



**UNIVERSITY OF
PLYMOUTH**
School of Nursing and
Midwifery

**Faculty of Health, Medicine, Dentistry and Human Sciences
School of Nursing and Midwifery**

**Placement Learning Information
for:
Students
Practice Supervisors
Practice Assessors
Academic Assessors**

September 2019/20

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ALL STUDENTS PLEASE NOTE

This handbook provides you with an overview of practice learning and the associated assessment processes, it should be read in conjunction with the programme handbook and University regulations. All the information in this handbook is correct at the time of posting and it provides a guide for you. Courses are regularly reviewed and updated so details may change. We endeavour to treat students as individuals and we may on occasion at the discretion of the programme team or exam board make exceptions to the processes outlined in this document.

University of Plymouth is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this handbook and in any documents referred to within it. It does not however guarantee the provision of such services. Should industrial action or circumstances beyond the control of the University interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.

LEARNING IN CLINICAL PRACTICE

The Quality Assurance Agency ([QAA](#)) (2017) identified work-based learning as *“learning that is integral to a higher education programme and is usually achieved and demonstrated through engagement with a workplace environment, the assessment of reflective practice and the designation of appropriate learning outcomes”*. Learning in the workplace, therefore, is a fundamental component of this programme. The Nursing and Midwifery Council (NMC) require students undertaking nursing programmes to complete 50% of their programme (a minimum of 2,300 hours) in clinical training. The time spent in practice will focus on developing skills, knowledge and competence/proficiency. You will be assessed in practice against the [NMC Standards of Proficiency \(2018\)](#)

This nursing programme is designed to enable students to practice safely, confidently and competently in a variety of relevant clinical settings. In order to do this you will experience a range of different placements and specialty areas over each academic year as well as simulated practice. All of the placements have been planned to facilitate the best use of clinical practice time balanced against the capacity of the placement area to accommodate learners.

ALLOCATION TO PLACEMENT

Placements are allocated at the start of the academic year for the year ahead to enable travel, accommodation and child care planning. In addition this enables planning of placement assessment activities. These details will be released via [Placements On the Web \(POW\)](#). Allocation is arranged, where possible, with both University address and home address in mind.

Placement allocations are informed by available capacity. In order to be fair to all learners we endeavour to allocate all placement learners within one and a half hours travelling time from the learner's specified addresses, based upon an online route planner by car. Students, who do not have access to a car, will be reviewed on an individual basis, however it is the responsibility of the student to manage their attendance to placement.

Students who find themselves in a financially difficult position should seek advice in the first instance from [Finance Information](#),

Student role and responsibilities

Students are required to develop a sense of self-management and autonomy from the outset of the programme. They will need to be proactive in identifying their role within the team. This will require a recognition of the need to work as part of a team,

to listen and learn but also to question and challenge. To help students appreciate their role it is important to identify relevant objectives that enable them to:

- Take responsibility for their own learning
- Recognise the 'transferability' of their skills and knowledge
- Appreciate how they contribute to safe and effective care

Practice placements provide exposure within health and social care, settings, which can be based in or out of hospital. The learner is responsible for checking their Plymouth Online Practice Information ([POPPI](#)) account for their placement allocations, contact details and information about the placement. Placement release dates are available on the programme [moodle page](#).

A wide range of information is available to support you in preparing for practice on the [placement section](#) of POPPI. It is in a students' best interest to explore this. Students will attend an introduction/induction at the beginning of the programme as well as undertaking mandatory training prior to commencing placement and a placement specific induction once in practice.

PLACEMENT CONFIGURATION

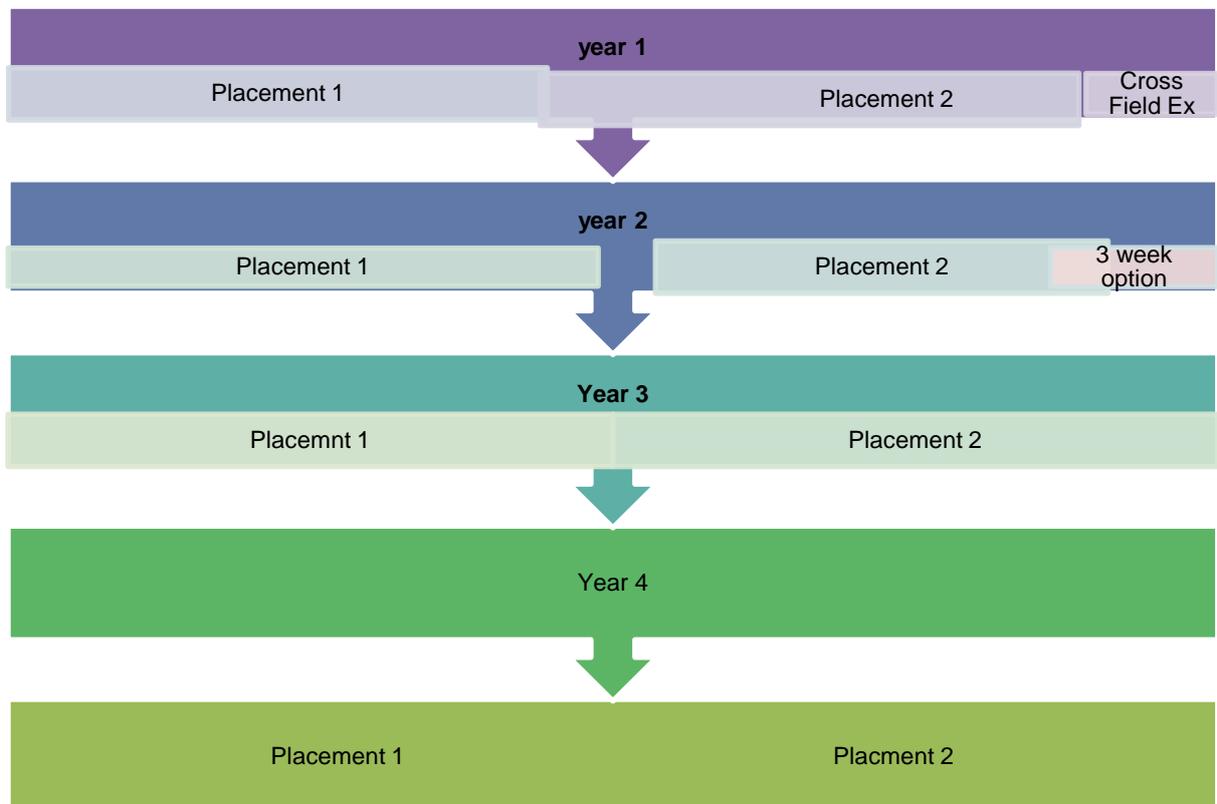
Students on all of our full time nursing programmes will experience two main clinical placements per year. In addition, in year one students have a short cross Field experience in an area such as an emergency department or GP practice. In year two students who meet the criteria will have the opportunity to take an optional placement. Students on our single Field programmes (BSc and MSc) have all of their practice placements in their specialist Field. Students on our dual Field programmes will experience a mix of the two Fields in placement i.e. placement one Field one, placement two Field two, in years three and four students take Field specific modules e.g. child Field modules and child practice. In year four the students take the alternate Field modules and alternate Field practice placements.

Placement areas will be categorised/ identified broadly as either:

- In hospital
- Community
- Specialist for example: critical/high dependency care, theatres, hospice, integrated service teams, forensic teams, substance misuse services.

We endeavour to support students to experience each of these placement areas, as an example a typical BSc student may experience the following placements across the three years of their course:

Child	1 community 1 Specialist 4 inpatient
Mental Health	2 inpatient 2 specialist 2 Community
Adult	2 Inpatient 1 specialist (hospital/community) 2 community 1 either/or of the above



Example placement pattern Adult Health Nursing

Year 1	
Community hospital or community nursing team	In hospital - Acute Medical or Surgical Ward
Year 2	
Specialist In hospital – Coronary Care	Specialist Community team Integrated service
Year 3	
Specialist community or community team	In hospital Acute

Example placement pattern Mental Health Nursing

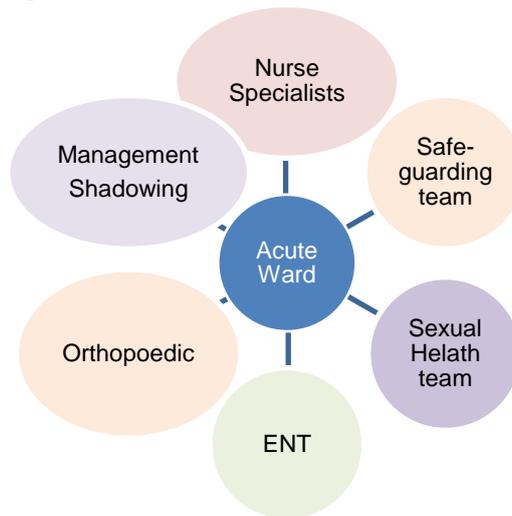
Year 1	
In hospital	Community - CPN
Year 2	
Specialist - CAMS	Community Outpatients
Year 3	
Community - older person	In hospital

Example placement pattern Child Health Nursing

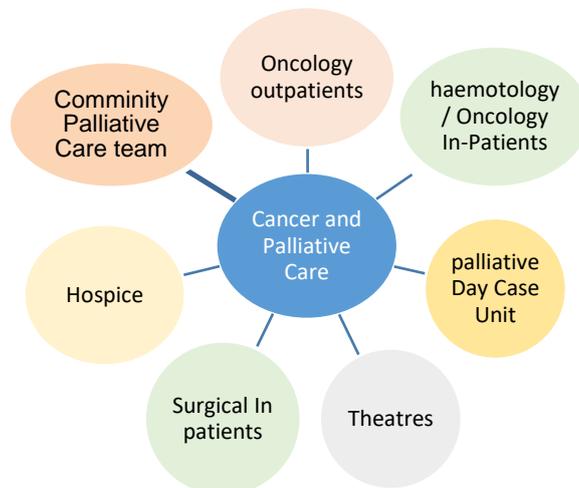
Year 1	
In hospital	Community Children's services
Year 2	
Specialist children's services	Community
Year 3	
In hospital –critical care	In hospital

Examples of Hub and Spoke Placements

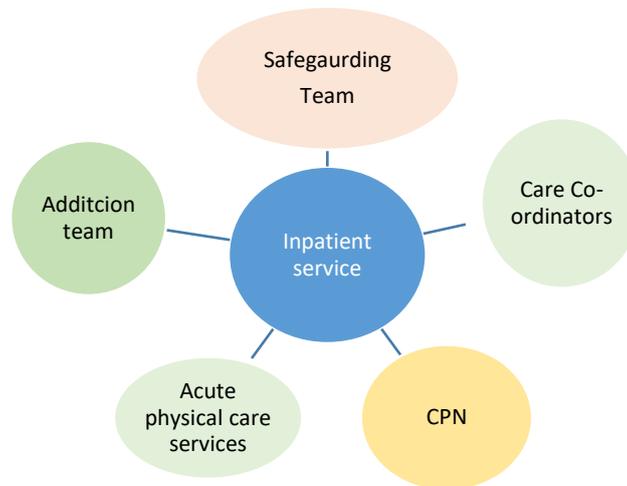
Child Health acute care placement



Adult Health or Child Health Palliative Care



Mental Health



Collaborative learning in practice

All students are likely to experience a [CLiP](#) placement within their programme. This is where larger numbers of students are supported to work and learn together using peer-coaching techniques to develop and enhance learning.

Cross Field experience

Whilst our programmes lead to registration in a specific nursing Field, the NMC require all nurses to: *“be able to meet the person centred holistic care needs of the people they encounter in their practice who may be at any stage of life and who may have a range of mental, physical, cognitive or behavioural health challenges”*. In addition Adult Health Field Nurses also have to meet specific requirements relating to maternity experience.

Throughout the programme there will be many opportunities for students to gain this experience (for example caring for a person on a cardiac ward who also has depression, or for a child with an eating disorder) and demonstrate their understanding through keeping a mini reflective log (minimum of 5) in their Electronic Practice Assessment Document E - [PAD](#) and their [pebblepad](#) portfolio. However, to focus learning in this area students will undertake a cross Field placement experience during the 3 week period at the end of their first year. That is allocation to a placement area that normally provides care for a range of needs across the lifespan such as GP Practices, Minor Injury Units, Outpatient Departments, Day surgery units; or within an area from a different Field as a ‘swap between Fields’. Students will not be assessed during this placement, however they will be required to engage with patients/families/carers and staff to discover what specific nursing considerations need to be made to meet the patients needs in this specific practice environment.

(Please see appendix 1 for cross Field placement objectives).

Degree Nurse Apprentices and Students who commence their programme in year two must undertake a cross Field placement experience, during this period however, they can arrange this under the optional placement scheme.

PLACEMENT SUPOPRT AND ASSESSMENT

You will work with a variety of health and social care professionals, under the direction of a Practice Supervisor on a day to day basis. You will be assessed in each placement by a designated Practice Assessor guided by your assessment record – E-PAD which you will access through [POPPI](#) where there is detailed information of expectations how to plan and stages of assessment requirements.

Supernumary status

Whilst you are a learner on this programme and working towards gaining sufficient knowledge and experience to complete the programme you will be supernumerary when in the placement setting. Supernumerary means that whilst you are a learner you will be working under the supervision of a health care professional at all times, participating in all aspects of care, however will have protected learning time, and not be counted in the staff numbers.

Practice portfolio (Pebblepad)

Your [pebblepad](#) portfolio is a working 'repository' that you should commence work on from the start of each academic year. Here you will store evidence of your learning progress and specifically that which is required to support your assessment.

Practice supervisors

Practice supervisors come from a range of backgrounds and include NMC registered nurses, midwives, nursing associates and other registered health and social care professionals (NMC 2018). Supervisor roles and responsibilities include:

- Being a role model
- Supporting learning within in their scope of practice
- Providing appropriate supervision and feedback
- Having relevant knowledge and experience of the clinical area
- Contributing to assessment by providing feedback
- Confidently sharing observations and feedback with practice and academic assessors

- Raising and concerns appropriately using the relevant protocols

Named practice assessor

For each placement you will have a designated Practice Assessor allocated to you, you will link them to yourself through E-PAD so they can undertake your assessment process. Practice assessors are defined as a: *'Registered nurse with appropriate equivalent experiences for the student's Field of practice'* (NMC 2018). They will conduct initial, midway and final interviews and undertake agreed assessments of episodes of patient care. Assessor roles and responsibilities include:

- Conducting assessments to confirm achievement of proficiency and programme outcomes for practice learning
- Seeking relevant feedback and evidence to ensure that an objective, evidence-based assessment has been made
- Maintaining and developing current knowledge and expertise relevant for the proficiencies and programme outcomes being assessed
- Being able to link with academic assessors to review student progression
- Being able to work with the student to inform decisions regarding assessment
- Having knowledge of the student programme and assessment process
- Can be a Practice Supervisor for other students

Academic assessor's role in confirming progression

You will also have an Academic Assessor for each part of the programme; they are responsible for monitoring your progress and, together with the Practice Assessor at the end of parts 1, 2 and 3, confirming progression. Evidence of this decision making will be recorded in the E-PAD.

Preparation for practice

The university offers preparation for practice sessions which you must attend. When commencing any placement it is also a requirement that you complete the appropriate placement induction and any required mandatory training within the stipulated timeframe. This ensures you are familiar with the policies and procedures within your placement area. Induction may take the form of an on-line package or require personal attendance. On line packages may be available through POW and, where this is the case, you are encouraged to undertake this activity at the earliest opportunity before you start your placement. If you are not able to undertake this activity within the required period you must contact your personal tutor as failure to attend or undertake on line induction in a timely manner may lead to withdrawal from practice. You should contact your practice area a week before you are due to

commence placement to make any arrangements and meet your supervisor/assessor if necessary.

PROGRESSION THROUGH PRACTICE AND ASSESSMENT PROCESSES

Detailed requirements of each stage are to be found on your E-PAD, the following provides a brief overview of the process.

Orientation

You will be orientated to your new placement area and introduced to key processes such as fire procedures.

Initial Interview

Together with your assessor or supervisor, you will create a learning plan for each placement to ensure you are able to work towards gaining the appropriate skills and knowledge for your development. Your assessor will review your progression and your portfolio to then consider your formative (halfway) and summative (end of placement) assessments to enable you to review your development and harness key learning points.

Mid point interview and formative assessment

The aim is for you and your assessor to review progress to date and to set goals for further development. This will promote learning and develop your ability and competency in settings and under conditions which you can practice and think creatively – taking time to learn thoroughly with the support of your supervisors and assessor. The ultimate aim of formative assessment is to provide you with feedback on your current competency and development level and to highlight any progression required; the formative assessment will:

- Promote reflection and provide feedback to support learning
- Identify strengths and weaknesses
- Inform the learner how they are progressing
- Inform whether competence is being achieved at this stage and identify areas for development
- Provide general guidance and direction
- Allow for individual development

Final interview

This is where the final assessment is completed by your practice assessor and fed back to you.

Practice assessment components

There are a number of elements of assessment in practice which you will be required to successfully complete to pass practice and move into the next part of the programme. In each placement students will be assessed on their professional values in practice. In addition across the part (for full time BSc students a part equates to a year - see the programme handbook for details) students must also successfully complete the required “episodes of care” and achieve the required “proficiencies”.

Episodes of care

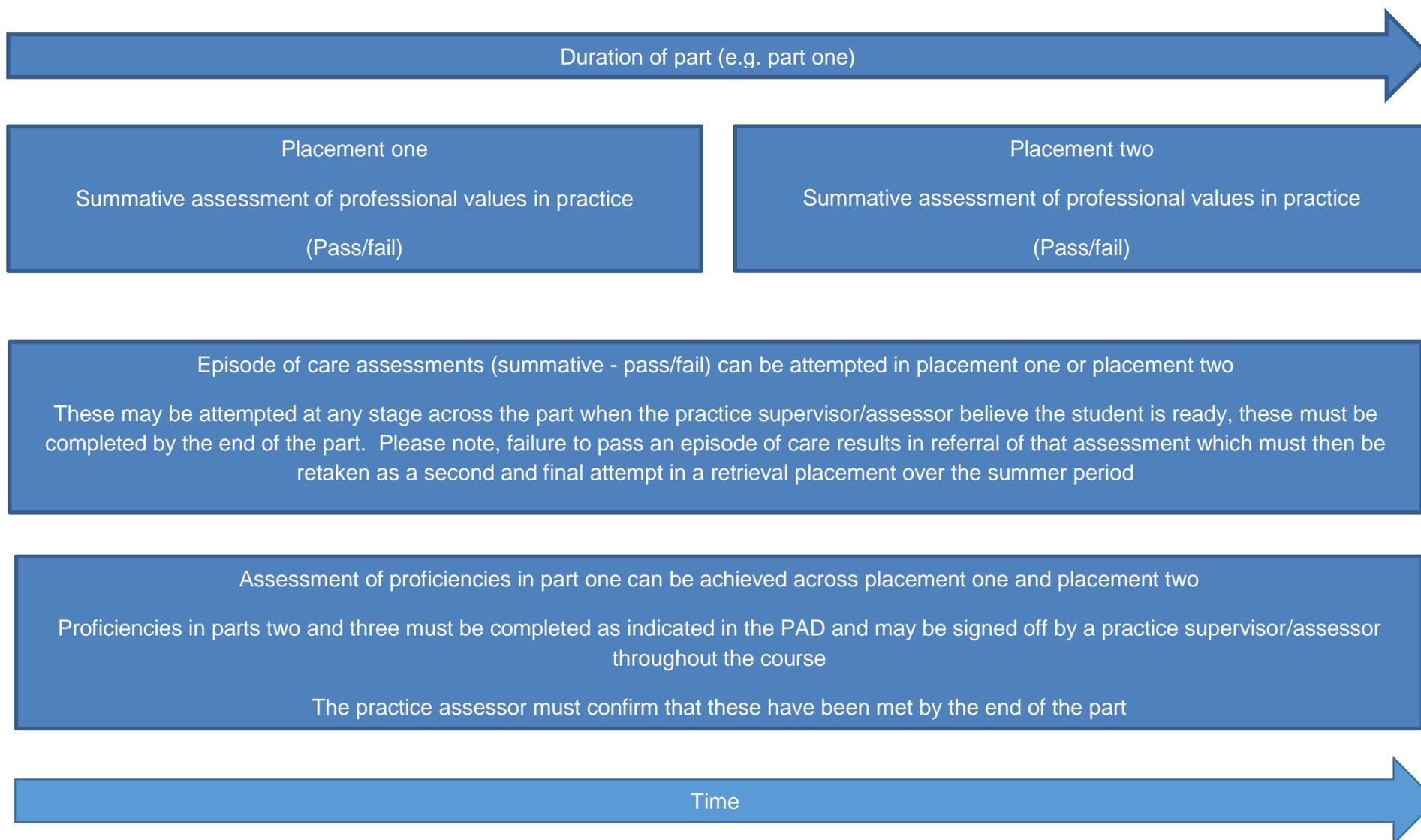
An episode of care is assessed by your practice assessor who will witness you carrying out elements of the nursing role, for example administering medication or assessing a patient. These increase in complexity as you progress through the programme. Episodes of care are discreet assessments which take place on a date agreed, for full time students these can be carried out in either placement. However, these must be successfully completed by the end of the part before a student can progress. Details about this are contained in your EPAD.

Proficiencies

By the end of each part students must also have completed the required “proficiencies”, these are a range of nursing procedures which students carry out, for example demonstrating effective communication or measuring and interpreting a patient’s blood pressure. Again these increase in complexity but can be undertaken at any time. These can be signed off across the part and some will be achieved in simulation as part of your practice modules.

The table below provides a schematic overview of the assessments you will undertake and the flow through placement.

Progression through practice illustration of use of practice assessment document (full time programmes)



You should meet with your academic assessor on a regular basis. This is to enable them to review your progress in practice and offer guidance and feedback as required as well as liaising with the academic assessor as necessary.

The dates for completion of your summative assessment will be integral to the PAD. This information will also be available via the programme Moodle pages. Results of summative assessments are presented to the appropriate Award Assessment Board.

FAILING TO PASS PRACTICE (REFERRAL)

You must achieve all elements of practice assessment to pass practice, failure to achieve any of the elements outlined above will result in a practice referral. You have two attempts at practice i.e. if you fail to pass any element you will have one further attempt to pass.

There are two ways that you may be referred and not pass your practice, either through non-achievement of any of the assessed elements outlined above; or due to poor record keeping (for example not completing your practice documentation in time for the assessment deadline). Full details of achieving practice proficiency can be found in your PAD and if you have any queries you must talk to your personal tutor/academic assessor.

The following is an overview of procedures in the event of a referral in practice; while this process will generally be followed the exam board may make exceptions in some circumstances. The point at which a practice referral occurs will affect the point at which reassessment occurs.

Failure to achieve in practice

Failure to achieve professional values or episodes of care in practice

Full-time students: If a student is referred in practice in placement one (values and/or episodes of care) they will be permitted a second attempt in placement two. Passing at this second attempt will result in the student passing this component. Referral at this stage will be counted as failure at a second attempt and following the exam board will usually result in removal from the programme. If a student passes practice placement one but is referred in practice placement two (values and/or episodes of care) they will be required to undertake a short retrieval placement during the summer period following the exam board for a second attempt at practice. Passing at this second attempt will result in the student passing this component. Referral at this stage will be counted as failure at a second attempt and following the exam board will usually result in removal from the programme.

Failure to achieve “proficiencies” by the end of the academic year: Students who do not achieve all practice proficiencies by the end of the academic year (two placements for full time students and one for part time). will proceed to a short retrieval placement in the summer period where reassessment will take place. If the student passes at this stage they will have been deemed to have passed this component . If a student refers in this placement it will be counted as failure at a second attempt and following the exam board will usually result in removal from the programme.

Part-time students: Please note students on part time programmes have to pass all practice elements in their placement before proceeding to the next year. Referral at any point will require a short retrieval placement and referral at this stage will be counted as failure at a second attempt and following the exam board will usually result in removal from the programme.

PLACEMENT WORKING ARRANGEMENTS

Learner Responsibilities

Students are required to demonstrate that they are of ‘good health and good character’ before and during the programme to ensure they will be able to practise safely and effectively within their profession. To achieve this:

- You need to be prepared for the practice placement, making sure you and your Assessor can log onto your E-PAD
- Be aware of your professional conduct and ensure you are working in accordance with the NMC Code
- Familiarise yourself with policies and comply with all rules and regulations laid down by the placement organisation and University in respect of health and safety
- Not all placement providers are the same and it may be necessary for you to take responsibility for finding out about working practices of your placement provider, information relating to this is linked to [POPPI](#)
- Keep up-to-date with your Pebblepad and other practice documentation, which will assist your Assessor and Supervisors their role in supporting your learning in practice
- If you feel that your placement allocation is a cause for concern for personal reasons, e.g. it is your own GP practice or a ward where you have recently been a patient, you should discuss the situation with your personal tutor so that alternative arrangements can be considered.
- Follow the appropriate [policies and procedures](#) regarding concerns in practice.

Shift work

Healthcare professionals provide management and care to patients around the clock, therefore it is important to the programme and future employers that students also experience a full range of shift patterns. All learners are required to experience shift patterns which must include weekends and night duty as well as weekday working, however students are able to negotiate some adjustments to attendance for example start and finish times for some shifts in negotiation with the placement area.

Key points

- You are not normally expected to work more than 75 hours per fortnight (i.e. the equivalent of 37.5 hours per week)
- Lunch breaks whilst on practice are not included as part of your practice hours and cannot be included as hours on your attendance records, however you must take breaks during the shift
- Weekend shifts and night duty are part of the 24 hour care provision and you are encouraged to work these shifts. However, you should not normally work more than two weekends in any four-week period during the programme, for some experiences, on call arrangements may be more appropriate.
- As a guide approximately 14 shifts incorporating an 'on call' or night duty experience would be expected in a across the programme
- During designated annual leave as indicated on the programme timetable, students will not be allowed to engage in practice. In addition to this, should you need to request an authorised absence due to personal circumstances, this has to be agreed with your personal tutor or programme lead
- Students can attend events and study days, up to a maximum of 37.5 hours per year this must be negotiated and agreed with your Practice Assessor/Supervisor

Attendance in Placement

It is an expectation of the University of Plymouth and the NMC, and is a programme requirement, that students attend practice placements on a regular and punctual basis. Confirmation of attendance during placements will be monitored by the completion and submission of electronic timesheets on a monthly basis and submitted within one working week of the month end.

Late timesheet submissions

All non-submissions will be followed up routinely by the programme team. Learners

who are more than one timesheet submission in arrears may be removed from placement and referred under our [fitness to practice](#) procedures. The NMC requests information from the University that each learner has met the required number of clinical practice hours as a component of being eligible to apply for registration. Programme staff will monitor timesheet submission. If likely a student may not be able to reach the required hours, additional arrangements will be considered and where appropriate, arrangements negotiated to allow these hours to be completed.

Students are expected to:-

- Keep accurate records of hours worked/attended
- Be effective in time management
- Make sure that all attendance, achievement and assessment records are completed accurately and truthfully

Please refer to the [TMS help guides](#) for more detailed information on timesheet submission.

Uniform

All new starters are issued their uniform through the University of Plymouth, this process usually starts during induction week. All uniforms should be received prior to placement starting the following January. When in practice students must follow the local uniform policy.

Absence from clinical placements

The Faculty of Health, Health: Medicine, Dentistry and Human Sciences, has a policy for managing both negotiated and unforeseen learner absences from the programme due to certified or uncertified sickness or a change in personal circumstance. This is to ensure compliance with the attendance requirements of the NMC and the need to demonstrate responsible financial management of public funds. Please refer to the Policy and Guidelines for more detailed information regarding authorised absence and [extenuating-circumstances](#)

Any absence from practice must in the first instance be reported to the placement area and to programme administration. Absences from practice will only be authorised for illness or similar circumstances, absence will not be authorised for activities such as an assessment deadline, it is expected that as an independent learner, you will plan your time effectively.

Holiday placements and additional shifts

Unless students have extenuating circumstances, they cannot remain in practice over the summer. If there is a deficit of hours then students should have made your personal tutor aware and a plan should have been put in place to facilitate additional weeks.

The summer break is a busy time for placement staff, this window of opportunity is used for other learners, but importantly it gives the staff and students a well deserved rest before September. Please be mindful if you need to do additional shifts speak with your tutor or placement team to arrange, and if you don't then you should not be in practice.

Additional hours during Easter annual leave should not be necessary, however if a student has had an episode of absence they can plan, in conjunction with their Academic Assessor to work some shifts during the Easter break, this is based upon individual circumstances, on a case by case basis.

Students cannot attend placement during the Christmas or New Year break. If you need to work additional shifts please make sure you liaise with your Academic Assessor as discussed above.

RAISING CONCERNS IN PRACTICE

The best way of overcoming challenges in healthcare services resulting in good outcomes for the public and those who care for them is good communication, honesty and transparency through partnership working. Raising concerns in practice is a responsibility of every aspiring health professional, please refer to the Placements and Incidents in Practice [Policy](#). It is vitally important that learners report any incident in practice that they consider to be untoward, and are supported to do so. A culture must exist that encourages learners to recognise that any risks to patients and clients come first. Staff should remind learners that acting promptly on their concerns demonstrates excellent professional practice. Should you have an uncertainty or be unhappy about any person's actions you are encouraged discuss this with your practice assessor and your personal tutor. This needs to be done immediately so your uncertainties or identification of poor practice can be addressed without delay. If required your concerns will then be escalated to the appropriate personnel. If your mentor or personal tutor is not available you should contact either the Professional Services team or the Head of School's office. Please do not wait until your placement has finished before you do this. Conversely, if you feel you have seen excellent practice and your colleagues need applauding then please tell them, this makes a difference to those working hard under pressure.

SUPPORT FOR LEARNERS IN PRACTICE

Overarching support for placements is provided by the Associate Head of School (practice learning) alongside the Placement Development Team. Students will be able to contact this member of staff by phone or e-mail, this information is accessed via your learner log-in to [Placements on the Web](#) (POW).

As a team we endeavour to:

- Provide supervisors and assessors with the educational information that is required during the placement
- Create an appropriate link between the practice placement unit and the university base
- Provide feedback to the practice placement area (sharing good practice)
- Support students as required

EMPLOYMENT LAW

A student who is on placement may not be considered as an employee and does not have the same rights, pursuant to employment legislation as if they were to be treated as an employee. Therefore in so far as an employee might have the right to request flexible working in order to deal with post-pregnancy issues, that right does not apply to persons who are on placement.

The Nursing and Midwifery Council advise that flexibility can only be achieved if it is available at a local level. We will, as a Faculty, always do our best to be flexible and accommodate students' requests, however due to the limits placed on us by the placement process; it may not always be possible to do so.

The Faculty abides by Section 22 of the Sex Discrimination Act 1975 recognising that it is unlawful for the "responsible body" of an educational establishment to discriminate on grounds of sex. Furthermore we cannot, and indeed do not, discriminate in the terms on which it offers to admit a student, or by refusing or deliberately omitting to accept an application, or the terms upon which a student, once admitted, is given access to facilities.

Risk of bias in practice

You must not have a practice assessor to whom you are related or are close friends or well-known to you or your family. If this occurs you must inform the practice area

and your Personal Tutor. If you are placed in a care area, where you or your family is being treated you should make this known to the University's practice placement team and the unit's staff.

Paid Employment

Should you take up paid employment outside your programme you must be aware of the following issues:

You must not work as an HCA / phlebotomist etc. in any area where you are currently also being placed as a student. If your paid work is within the same Trust you must be in different departments and 'geographically' separate. This is because there may be a perceived 'blurring' of the role being undertaken by a student.

The University is aware some students may undertake paid part-time employment outside the programme to finance their studies. If this applies to you it requires careful consideration on your part as it may have implications for your ability to study to meet the programme requirements. The Pre-Registration nursing programmes are made up of practice hours and theory hours (classroom and directed study hours). These hours are essential to meet the learning outcomes of the programme; therefore paid employment that impinges upon this is likely to affect your learning and professional development.

Paid employment can take many forms but students who do work in the role of care assistant must recognise that this role is inherently different to that of a student nurse. Care must be taken to ensure that such work does not compromise your ability to appreciate the professional boundaries and integrity of the role.

If you do choose to undertake paid employment, it is advisable that you do not undertake more than 15 paid hours of employment per week whilst undertaking theory and that any additional employment does not conflict with your programme. Because of the professional implications and long working hours we recommend that students do not undertake additional part-time employment whilst in practice. You should also be aware of European Directives regarding working hours.

<https://www.gov.uk/maximum-weekly-working-hours/overview>

Specific Areas of Concern

In any form of paid employment the following activities will be considered serious and may require disciplinary action, which may result in discontinuation from the programme:

- Students who have not attended planned sessions within the University because they have or are undertaking paid employment;
- Students who work consecutive shifts (within the same 24 hour period) as this may lead to excessive tiredness, which may endanger patients and the students themselves. This includes working before or after a study day at the University;
- Students who alter their practice shifts to undertake paid work elsewhere
- Students who are identified on the duty roster in their practice placement and who take sick leave or absence in order to work as agency or bank staff in any healthcare environment or in other employment.

WITHDRAWING AND INTERRUPTING FROM THE PROGRAMME

If you are considering withdrawing from the University or interrupting studies for any reason, please consult your Personal tutor and seek advice. Many students experience problems and your personal tutor can often help. We want you to both enjoy and successfully complete the programme.

If you decide that you don't want to continue with studies, it is important that you correctly withdraw or interrupt study as there are academic and financial implications that need to be considered. For international learners there will also be implications with regard to their visa.

You must discuss this with their personal tutor and complete the withdrawal or interrupt from study form and return to the Faculty Office.

Returning to practice following a period of interruption or absence

There are many reasons why some learners need to interrupt their studies, financial, personal or in fact, for any reason relevant to that learner. Following a period of interruption they can rejoin a cohort usually the following academic year in September. This is arranged through programme administration and your personal tutor.

Clinical Placement and Information for Learners with Specific Learning Difficulties and/or disabilities and other (short term) needs

Please go to the [Learning Development](#) website for all the information you need.

Fitness to Practise Procedure

Higher Education Institutions have a responsibility to ensure that health and social care learners are fit to practice and adhere to regulatory advice provided by the NMC. Learner handbooks and the professional body websites provide information about the standards of behaviour expected of learners. It is a student's responsibility to familiarise themselves with the provisions and requirements.

Many learners will undergo an informal [Fitness to Practice](#) meeting during their time on the programme, there are many reasons why this may happen, such as; Occupational Health or personal circumstances – it is not always because concerns have been raised or problems encountered. Be mindful that this process is a supportive one, as it allows the team to discuss openly any concerns you may have or that have arisen in practice, address them, formulate an action plan and support you to remain or return to practice.

Appendix 1 Cross Field placement Objectives

In order for you to maximise your cross Field experience you are required to complete mini reflections in your EPAD for the duration of your programme (see appendix 1). There will be many opportunities to demonstrate your learning and understanding of care requirements for patients and their families/carers across the lifespan so please do not keep your reflections exclusive to the three week placement undertaken at the end of year 1 or 2.

You are required to log a minimum of 5 over the whole of your programme. (students studying Adult Nursing will need to include a reflection on maternity experience)

We want you take the opportunity to talk to staff, patients, families and carers to form an understanding of the variations in care for different patient groups.

1. Consider the environment of your placement, what evidence is there of specific information for patients/families and cares for children, Adults, Mental Health, Learning Disabilities such as special groups, health promotional advice.
2. Are there any special facilities for children, Adults, people with mental health problems or learning disabilities such as designates area, specialist teams?
3. What considerations are taken to adjust care approaches for children, Adults with or without mental health concerns or Learning disabilities?
4. How do you think your cross Field experience will influence your future practice?

Reflective Log Example

Date	Placement setting		
1 st December 19	Minor injuries Unit		
Experience		Learning	
<p>18 year old with learning disabilities accompanied by 2 carers who had tripped over a paving slab – cuts and grazes to knee.</p> <p>The designated nurse ensured that the carers were present at all times, communication took place between the patient and carers to allay anxiety. Time was given to enable the patient to feel safe in a strange environment whilst promptly assessing the need for treatment. All interventions from examining the wound to explaining what needs to happen. Patient given time to consider and agree treatment. When they became a little agitated we stopped and awaited them to feel they could continue.</p>		<p>Out of their own familiar environment patients with learning disabilities can easily become very upset and agitated. It's important that familiar people relatives or carers are present to help support understanding – using language that may be familiar to the patient to enable treatment. It's important to give time and not to rush as this may be detrimental to treatment.</p> <p>NHS web site has useful information https://www.nhs.uk/conditions/learning-disabilities/going-into-hospital/</p> <p>NMC code: relevant clauses 1-5, 7-9, 20</p>	