each Placement to enable decisions to be made on the Student’s progress. Your PT will use this to monitor your progression on the course. The final sign off mentor and your PT will use the OAR to determine final completion of the course leading to Registration.

**NB:** Failure to maintain this record and produce it throughout the course and at the end of the course will mean that you cannot progress to Registration at the end of the course.

At the end of each placement a copy of the relevant OAR page, MUST be handed in to your Year Co-Coordinator with originals staying in your PAR document.

You will be informed of the date of submission of your PAR document

The **Practice Assessment Record (PAR)** is an assessment of practice document that you will be given for each year.
A PAR is the responsibility of the individual student and must be returned to the appropriate person at University of Cumbria when the placement is complete.

At the start of a placement, it is the student's responsibility to discuss their assessment needs with their mentor at the start of the placement (initial interview) and to ensure that this discussion is recorded on the appropriate forms. A date for interim interview should be agreed at the initial interview. Students should remind their mentors when Interim Review meetings and Final Interviews are due (see more detail below).

Each student must be allocated an individual mentor (hub mentor) at the start of the long placement who will be responsible for ensuring that all formal interviews are carried out. Off duty must normally be organised so that the mentor and student work together for at least 40% of the placement time.

The hub Supervisor/Mentor must be available directly or indirectly to the student for 40% of the practice time, and is required to spend enough time observing the student to make a safe judgement about their progress towards achievement of competencies. Mentors on summatively assessed placements must have completed an approved assessor’s course and hold an active registration on the placement provider’s mentor register.

**First week of the placement** an initial interview must be held, and a **Student Development Learning Plan** must be drawn up between the mentor and student in order to assist the student to achieve the Outcomes/Proficiencies for the placement. This will involve the mentor and student:

a. Discussing the student's clinical experience to date using the OAR, and highlighting areas of strength and areas that the student may need to concentrate upon in working towards achieving competencies on the current placement. Any action plans carried over from a previous placement must be discussed and implemented.

b. Discussing the learning experiences that the student can gain on the placement in order to achieve the criteria for the assessment, in terms of achievement of competencies, and the acquisition of Nursing Skills, and the student's personal learning objectives. The Placement Area’s **Practice Placement Profile (PPP)** should be used to guide this discussion. Spoke placements and short visits can be planned to help with skills experiences and practice assessment.

c. A **Student Development Learning Plan** must be negotiated, and documented on the appropriate form.

d. Any written work to be done by the student during the placement should be discussed in principle.

e. The **Induction form** must also be discussed, and signed.

Throughout the placement, the student must work with or be supervised by the Mentor and other placement staff to fulfil the Student Development Learning Plan by undertaking learning experiences provided by the placement area (hub) and spoke placements, with the aim of meeting the competencies for the placement, and acquiring Nursing Skills.

**Midway through the placement** the student and mentor will carry out an **Interim Progress Review** to:
a. Review the student's progress towards achieving the aims of the Student Development Learning Plan, and towards achieving competencies;
b. Highlight progress made towards the experience/acquisition of Nursing Skills;
c. Identify any areas for improvement;
d. This interview must be recorded on the Interim Progress Review form.
e. The link lecturer must be notified by the mentor if there are any potential problems with achievement of competencies and will be asked to attend the interim progress review or other meeting to assist with completion of an action plan. The link lecturer must be informed at the earliest opportunity as action plans may be completed at any stage of the placement for any reason.

All competencies in the PAR must be signed by the hub mentor when these are achieved.

The Mentor should take note of the ‘Level Descriptor Statement’ which describe the expected level of performance during each year if the programme. Details can be found in the PAR document

**Practice assessment record 1:** Students will be exposed to a wide range of experiences. They are expected to safely demonstrate fundamental skills and activities with care, compassion, underpinning knowledge and appropriate attitudes under close supervision.

**Practice assessment record 2:** Students will be exposed to an increasing range of field specific experiences. They are expected to consistently demonstrate skills and activities at an emerging level of competence with care, compassion, underpinning knowledge and appropriate attitudes. They are expected to take responsibility and develop autonomy for care delivery with less direct supervision.

**Practice assessment record 3:** Students will be exposed to a wide range of field specific experiences. They are expected to consistently demonstrate and promote evidence based care with compassion, confidence, competence and appropriate attitudes. They should take increasing responsibility for care delivery and give support to novice students. The level of supervision should reflect their developing autonomy. At the point of registration, students should be proficient across all domains

**On completion of the placement,** the mentor and student should go through the PAR to discuss progress made, **checking that all competencies have been achieved and complete the Ongoing Achievement Record (OAR).** The Final Interview form is used to summarise this discussion.

**At the end of each placement period,** students must submit to the Year Co-ordinator:

- PAR/OAR for checking of achievement of competencies
- A copy of the OAR final progress review
- Sickness/absence record from placement.
Loss of placement documentation (PAR) will be considered a non-submission and therefore classed as a fail.

NB: You must meet with your PT who will check and verify your progress. If you have a failed practice assessment the pathway leader will instigate the appropriate action plan for a retrieval placement. This will take place in the practice retrieval/reassessment period in summer.

You must be available for the reassessment period otherwise your ability to complete the year’s progression criteria will be affected and you may have to leave the course.

There are two types of Action Plan:

**Action Plan**: To be developed if a student has particular support needs or if any competencies have not been achieved, either through the student not reaching the required standard, or through lack of opportunity to gain experience in an area of practice, during a formative assessment of practice.

**Retrieval Action Plan**: To be included if any competencies have not been achieved through the student not reaching the required standard during a summative assessment of practice. The student will normally have to achieve this by returning to the placement during the summer reassessment period (see above).

8. **Link Lecturer Involvement in Practice Placement Experiences**

The roles and responsibilities of the Link Lecturer are to:

a. Provide support to student and practice-based mentor;
b. Monitor student’s progress towards achievement of competencies;
c. Monitor quality of student’s placement learning experience;
d. Pre-empt or solve problems related to the placement experience.

Link Lecturers are expected to:

- Communicate with placement staff and students in relation to assessment of practice issues. Visits to practice may take place but contact can also be in the form of telephone or e-mail conversations
- Be the first point of contact for support and advice for students and mentors;
- Maintain a written record in the student file for any telephone or e-mail conversations regarding practice;
- Be the first point of contact if a student is failing to achieve;
- Attend developmental/interim interviews for a student failing to achieve and assist with development of an action plan;
- Link Lecturer visits will take place frequently if difficulties with the placement have been noted by the student, mentor or link lecturer or where a retrieval action plan exists;
- Take part in a summative assessment interview IF there is a need in relation to due regard (Mentor not on the same part of the Register as the student e.g. Learning Disabilities Social Care Placement);
• Act as a resource to placement staff regarding professional developments within their field of nursing;
• Monitor the on-going quality of the learning experience provided by the placement, by:
  - Carrying out an educational audit of each placement;
  - Monitor students’ evaluations of placement;
  - Submit half-yearly report on each placement area to the placement learning unit;
• Liaise with Pathway Leader, Principal Lecturer and Placement staff and managers regarding specific problem issues with individual students’ placement experiences;
• Provide on-going feedback to placement staff as to the quality of the placement experience, as indicated by students’ evaluations.

9. Seconded Students and Students Working for Healthcare Employers

Students who are seconded or are employed by healthcare employers are required to adhere to all Trust policies and procedures including those in relation to sickness/absence reporting, paid and unpaid leave, working time regulations, travel expenses and staff bank work.

In relation to staff bank work during secondment the nurse training programme must take priority:

• Working time regulation must be adhered to;
• Staff bank work should not be undertaken in a current clinical placement area;
• Uniforms provided by the University of Cumbria MUST only be worn when undertaking University placements and not for any other purpose including bank work (see Uniform Policy).
10. SUMMARY PLACEMENT LEARNING

Practice assessment modules span over the whole academic year (longitudinal modules). The practice element consists of the modules outlined below. Placements 1, 3 & 5 are developmental (formative) and placements 2, 4 & 6 are summative and must be passed to progress on the course.

Please note that the timetable for each year has been organised such that you meet the practice hours required throughout the programme. You should be working 37.5 hours in practice per week (Plus additional 2.5 hours for personal reflection) or 75 hours over a 2 week period. Any sickness / authorised leave time MUST be reported in accordance with the Sickness/Absence Policy (University of Cumbria) and hours cannot be ‘made up’ during your placement time.

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<tr>
<td>HNSA5070</td>
<td>Year 2 Practice Assessment (Adult)</td>
<td>Placement 3 (400 hours)</td>
</tr>
<tr>
<td>HNSC5070</td>
<td>Year 2 Practice Assessment (Children)</td>
<td>Placement 4 (400 hours)</td>
</tr>
<tr>
<td>HNSL5070</td>
<td>Year 2 Practice Assessment (Learning Disabilities)</td>
<td></td>
</tr>
<tr>
<td>HNSM5070</td>
<td>Year 2 Practice Assessment (Mental Health)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3 Modules</th>
<th>Fields of Nursing</th>
<th>Year 3 Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNSA6070</td>
<td>Year 3 Practice Assessment (Adult)</td>
<td>Placement 5 (400 hours)</td>
</tr>
<tr>
<td>HNSC6080</td>
<td>Year 3 Practice Assessment (Children)</td>
<td>Placement 6 (480 hours)</td>
</tr>
<tr>
<td>HNSL6090</td>
<td>Year 3 Practice Assessment (Learning Disabilities)</td>
<td></td>
</tr>
<tr>
<td>HNSM6100</td>
<td>Year 3 Practice Assessment (Mental Health)</td>
<td></td>
</tr>
</tbody>
</table>
11. Travel and Accommodation Expenses

If you are a NHS Commissioned student who has to undertake a practice placement you may be entitled to have the cost of journeys between your term time residence and the practice placement site (which is not part of your University) reimbursed. Practice Placement involves training in hospitals or community health services rather than a classroom. The cost of travel to the practice placement site MUST be greater than the normal travel cost from your term time residence to University. (Please see Guidance Notes on Claiming Excess Practice Placement Travel & Accommodation Expenses FPLU Bb Guidelines/Policy)

NB: All students must complete an annual Student Travel to Placement Declaration Form (FPLU)Bb Forms) at the beginning of each academic year, prior to submitting a claim form.

In order to ensure that you gain experiences in a range of practice setting there will be an expectation to travel. You need to be aware that on some occasions you may be required to travel up to 1.5 hours each way.
12. ACTION PLANS FOLLOWING FORMATIVE AND SUMMATIVE PLACEMENTS

RATIONALE

Clarification of the process by which students, mentors, link lecturers and PEF’s (where available) are informed about action plans to be completed in a practice placement.

Following practice placements the PAR is to be handed in, date as advised by assessment calendar. These will be checked by the Year Co-ordinator. A Cohort List will be completed and returned to Pathway Leader confirming achievement.

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO ACTION PLAN</td>
<td>Student. Year Co-ordinator.</td>
</tr>
<tr>
<td>Students who have successfully achieved all competencies do not require a formal action plan to be developed.</td>
<td></td>
</tr>
<tr>
<td>OAR completed by Mentor at the end of each placement checked and verified by Year Co-ordinator.</td>
<td></td>
</tr>
<tr>
<td>Student to submit copies of OAR form</td>
<td></td>
</tr>
<tr>
<td>ACTION PLAN (Formative/Developmental)</td>
<td>PT. Year Co-ordinator. Link Lecturer Student. Mentor. PEF</td>
</tr>
<tr>
<td>Produced:</td>
<td></td>
</tr>
<tr>
<td>a. Non-achievement Professional Values Domain (placements 1, 3 &amp; 5). <strong>A formal progress review may be needed here.</strong></td>
<td></td>
</tr>
<tr>
<td>b. For competencies being worked towards where there are particular weaknesses.</td>
<td></td>
</tr>
<tr>
<td>c. At any time during a formative or summative placement if a student is identified as having any difficulties with achievement of competencies</td>
<td></td>
</tr>
<tr>
<td>Year Co-ordinator to give developmental action plan to the PT. Discussed and completed by PT and signed by Student. Student progress review meeting to be arranged by PT if Professional Values Domain not achieved; more than 10 competencies to be achieved or concerns expressed about the ability of the student to achieve in the following summative placement.</td>
<td></td>
</tr>
<tr>
<td>PT to inform Link Lecturer and the PEF for next practice placement and Pathway Leader.</td>
<td></td>
</tr>
<tr>
<td>Plan to be available for next practice placement.</td>
<td></td>
</tr>
<tr>
<td>Copy to student file.</td>
<td></td>
</tr>
<tr>
<td>Link Lecturer to make early contact with Mentor and Student.</td>
<td></td>
</tr>
</tbody>
</table>
Student/Mentor to contact Link Lecturer if there are problems in achieving competencies summatively before the end of the placement.

*Action Plan to be reviewed at the interim progress review interview.*

**RETRIEVAL ACTION PLAN (Summative Placement)**

Year Co-ordinator to give action plan to PT. Discussed and completed by PT and signed by the Student. Plan to be available for next practice placement in PAR which will take place during the retrieval period during the summer.

**Student Support Session to be undertaken by PT**

PT / year Co-ordinator to inform Link Lecturer for practice retrieval placement and Pathway Leader. PT / Year Co-ordinator to send copy of Action Plan to Link Lecturer and PEF, Pathway Leader and a copy for the students file.

| Link Lecturer to contact Mentor before student commences retrieval placement to inform of retrieval action plan | Link Lecturer. Mentor. Student. |
| Link Lecturer to meet with Student and Mentor during Week 1 of placement. | Link Lecturer. Mentor. Student. |
| Link Lecturer to make weekly contact with student and mentor. Student normally has 20 practice days to achieve all outstanding Outcomes/Proficiencies. Failure after 20 days will result in discontinuation from the programme. | Link Lecturer. Mentor. Student. |
| Mentor/Student to contact Link Lecturer if any problems or difficulties arise during the 20 day action plan period. **Link Lecturer to be present at the interim review with student and mentor** (mid way through 20 day action plan period). | Link Lecturer. Mentor. Student. |

**RETRIEVAL ACTION PLAN ACHIEVED**

Link Lecturer to seek confirmation of achievement of competencies at the end of 20 day action plan period. Inform PT and Pathway Leader and PEF. Copy to student file.

**RETRIEVAL ACTION PLAN NOT ACHIEVED**

Link Lecturer to seek confirmation at the end of the 20 day action plan period and attend interview with Mentor/Student and Pathway Leader

Link Lecturer to inform PT, PEF and Pathway Leader of the outcome.

Documentation to be kept by the link lecturer and forwarded to the Pathway Leader and a record to be made in student file.

Discontinued from the programme via Assessment Board

| Link Lecturer. Student. Mentor. Link Lecturer. Pathway Leader. MAB Chair |