

PRACTICE EDUCATION HANDBOOK

Pre-Registration Nursing Programmes MSc/BSc

**This handbook is for all students to refer to during the
academic year 2025-256**

(NB: the content is reviewed annually in August)

**This document should be read in conjunction with your Brookes
electronic Practice Assessment Document (BePAD)**

STUDENT NAME:

STUDENT NUMBER:

ACADEMIC ADVISOR:

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1 INTRODUCTION AND WHO'S WHO IN PRACTICE EDUCATION

This Practice Education Handbook is intended to help you understand how the practice element of your programme will work. It will explain the roles and responsibilities of the different people that you work with; outline your responsibilities as a student nurse; and explain the concepts and issues that you may come across during your practice experiences. This information should be read in conjunction with your Programme Handbook. In combination these documents will guide you through the programme. There are also many links to further reading throughout this document.

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 Who's Who in Practice Education?

You will be supported and assessed by a number of professionals during the practice element of your programme:

1.1.1 Practice Supervisor

A Practice Supervisor is a registered nurse / midwife, or other registered health / social care professional who has received appropriate preparation for the Practice Supervisor role. You will be supported by Practice Supervisors throughout your placement experiences (both in your hub and spoke placements – see section 2.1.1). The role of the Practice Supervisor is to support and guide you through your learning experience to ensure safe and effective learning. They will facilitate your learning opportunities and will document feedback on your progress towards achieving your practice assessments. This feedback will be reviewed by the Practice Assessor and will inform their assessment of you. Your Practice Supervisor may complete your initial interview with you, and your Practice Assessor must do the midpoint and final interviews. The Practice Supervisor is able to assess professional values at midpoint interview. It is acceptable for the Practice Supervisor(s) to complete the initial interview, an initial learning plan and midpoint interview of practice and review of learning and development and then for this to be agreed by the Practice Assessor, or the Practice Assessor can undertake each stage of the process. The Practice Assessor will always be the person accountable for the process and the final interview and associated assessments. Thus, the Practice Supervisor(s), and Practice Assessor will agree how this process will be managed locally within a placement.

Day to day it is likely that you will spend the majority of your time working with Practice Supervisor(s). You will have at least one Practice Supervisor assigned to you for each of your hub placement areas.

1.1.2 Practice Assessor

A Practice Assessor is a registered nurse who has met the criteria for being a practice assessor and undertaken specific preparation for this role. You will be assigned a nominated Practice Assessor at the start of your hub placement and they will be responsible for

assessing your performance in practice and confirming your achievement of professional values and proficiencies (their judgement will draw on feedback from others, direct observation, reviewing your self- reflection, and other resources). The Practice Assessor should be able to periodically review your practice across environments. They will complete all summative assessment elements of your placement learning (including final interview; summative grading; professional values and proficiencies). Your Practice Assessor will review feedback from your Practice Supervisor and Overseers, and will liaise with your Link Lecturer and Academic Assessor. Day to day your practice will be supported and assessed by your Practice Supervisor or your Practice Assessor. **Your Practice Assessor cannot also be your Practice Supervisor.** The final Practice Assessor for each year/progression point will confirm that you have achieved the practice requirements and this will be confirmed in partnership with the Academic Assessor.

1.1.3 Overseer (Non-Supervisor)

You may work with a range of other staff during your practice experiences who are not Practice Supervisors or Practice Assessors. This may include professionals from other disciplines, for example teachers. They have a vital role in promoting your learning and may provide you with feedback within your Brookes electronic Practice Assessment Document (BePAD) which will be reviewed by your Practice Assessor.

1.1.4 Nominated Practice Support / Link Lecturer

Your Nominated Practice Support is your Link Lecturer. Link Lecturers are employed by the university and link with specific placement areas. Their role is to support your placement learning experience and to liaise with placement staff, offering educational direction and support to students, Practice Supervisors, and Practice Assessors. The Link Lecturer will work with the Academic Assessor to ensure that the assessment process has been followed correctly and documentation has been completed. You will normally have a different Link Lecturer for each of your placements. Within the Adult Nursing field there is also the additional support provided by the Locality Lead Lecturer, who has a role in supporting a number of placement areas within a geographical locality. You will be informed who your Locality Lead Lecturer is by your Link Lecturer.

1.1.5 Academic Assessor

The Academic Assessor will be a member of the university programme team who will collate and confirm achievement of Professional Values, Proficiencies and hours at each part/progression point of your programme. The Academic Assessor will work in partnership with your Link Lecturer and the Placement Leads to monitor your progress through the placement. They will also be informed of any underperformance and subsequent action plans. You cannot have the same Academic Assessor for consecutive parts/progression points of your programme. You will be informed about who your Academic Assessor is at the start of each part of your programme and this will be documented in your BePAD. The Academic Assessor will liaise with your Link Lecturers and the Placement Leads to confirm your achievements in practice and they will report your progression through each part of your programme at the relevant subject exam committee.

1.1.6 Placement Lead

The Placement Lead is responsible for overseeing practice education for all students within

your field of nursing. They ensure that all placements are high quality learning environments; develop strategies and resources for enhancing practice education; plan the structure of your placement learning experiences and oversee placement allocations; and support Link Lecturers and students with specific issues. They work closely with representatives from placement areas. There is a Placement Lead for each field of nursing.

1.1.7 PEU Administrator

The Practice Education Unit (PEU) administrator is your initial point of contact for queries about the processes that support placement allocation, and amongst other things maintain placement and student records on our Practice Education Management System (PEMS). There is more information about this team in section 4.1. There is a Practice Education Unit (PEU) Administrator for each field of nursing.

1.1.8 Academic Advisor

At the start of your programme you will be allocated an Academic Advisor and this person will usually remain your Academic Advisor throughout your programme. The role of your Academic Advisor is to support your learning and help you identify how to develop your learning – both academically and in practice. You will normally meet with your Academic Advisor twice a year and you should contact them if you have any concerns about your programme. (Please note that the Academic Advisor role is different to the Academic Assessor role).

More information about roles and responsibilities can be found in **Section 5**.

2 PRACTICE EDUCATION REQUIREMENTS

2.1 What is Practice Education and what are the Standards of Proficiency for Nurses?

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.

To enter the nursing register, you will need to demonstrate the knowledge, skills and attributes outlined in the Future Nurse: Standards of Proficiency for Registered Nurses (NMC 2023). These standards outline the requirements that nurses (from all Fields) must demonstrate and are organised under seven platforms and two annexes together with Professional Values:

1. Being an accountable professional
2. Promoting health and preventing ill health
3. Assessing needs and planning care

4. Providing and evaluating care
5. Leading and managing nursing care and working in teams
6. Improving safety and quality of care
7. Coordinating care

The NMC (2018c) Standards of Proficiency for Nurses provides details of “Communication and relationship management skills” and “Nursing procedures”. These are known as:

Annexe A: “Communication and relationship management skills”

and

Annexe B: “Nursing procedures”

You will find these in your Brookes electronic Practice Assessment Document (BePAD) and on the following link:

www.nmc.org.uk/globalassets/sitedocuments/education-standards/future-nurse-proficiencies.pdf

Annexe A is about effective communication which is central to the provision of safe and compassionate person-centred care. You must be able to demonstrate the ability to communicate and manage relationships with people of all ages with a range of mental, physical, cognitive and behavioural health challenges. For some of these proficiencies, the level of expertise and knowledge will vary depending on your chosen field of practice. You must be able to demonstrate these skills to an appropriate level for your intended field(s) of practice.

Annexe B is about the procedures you will be able to undertake to provide compassionate, evidence-based person-centred nursing care. A holistic approach to the care of people is essential and you will be expected to carry out all nursing procedures in a way which reflects cultural awareness and ensures that the needs, priorities, expertise and preferences of people are always valued and taken into account. For some of these procedures, the level of expertise and knowledge will vary depending on your chosen field of practice. You must be able to demonstrate these skills to an appropriate level for your intended field(s) of practice.

You will also need to demonstrate that you can practice in line with the four themes of The Code (NMC, 2018) - “Prioritise People; Practice Effectively; Preserve Safety; and Promote Professionalism and Trust”.

Proficiencies reflect specific nursing skills and can be assessed in a range of placements. These must be assessed during each **part** of your programme and can be assessed by Practice Supervisors or Practice Assessors (although the Practice Assessor will take responsibility for confirming that proficiencies have been met at the final interview).

It is important that you discuss the learning opportunities relating to proficiencies that will be available on the placement with your Practice Supervisor or Practice Assessor during your initial interview. This will allow you to plan your learning during each placement and ensure that opportunities are planned to facilitate exposure to the relevant proficiencies. If a proficiency is assessed as achieved early in the part it is expected that you maintain that level of competence and you may be re-assessed in a subsequent placement during the Part. Professional Value statement 8 requires you to demonstrate that you are maintaining this level of competence for all Professional Values and Proficiencies.

Professional Values reflect a number of statements and are captured under the four themes of The Code (NMC 2018). These must be assessed by your Practice Assessor and achieved in **every** placement. You will also be required to select one example from practice on each placement to demonstrate how you practise within The Code and write a reflection about this. For each placement you will select a different area of The Code to reflect on.

These Professional Values, Proficiencies and procedures specify the knowledge and skills that you must be able to demonstrate when caring for people of all ages and across all care settings. They reflect what the public can expect you to know and be able to do in order to deliver safe, compassionate and effective nursing care.

Clinical Practice Experience Modules

Achievement of Professional Values and Proficiencies form part of the assessment of the Clinical Practice Experience modules and more information about these can be found in the specific Clinical Practice Experience module handbook (along with other module assessment criteria and how this contributes to classification of award) and in the BePAD.

Your practice experiences will help you develop towards achievement of these required standards. In each practice placement you will work towards specific Proficiencies and will be assessed in each of these, together with the Professional Values. You will also write reflections related to the themes of The Code (more information about this can be found in section 3).

2.1.1 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 Practice Assessor and assigned one or more Practice Supervisors for the duration of your placement. During these placements, you will be able to gain experiences and skills to achieve the required Professional Values and Proficiencies 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/part/progression point.

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

(PVI) sector organisations, out-reach/in-reach services, technical support services. These placements will be overseen by a range of people who will feed back to the Hub Practice Supervisor and/or Practice Assessor in order to contribute to the student's summative assessment. It is not intended for Professional Values and Proficiencies to be signed off in spoke placements.

The time to be spent in spoke placements will vary and will need to be indirectly supervised by your named Practice Supervisor/Practice Assessor (and the Link Lecturer as needed) and will depend typically but not exclusively on the following factors;

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

Please note that to be appropriately assessed you will be responsible for providing evidence of your development regarding knowledge, skills and attitudes. Whilst being supervised or overseen your Practice Supervisor/s will verify your documentation and will also liaise with your Practice Assessor. Your Practice Assessor may choose to observe you or work with you to establish your progression toward competence.

(please see [Good practice principles: Hub and Spoke](#) for further information on this model)

2.1.2 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 and social care professionals from other disciplines (and related professions) in both Hub and Spoke placements. In addition, when you have the opportunity you should share collaborative learning experiences and opportunities both within nursing and students on other professional courses. This approach will develop your knowledge of 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.

2.1.3 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 and social 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.

The NMC (2023b pg16) indicate that:

“Students in practice or work placed learning must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting...Placements should enable students to learn to provide safe and effective care, not merely to observe; students can and should add real value to care. The contribution students make will increase over time as they gain proficiency and they will continue to benefit from ongoing guidance and feedback. Once a student has demonstrated that they are proficient, they should be able to fulfil tasks without direct oversight. The level of supervision a student needs is based on the professional judgement of their supervisors, taking into account any associated risks and the students' knowledge, proficiency and confidence.

The NMC (2018a) p5 states that:

“Students in practice or work-placed learning must be supported to learn. This may include being supernumerary, meaning that they are not counted as part of the staffing required for safe and effective care in that setting. The decision on the level of supervision provided for students should be based on the needs of the individual student. The level of supervision can decrease with the student's increasing proficiency and confidence.”

More information about supernumerary status can be found at: [Supernumerary status of students](#)

2.1.4 Range of practice experience including Exposure to Fields of Nursing

You will be allocated to a range of practice placements during the course. This will ensure you experience caring for people of all ages, across different health and social care settings and who have complex mental, physical, cognitive and behavioural care needs. These experiences will ensure that you are prepared to successfully meet the [Future Nurse: Standards of Proficiency for registered nurses \(NMC 2018c\)](#). Your practice will be focused primarily on caring for complex needs of people within your field of practice. However, you will also be expected to have exposure to other Fields of Nursing so you can consider the needs of others (Section 3.4 sets out information on exposure to other Fields and how this experience can be documented in your BePAD).

2.1.5 Practice hours

You will have to achieve a **minimum of 2,300 hours** of practice for single field nursing programmes. These hours can be achieved through direct care, and through deliberate practice of procedural skills and Simulation Practice learning (SPL).

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

Simulated Practice Learning (SPL) 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.

Simulation is the current methodology for training healthcare professionals through the use of advanced educational technology.

The Nursing and Midwifery Council define simulation as;

“an artificial representation of a real world practice scenario that supports student development and assessment through experiential learning with the opportunity for repetition, feedback, evaluation and reflection. Effective simulation facilitates safety by enhancing knowledge, behaviours and skills.”

(NMC, 2019 LE3-B)

To award you these Simulated Practice Learning hours, the NMC (and therefore we) need to have evidence that you have attended all elements associated with the learning within the module. The CPE Moodle resources provide you with knowledge, the seminars the opportunity to engage with your peers in real world practice scenarios, and the deliberate skills practice sessions the opportunity to undertake the associated procedural skills using repetition, receive feedback, evaluate and reflect on the experience using simulated patients (NMC, 2019) in the clinical skill labs. Therefore for each unit of study you must ensure you have completed all of the following elements in order to be awarded the SPL hours; If you have not completed all the elements of each unit you will not be awarded the hours.

2.2 What is Fitness to Practise and what are the requirements?

2.2.1 Fitness to Practise (FtP) preparation and authorisation

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 [Standards of Conduct: Fitness for Practise for Pre-registration health and social care students](#). This means that you will be issued with a 'Fitness to Practise' certificate, issued by PEU on behalf of the Head of Practice Education, which authorises access to placement areas and allows you to participate in health and social care placement learning. Once issued with fitness to practice, you will be able to show your fitness to practice email to your placement area.

You are required to sign the Fitness to Practise register on your Practice Education Management System (PEMS) account 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 normally on an annual basis for specific placement periods. Please see link to the Practice Education web site: [Standards of conduct for pre-registration students](#)

When you have 'Fitness to Practise' it means that you are considered safe to be in practice, both in terms of protecting yourself, and protecting patients. 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 certificate. You should always have your Fitness to Practise certificate (alongside your Brookes student ID card, which is used for visual identification purposes) with you when you are in practice.

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) and includes ensuring that students have met the following:

Pre-enrollment Course Clearances completed prior to enrollment on the course via the Faculty's [Clearances Portal](#) website:

- DBS Clearance at an enhanced level for the Child and Adult workforce (*)
- Rehabilitation of Offenders Form (ROOF) declaration completed and accepted by the Faculty
- Occupational Health Clearance

Because you are on a health related programme there are additional requirements you must meet to achieve Fitness to Practice. Please see the [Additional Faculty requirements with regard to placing students studying for pre-registration Health and Social Work programmes](#).

Please also see the [Healthcare Programme Clearances Checklist](#)

(*) International students will be able to enter practice for up to 3 months if they hold an International DBS. After 3 months residency in the UK, the Faculty requires international students to apply for a UK DBS Clearance at an enhanced level for the Child and Adult workforce.

Annual Self-Declarations completed via [PEMS](#):

- to abide by the Standards of Conduct for pre-registration students
- to confirm that Occupational Health status remains unchanged since admission to the course
- to confirm they have not been disbarred from regulated activity with children or adults in the UK and have not committed any criminal offence or other act in the UK or abroad which would lead to being disbarred in the future.

Annual Mandatory / Statutory Training aligned with the Core Skills Training Framework and delivered through a combination of:

- teaching;
- face-to-face training in the skills laboratories and
- eLearning on the Skills for Health [eLearning platform](#)

For further information about the statutory and mandatory training required for Fitness to Practise authorisation, please see the Skills, Immersive Technologies, and Simulation (SITS) moodle [site](#) (Student Information - Fitness to Practise).

Repeat DBS

If a student has signed-up to the DBS Update service and has retained their enhanced DBS clearance certificate, should a placement area require a refreshed/repeat clearance, they may accept the outcome of the Update Service once the student has granted permission to access their data and shared their original certificate with the placement area. The Update Service incurs an annual fee and if it is not paid, the Update Service lapses, and a new DBS may be required if requested. Placements that may require this include schools and some social care settings.

2.3 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 (2019) 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 18/08/2025).

www.nmc.org.uk/education/becoming-a-nurse-midwife-nursing-associate/guidance-for-students/

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

NMC (2018a) The Code: Professional standards of practice and behaviour for nurses and midwives this gives clear guidance in relation to professional standards:

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: [Learning professional behaviour](#)

The following guidance has also been provided by the NMC and Oxford University Hospitals Trust around use of Social Media and Professional conduct:

NMC [Social Media Guidance](#)

OUH [Social Media Policy 2023](#)

OHFT [Social Media Policy](#)

Private, Voluntary and Independent Placements (Non NHS) Access local policy.

2.3.1 Standards of Conduct

Whilst undertaking the nursing programme you will be subject to the Faculty of Health, Science and Technology [Standards of Conduct: Fitness to Practise Pre-registration Students in Practice](#).

You are expected to read these and will be required to self-declare via your PEMS account (see section 4.2) 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 Practice.

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

2.3.2 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: [Learning professional behaviour](#)

2.4 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 website www.brookes.ac.uk/practice-education/ see the section **Health and reasonable adjustments**

You will find more information in the following documents:

Equality Act 2010:

www.legislation.gov.uk/ukpga/2010/15/contents

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

www.qaa.ac.uk/quality-code

Reasonable adjustment: for health impairment and disability guidelines for implementation in professional practice programmes: See the Practice Education website document: [Reasonable adjustment for health impairment and disability guidelines](#)

2.5 Rules about practice assessment and the progression from one year to the next year of the course

2.5.1 Rules about practice placement assessment

As indicated in Section 1 you will be assigned a nominated Practice Assessor at the beginning of every practice learning experience. Day to day your practice will be supported by either Practice Supervisors, Overseers, or your Practice Assessor and these people will supervise your practice, guiding you to be safe and appropriate. Your Practice Assessor will be the person who is accountable for ensuring that the processes and decisions made about your assessment are appropriate and evidenced and communicating with your Academic Assessor about this.

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

If you are concerned about your Practice Supervisor/Practice Assessor availability, you should seek support from your Link Lecturer to assist you with addressing the situation.

2.5.2 Practice module fail rule

For Health and Social Care programmes, no practice block or module has a formal resit opportunity; therefore a practice assessment mark between 0-39 for Bachelors and 0-49 for Masters' programmes constitutes a Fail grade and the module must be retaken. The Faculty reserves the right to terminate a placement block or module early if a student is deemed to

have demonstrated unsafe practice, or if they demonstrate very limited progress during the placement block; in such cases this will be deemed a practice assessment fail and may incur the professional 'practice fail rule'.

A practice module may be failed by lack of achievement in 1 or more of the components of the module assessment. In addition to the academic mark of practice failure there is also a professional code applied to the module. This is called a 'practice fail'.

The 'practice fail rule' means that: 'no practice 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".

A professional 'practice fail' will usually be awarded for the failure of any of the following components within the Clinical Practice Experience module:

- Professional Values
- Proficiencies
- Episodes of Care
- Medicines management

A professional 'practice fail' will not be awarded for the failure to achieve the following components within the Clinical Practice Experience module:

- Practice hours
- SafeMedicate

This 'practice fail' rule relates to the following practice modules:

BSc (Hons)	MSc
Clinical Practice Experience 1	Clinical Practice Experience 1
Clinical Practice Experience 2	Clinical Practice Experience 2
Clinical Practice Experience 3	Clinical Practice Experience 3

Failure of a practice module is equivalent to failing in the placement at first attempt and then again in the retrieval period (if this is offered). All decisions will be taken by the Subject Exam Committee (SEC).

Should students experience unexpected significant events or illnesses during placement experiences that have a high level of impact upon their learning and ability to complete practice assessments students have the right to use the University's exceptional circumstances policy.

2.5.3 Important Information regarding Exceptional Circumstances

If you are unwell or encounter other extenuating circumstances that hinder your ability to be on placement and be assessed while on placement you must NOT attend your placement and formally record the absence on PEMS. Also report your absence to your Link Lecturer and PEU (using the PEU course specific email address). It is very important to inform your placement area by telephone as soon as you know you are unable to attend practice.

The Faculty examination boards will NOT allow a student who has not told the Faculty of extenuating circumstances, at the time, whilst they are in a placement to have a replacement placement through the University EC process.

Simply put this means if you are attending placement you are deeming yourself fit to be assessed. If circumstances have meant that you have missed placement hours then you should discuss how these hours can be made-up and whether you need to put in an EC claim with your placement lead.

In addition to this, **you need to ensure you are professional in your communication with the practice area and your link lecturer by separately reporting your absence to them.** Where possible you should inform the placement area in advance of the placement shift and take the name of who you are reporting your absence to. You are also required to keep the placement area and your link lecturer up to date with the dates and times of your absence and when you are likely to return.

Please see your Programme Handbook for further details about specific practice module requirements

2.5.4 Rules about progression in relation to practice modules

You will **not** be able to progress through each part of your programme without first passing **all** the practice placements and practice modules for that Part. This will ensure that you have met the safety and values criteria required by the NMC (2023a) to progress from one Part of the course to the next.

The NMC (2023a) requires that you are always assessed by a nominated Practice Assessor who is a registered nurse and that decisions about progression to the next part of your programme are made in partnership with an Academic Assessor.

2.6 What happens if I fail a Clinical Practice Module?

For each Clinical Practice Experience module you will usually be offered 2 placement experiences. The minimum number of hours you need to complete for each placement in order for assessment to take place is 150 hours. If you fail to achieve the components of a placement you will be offered a retrieval period within the run time of the Clinical Practice Experience module. The retrieval periods are set within the timetable and will be a minimum of 150 hours and it is your responsibility to be available for this. You will only be offered one retrieval opportunity within the run of each Clinical Practice Experience module.

If you fail a Clinical Practice Experience Module the Subject Exams Committee (SEC) will have to decide whether you should be awarded a Fail. 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

2.5.2 Practice module fail rule in this handbook.

It is your responsibility to contact the Clinical Practice Experience Module Leader to determine how you will be reassessed within the retrieval period and what support you will require. The Placement Lead may be involved in the negotiation of this and will therefore need to be copied into your communication with the 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.)

CLINICAL PRACTICE EXPERIENCE Modules:

If you need to retake the Clinical Practice Experience module, you will be required to complete all components of the module again.

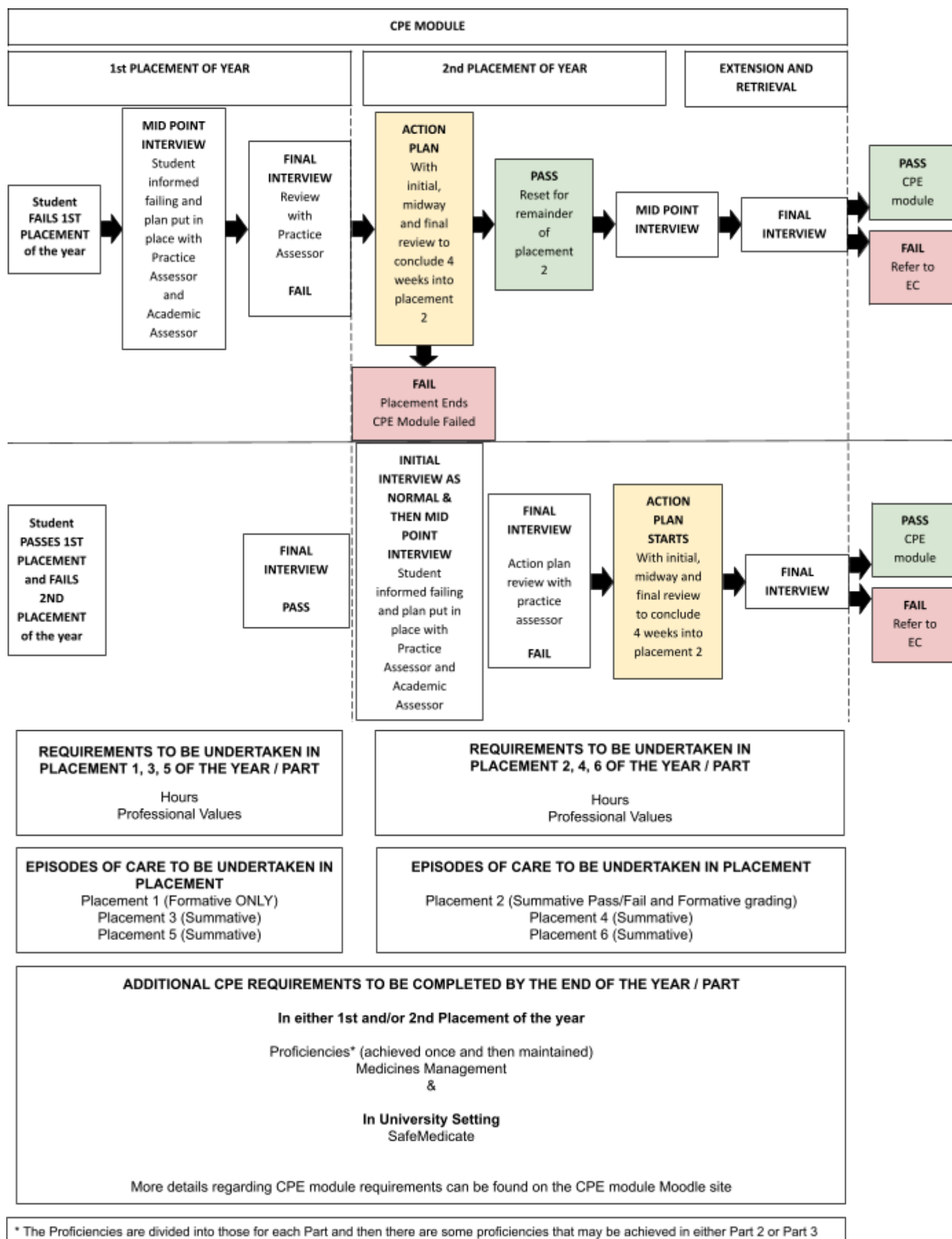
If your failure is due to failure of SafeMedicate assessment, you will be given eight attempts again and alternative dates for reassessment will be offered during the academic year. You will need to contact the SafeMedicate Lead to arrange this.

The diagram on the next page "*Clinical Practice Experience Modules and Process for Placement Retrieval*" outlines how the retrieval periods work within the run of the Clinical Practice Experience module:

Flowchart 1

CLINICAL PRACTICE EXPERIENCE MODULES and PROCESS FOR PLACEMENT RETRIEVAL

For a written description of this flowchart, please click [here](#) to go to Appendix 1.



3 STRUCTURE AND CONTENT OF THE PRACTICE COMPONENT OF THE PROGRAMME

3.1 What are the Clinical Practice Experience Modules and how do they relate to placement?

The Clinical Practice Experience modules are credit rated modules which have the same weighting as theory modules with regards to completion of all assessments by the placement deadline (see Placement Information Plans for details about deadlines for practice assessments). Clinical Practice Experience modules are found in each part of your programme. The learning for the modules will take place in the simulated learning suites and in the practice placements throughout each year; however, you should apply the theory and learning from concurrent modules to your practice experience.

Time spent in practice is organised and linked to the following

- Clinical Practice Experience (CPE) 1
- Clinical Practice Experience (CPE) 2
- Clinical Practice Experience (CPE) 3

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

3.2 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. The placement blocks cannot be negotiated without the agreement of the Placement Lead who will have reviewed any extenuating circumstances. Therefore, your **only** opportunities to attend placement will be within these blocks.

If you are full-time, there is an expectation that you will be able to attend placement for up to 5 shifts per week (Monday-Sunday); your timetable will help you plan your placements. Further information will be given to you as you start each year of the programme with details of how many hours you must achieve during each placement.

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 4 of this document.

3.3 How will I gain exposure to other fields of Nursing?

By the end of your programme you are required by the NMC (2023b) to have had exposure to other Fields of nursing and develop the skills of managing the needs of all people, as well as managing the complex needs within your own Field of nursing. Therefore, you should take opportunities to become involved in managing the needs of patients in the following Fields of nursing:

- Learning Disability (All Fields)
- Mental Health concerns (Adult/Children's Nursing students)
- *Children (Adult/Mental Nursing students)*
- Physical Health of Adult Patients (Mental Health/Children's Nursing students)
- *Patients requiring Maternity Care (Adult Nursing students only)*

You will need to complete the Record of Communication/Additional Feedback forms in your BePAD and discuss with your Practice Supervisor(s) when you have looked after any of these patients.

Recording your experiences of Exposure to Fields of Nursing (Part 1, 2 and 3)

You and your practice supervisor should document feedback about this experience which will be captured in your BePAD Part 1, 2 and 3 - Record of Communication/Additional Feedback (Your Academic Adviser will also review these at the end of each Year interview).

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 Fields with your Practice Supervisors and Practice Assessors and you should ensure that you take any opportunity that arises to become involved in delivering care to people in these Fields, utilising the Hub and Spoke model.

3.4 Episodes of Care and the grading calculator

The NMC (2018a,b,c) includes the requirement of completing Episodes of Care. Episodes of Care are holistic assessments which will help you to demonstrate progression across several platforms and must be achieved by the end of each Part of your programme. Effective communication and relationship management skills underpin all aspects of care. Your assessment of each Episode of Care will be completed by a Practice Assessor. You will be graded according to the criteria and definitions identified within the BePAD.

Episodes of care will be formatively or summatively assessed as follows:

Part 1:

Episode 1: Formative - episode of direct care meeting the needs of a person receiving care.

Episode 2: Summative (Pass/Fail with Formative grading) - episode of direct care meeting the needs of a person receiving care.

Part 2:

Episode 1: Summative (with grading) - group of people receiving care or individual with complex care needs.

Episode 2: Summative (with grading) - group of people receiving care with increasingly complex health and social care needs.

N.B. MSci Adult and Mental Health Nursing students will complete Part 2 (Episodes 1 and 2) for both Fields of practice.

Part 3:

Episode 1: Summative (with grading) - supervising and teaching a junior learner in practice, based on the delivery of direct person-centred care.

Episode 2: Summative (with grading) - organisation and management of care for a group/caseload of people with complex care covering all seven platforms.

How the Episodes of Care are assessed is provided in your PAD/BePAD. The Grading of Episodes of care calculator used to apply the grading is in the following tables:

GRADING OF PRACTICE CALCULATOR (LEVEL 4,5,6)

Part 1 (Episodes of care 1&2), Part 2 (Episodes of care 1&2), Part 3 (Episodes of care 2)								
Total Score	%	Contribution to module mark	Total Score	%	Contribution to module mark	Total Score	%	Contribution to module mark
4 Fail	16F	8F	10	50	25	18	72	36
5 Fail	20F	10F	11	50	25	19	76	38
6 Fail	24F	12F	12	50	25	20	80	40
7 Fail	28F	14F	13	52	26	21	84	42
8 Fail	32F	16F	14	56	28	22	88	44
9 Fail	36F	18F	15	60	30	23	92	46
Any score with 1 in one element - Fail			16	64	32	24	96	48
			17	68	34	25	100	50
Part 3 (Episodes of care 1)								
Total Score	%	Contribution to module mark	Total Score	%	Contribution to module mark	Total Score	%	Contribution to module mark
4 Fail	20F	10F	8	50	25	16	80	40
5 Fail	25F	12.5F	9	50	25	17	85	42.5
6 Fail	30F	15F	10	50	25	18	90	45
7 Fail	35F	17.5F	11	55	27.5	19	95	47.5
Any score with 1 in one element - Fail			12	60	30	20	100	50
			13	65	32.5	The Module grade for CPE 2 is calculated by adding the total mark from Part 2 (Episodes of Care 1&2) and CPE 3 from adding Part 3 (Episodes of Care 1&2). If a score of 1 is given for any element of an Episode of Care, the student will be awarded a Fail grade for the module.		
			14	70	35			
			15	75	37.5			

GRADING OF PRACTICE CALCULATOR (LEVEL 7)

Part 1 (Episodes of care 1&2), Part 2 (Episodes of care 1&2), Part 3 (Episodes of care 2)								
Total Score	%	Contribution to module mark (MSc)	Total Score	%	Contribution to module mark (MSc)	Total Score	%	Contribution to module mark (MSc)
4 Fail	16F	8F	10	50	25	18	72	36
5 Fail	20F	10F	11	50	25	19	76	38
6 Fail	24F	12F	12	50	25	20	80	40
7 Fail	28F	14F	13	52	26	21	84	42
8 Fail	32F	16F	14	56	28	22	88	44
9 Fail	36F	18F	15	60	30	23	92	46
Any score with 1 in one element - Fail			16	64	32	24	96	48
			17	68	34	25	100	50
Part 3 (Episodes of care 1)								
Total Score	%	Contribution to module mark (MSc)	Total Score	%	Contribution to module mark (MSc)	Total Score	%	Contribution to module mark (MSc)
4 Fail	20F	10F	8	50	25	16	80	40
5 Fail	25F	12.5F	9	50	25	17	85	42.5
6 Fail	30F	15F	10	50	25	18	90	45
7 Fail	35F	17.5F	11	55	27.5	19	95	47.5
Any score with 1 in one element - Fail			12	60	30	20	100	50
			13	65	32.5	<p>The Module grade for CPE 2 is calculated by adding the total mark from Part 2 (Episodes of Care 1&2) and CPE 3 from adding Part 3 (Episodes of Care 1 & 2).</p> <p>If a score of 1 is given for any element of an Episode of Care, the student will be awarded a Fail grade for the module.</p>		
			14	70	35			
			15	75	37.5			

3.5 Medicines Management

Further information about how the Medicines Management is assessed is provided in your BePAD.

You are required to undertake a Medicines Management assessment during each Part of your programme

The assessment must be completed by a Practice Assessor.

You and your Practice Assessor will need to identify the appropriate placement to complete this assessment. As there is only one opportunity for assessment your planning should take this into consideration to maximise your learning. You will be provided with a number of practice opportunities to administer medicines under supervision prior to your assessment. You will need to provide your Practice Assessor with a copy of your personal formulary and expect to be asked about any of the drugs contained within it. By the end of Part 3 you should be consolidating your knowledge, skills and competence in relation to the safe administration of medicines within the required regulatory frameworks relating to Future Nurse (NMC 2018c), The Code, (NMC 2018) and A Competency Framework for all Prescribers (The Royal Pharmaceutical Society 2016).

4 ORGANISATION OF PRACTICE EXPERIENCE

4.1 What is the Practice Education Unit (PEU)?

The Practice Education Unit (PEU) is a key resource for you and staff, functioning as a central point of contact for 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 and placement provider's teams facilitating students' placement, in particular, Link Lecturers, Academic Advisors, Placement Leads, Learning Environment Leads, Placement Area Coordinators and Practice Assessors.

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 [Learning Support Fund](#) (LSF) and Oxford Brookes Faculty finance team for those who are not eligible to claim from the LSF;
- maintaining placement information within the Practice Education Management System (PEMS);

- providing an initial point of contact for student queries relating to placements;
- helping to maintain information for students and their Practice Assessors / Practice Supervisors on the Practice Education website www.brookes.ac.uk/practice-education/.

PEU staff work both remotely and based at Marston Road (MRG/48) and Swindon (Joel Joffe Building Reception). Staff can be contacted during normal working hours (8.30 am – 4.30 pm) using the following email addresses:

Adult Nursing (Oxford) adult-nursing-peu@brookes.ac.uk
Adult Nursing (Swindon) peu-swindon@brookes.ac.uk
Children's Nursing childrens-nursing-peu@brookes.ac.uk
Mental Health Nursing mhn-peu@brookes.ac.uk

4.2 What is PEMS?

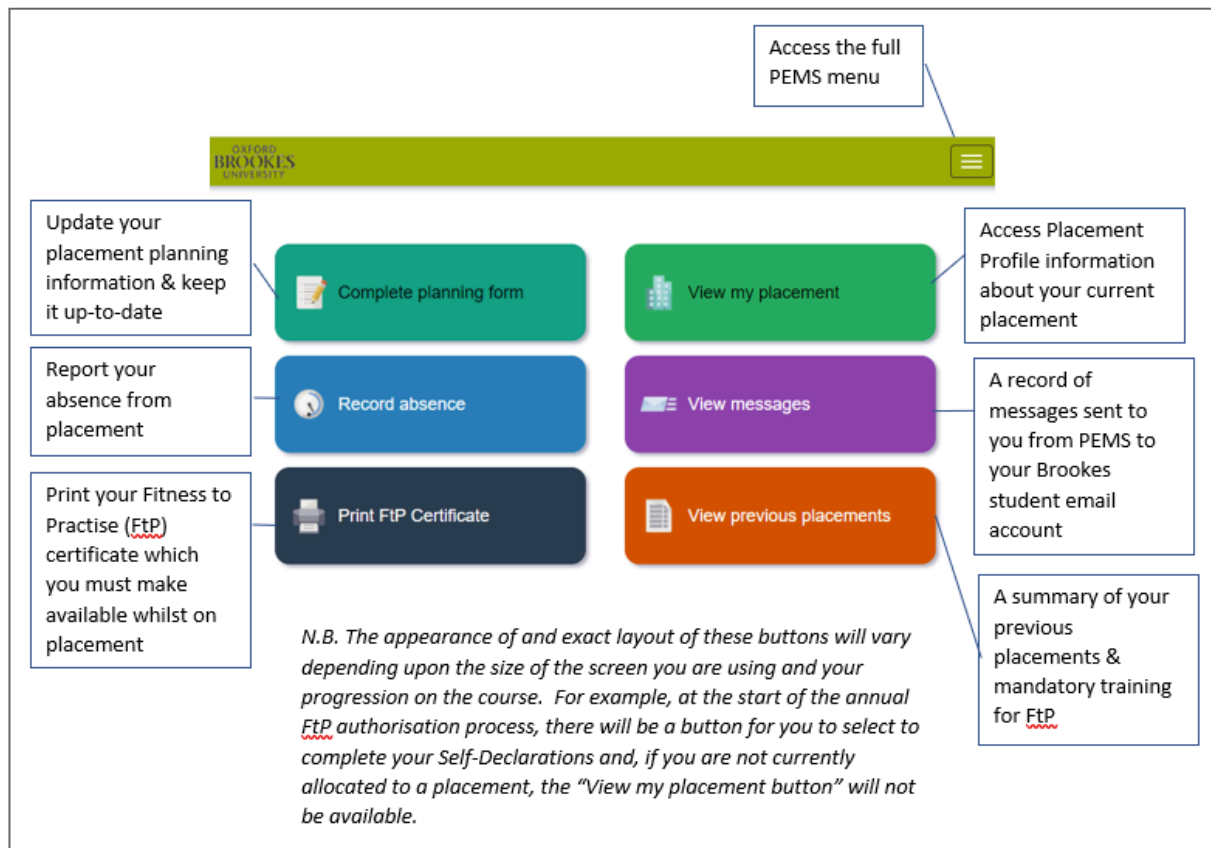
4.2.1 Practice Education Management System (PEMS) guide to students' accounts

The Practice Education Management System (PEMS) is an online database used to manage students' placements <https://pems.brookes.ac.uk> and is managed by the Practice Education Unit (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](#), 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 – whom to contact, description of the service, a summary of shift patterns etc.
- Complete placement evaluations.
- View a summary of placements completed.
- View mandatory training completion dates.

Students log-in to PEMS using their Brookes student ID and password.

PEMS landing page



Students will receive automated PEMS emails during their course to:

- Request completion of their self-declarations (current Occupational Health status, DBS clearance and agreement to abide by the [Standards of Conduct for pre-registration students](#)) in readiness to receive their Fitness to Practise authorisation email to be sent by PEU on behalf of the Head of Practice Education.
- 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 within 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.

4.3 How will I be allocated to Placements?

There are agreed principles, which govern placement allocation, which you will find on the Practice Education website section PEMS, allocation, locations and practice hours:

[Pre-qualifying placement allocation: key principles](#)

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” option from your homepage’s main menu (at the top of the page – see the green row)

4.4 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 Practice Education web page section Standards of conduct, dress and religious practice: see the document [Standards of conduct for pre-registration students](#) 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 the link for information about your next placement.

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 Programme Handbook and Module Guide: 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 guide 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 Professional Values and Proficiencies 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 Practice Supervisor/Practice Assessor 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 into your previous placements? What sort of relationship do you like to have with your Practice Supervisor/Practice Assessor/Link Lecturer/? What do you know about your own learning style

that will help you plan successful learning strategies with your Practice Supervisor/Practice Assessor?

Contact your placement area: Use the contact details located within the placement profile on PEMS two weeks before the commencement of the placement.

4.5 Exposure Prone Procedures (EPP)

What are Exposure Prone Procedures (EPP)?

The UK Health Security Agency (UKHSA) (2022) defines Exposure Prone Procedures (EPP): where there is an opportunity for a health care practitioner to patient transmission of a blood borne virus.

When might this happen?

This may happen if the health care practitioner is injured and their blood contaminates the patient's open tissues. There are different levels of risk dependent upon the EPP being undertaken, the environment where the procedure is being performed and includes procedures where, *'the worker's [practitioners] gloved hands may be in contact with sharp instruments, needle tips or sharp tissues inside a patient's open body cavity, wound or confined anatomical space where the hands or fingertips may not be completely visible at all times'* (Integrated guidance on health clearance of healthcare workers and the management of healthcare workers living with bloodborne viruses (hepatitis B, hepatitis C and HIV), UKHSA 2022 pg. 10)

Who requires EPP testing?

Nursing students need to be EPP tested for placements such as theatres, emergency departments and departments where haemodialysis is being undertaken and therefore as these are common placement experiences, all nursing students are screened.

For more information on EPP and specific requirements for Oxford Brookes University Pre-registration Healthcare students please read the following policy:

[Exposure Prone Procedures](#) (EPP) testing information for applicants and students (Adult Nursing, Midwifery and Paramedic Science)

4.6 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:

- **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:

- **SMART Card** providing access to EPR (electronic patient records). The Nursing programme team will provide advice about how and when these cards are issued.
- **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** authorisation email issued by PEU on behalf of the Head of Practice Education with current dates, alongside your Brookes student ID card for visual identification purposes. These are issued by Oxford Brookes University.
- **SMART Card** providing access to patient records on the Care Notes System. The Nursing programme team will provide advice about how and when these cards are issued.

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/services/care-identity-service/smartcard-and-authentication-users>

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 authorisation email, alongside your Brookes student ID card **must** be available to show, when requested, when attending placements, including placements with non-NHS Trust organisations.

4.7 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 the Practice Education website document: [Dress code and appearance for students in practice](#)

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

4.8 Will I have to travel to my placements?

Placement opportunities are a precious resource offered to us by health and social care partners. We are not in control of the placement offers and we manage allocations depending upon the offers we receive. To ensure you can all have the opportunity for placements you will sometimes have to travel or seek alternative accommodation. Oxford based Adult Nursing students will experience nursing placements across Oxfordshire, Berkshire and Buckinghamshire and London. 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 and London.

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, parking, and, if used, secondary accommodation.

Travel expenses can be claimed for those parts of your journeys to placement that are further than your usual journey from your term-time address to campus. Receipts, tickets, invoices or any other form of evidence must be provided for every item, journey or stay you claim for. Claims must be made within six months of the final date of the placement block you are claiming for.

Students who are eligible to receive funding from the [NHS Learning Support Fund \(LSF\)](#) claim their expenses back from them. Students who are not eligible for funding from the LSF might be able to claim back some expenses directly from the university - please see [the guidance of that expenses scheme](#) for more information. PEU reviews and approves claims on behalf of both organisations.

Travel and Dual Accommodation Expenses (TDAE)

You are likely to be eligible to reclaim some of the expenses associated with your placements such as travel, parking, and, if used, secondary accommodation.

Travel expenses can be claimed for those parts of your journeys to placement that are further than your usual journey from your term-time address to campus. Receipts, tickets, invoices or any other form of evidence must be provided for every item, journey or stay you claim for. Claims must be made within six months of the final date of the placement block you are claiming for.

Students who are eligible to receive funding from the [NHS Learning Support Fund \(LSF\)](#) claim their expenses back from them. Students who are not eligible for funding from the LSF are likely to be able to claim expenses on the same terms as the LSF scheme from the university. PEU reviews and approves claims on behalf of both organisations.

4.8.1 NHS Learning Support Fund Travel & Dual Accommodation Expenses (TDAE)

The booklet “Completing your TDAE claim - A Guide for Students and Universities” provides step-by-step information on completing your form and can be found on the LSF’s website:

www.nhsbsa.nhs.uk/learning-support-fund/travel-and-dual-accommodation-expenses

Further advice on how to prepare your claim is available on the PEU webpage:

www.brookes.ac.uk/practice-education/#expenses – click on “Expenses from the NHS Learning Support Fund” and then on “Placement expense claims – Learning Support Fund (LSF)”

All LSF expenses claims must be submitted online via your LSF student portal. Enter all your claim details, upload your accompanying evidence, and submit your claim.

PEU will review your claim and will approve it or return it to you for corrections according to LSF criteria. Once your claim has been approved by PEU, it will be transferred to the LSF payments team at the NHS Business Services Authority.

4.8.2 Oxford Brookes Travel & Dual Accommodation Expenses (TDAE)

Students who do not qualify for maintenance loans from any of the four main UK Student Finance companies will not be eligible for the LSF. These students can therefore claim back expenses directly from the university. The university scheme is provided on similar terms as the LSF scheme, although students will be expected to fund the first £500 of their additional placement expenses per academic year themselves.

Full information on how the Brookes scheme operates and links to download a claim form is available on the PEU webpage under the Expenses section:

www.brookes.ac.uk/practice-education/#expenses – click on “Expenses from Oxford Brookes University”

Once your claim form is complete, email it (along with all your supporting invoices/receipts/tickets) to PEU using peu@brookes.ac.uk. PEU will check if your claim is compliant with the scheme criteria and, if there are no issues, send the details on to the faculty finance department to begin the process of paying you.

NOTES:

- If a car is used for placement, you must use your PEMS Placement Planning Form to declare you have appropriate insurance in place (this means you need to be covered “for business purposes” or “for commuting”). It is not possible to process claims for car mileage without this PEMS Placement Planning Form declaration.
- The LSF is extremely reluctant to approve expenses claims for taxis. They typically will only approve taxi claims if you were unexpectedly called in at a time when normal public transport was not running. Such taxi claims must be supported by the written authorisation from your Link Lecturer or Placement Lead. You must submit this authorisation with your claim, otherwise you will not be reimbursed the cost of taxi journeys. The LSF are also likely to ask you to upload your timesheet along with the claim where they will want to see that your shift for that date has been logged as NOC (night on call). If you need to use a taxi that does not fulfill this criteria, you can still claim back the equivalent cost of a public transport journey instead.

4.8.3 Sources of further information related to placement travel and personal safety

Travelling around Oxford: www.brookes.ac.uk/travel/

Travelling around Swindon: www.brookes.ac.uk/travel/swindon-travel/

Personal safety advice from Brookes Union

www.brookesunion.org.uk/advice/staying-safe/getting-around and the Suzy Lamplugh Trust:
www.suzylamplugh.org/

4.9 What should I do if I can't attend practice?

4.9.1 Absence Reporting

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 must communicate this to your Academic Advisor, (if you are not yet in a placement area), or Link Lecturer, (if you are in placement). They will support you and advise you regarding the best course of action to take. Should absence impact on your development towards achieving competence, you and your Link Lecturer will liaise with your Academic Assessor.

If the absence is unplanned and you will be missing practice, **it is very important to inform your placement area by telephone as soon as you know you are unable to attend practice. 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 must log-on to your PEMS account and formally record the absence. Also report your absence to your Link Lecturer and PEU (using the PEU course specific email address). Do not delete shifts from BePAD for which you were absent. Your Practice Supervisor/Practice Assessor will record the shift as not attended and the reasons for 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 Practice Assessment Document (PAD)/BePAD. Absences should also be recorded on your PAD/BePAD. Medical certificates should be gained for absence, to support Exceptional Circumstances requests made to the university.

If you miss shifts/hours, it may be difficult or impossible to catch these up within the placement allocation. This may impact on your ability to achieve the assessment requirements of the practice Modules. These modules require you to submit Professional Values, Proficiencies 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 exceptional circumstances. Please contact the Module Leader for the relevant practice module in the first instance as advised in the Practice Education website document [Placement absence and extenuating circumstances](#)

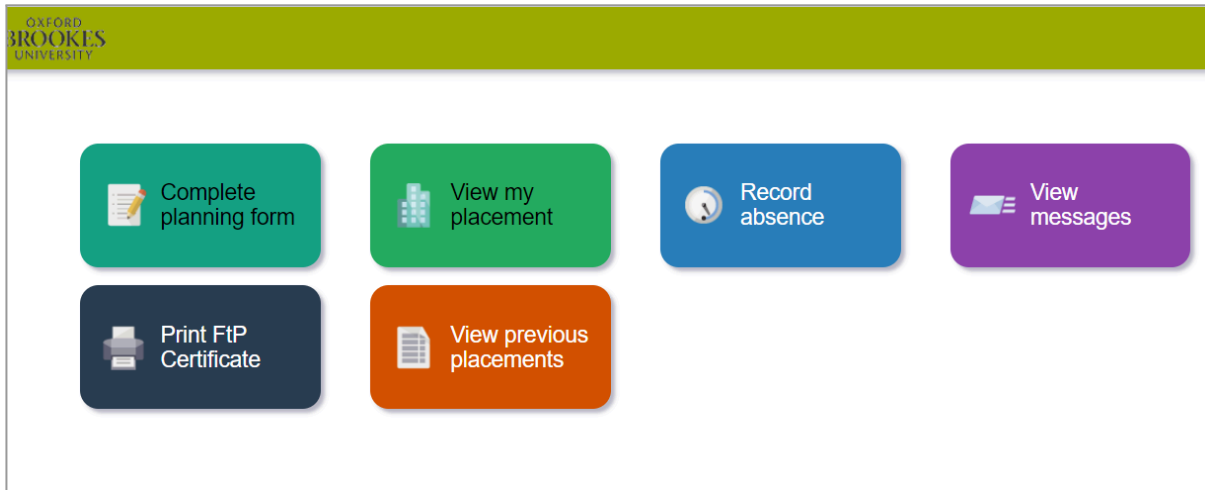
Please note that failure to follow the reporting absence process will be considered unprofessional behaviour – see the Practice Education website document: [Standards of conduct for pre-registration students](#)

When you return to practice you may be offered a meeting with your Practice Supervisor/Practice Assessor to discuss your fitness for return.

The Practice Education website document: [Return to practice from sick leave](#) will guide your discussion.

Reporting Absence on PEMS

To report your absence on PEMS, log on to your account using your student number and Brookes password and select the link to “Record Absence”



A reporting form will open for you to complete. Please note that this form is only available during your period of placement allocation and it is not possible to report absence retrospectively following the planned end date of your allocation. The form will only allow you to report absence against your main placement, if you are reporting absence from a “spoke” placement, please select your main “hub” placement to report your absence and use the text box to note the name and location of your “spoke” placement.

 A screenshot of a web form titled 'Use this page to report an absence from a placement.' The form includes a yellow warning box with instructions: 'Please note: you should use this form to report any absence from your placement area. You should notify your placement area contact first. If you are reporting a single day's absence, the start and end date should be entered as this date.' Below this, the 'Select Placement' dropdown is set to 'Physiotherapy, Adult Intensive Care Unit (AICU) (Jor)'. The 'Start of absence' section has a date picker set to 'Yesterday'. The 'End of absence' section has a date picker. The 'Reason' dropdown is set to 'Sickness'. There is a large text area for 'Comments'. Below that is a question 'Have you informed your placement area?' with radio buttons for 'Yes' and 'No'. At the bottom, there is an 'Actions' section with a 'Submit form now' button and a link 'Click here to return to your homepage.'

4.10 Will I have to work weekends or night shifts?

You will have to work some weekends and night shifts if the placement area offers a 24 hour and 7-day care service. You will be required to mirror the placement area and your Practice Supervisor(s) and/or Practice Assessor's shift patterns. This may include working during the weekend and nights.

4.11 What are the times of placement shifts?

You will experience 24 hour and 7-day care of the practice setting: i.e. 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 Practice Supervisor(s) and/or your Practice Assessor is working/available to support you (NB: You do not have to work directly with your Practice Assessor - this arrangement will be managed locally). 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: 07.00-15.00

Late shift: 13.30-21.30

Night shift: 21.00-08.00

12 hour shifts: 07.30-20.00 and 19.30-08.00

For further information please read the document on the Practice Education website section Placement hours and supernumerary status: [Maximum student practice and study hours](#)

4.12 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 Clinical Practice Experience Module assessment criteria. Inappropriate absence may reduce the time you are available to gather evidence ready for assessment and thus limit the hours that are available to meet course requirements. Inappropriate absences will not count as exceptional circumstances and therefore extensions will **not** be granted. Inappropriate absences will be counted as unprofessional behaviour and will be managed through the learning professional behaviour process: [Learning professional behaviour](#)

4.13 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 Practice Supervisor/s and Practice Assessors 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 fed forward on a daily basis between Practice Supervisors and at assessment points to your nominated Practice Assessor and Academic Assessor. This documentation is then documented for a clear achievement record and guidance for ongoing development between parts of the programme (NMC, 2018) and your BePAD serves as this record.

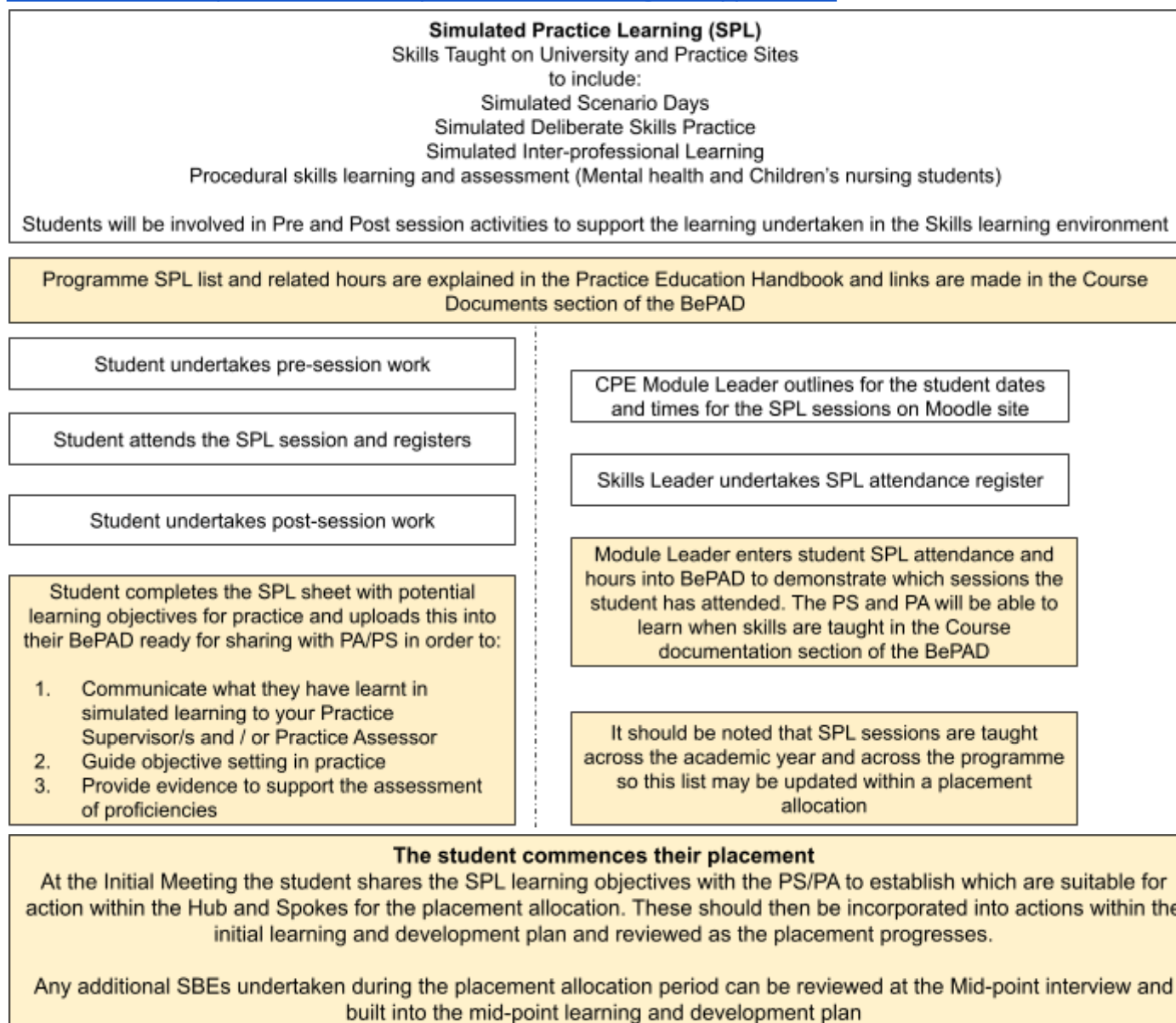
For further information please see:

a) Guidance regarding sharing of ongoing record of achievement for health and social care pre-qualifying students: [LINK](#)

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.

b) Skills and Simulation Learning and Sharing of Information with Practice Supervisors and Practice Assessors as follows:

[For a written description of this chart, please click here or go to Appendix 2.](#)



4.14 How is my practice assessed and what are the practice assessment components?

Assessment of the Clinical Practice Experience (CPE) modules will take place during practice time and you must pass each CPE module to progress to the next part of the programme. Your practice will be formatively graded in Part 1 and summatively graded in Parts 2 and 3.

Your nominated Practice Assessor in conjunction with the Academic Assessor are accountable for the assessment of your practice. You will also be supported in practice by Practice Supervisor(s) who will also contribute to your development and assessment.

The practice components being assessed within each CPE module are listed below.

- **Professional Values:** Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code (NMC 2018). Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). The Professional Values reflect a number of proficiency statements and are captured under the four sections of The Code. You will be required to write a reflection on how you meet the Professional Values: Please see the BePAD guide for further detail. All must be achieved by the end of each placement and maintained throughout placements.
- **Proficiencies:** Proficiencies can be assessed at any point within the year and once achieved, they need to be maintained. These can be assessed in a range of placements, but must be achieved at least once by the end of each Part.
- **Episode of Care:** This holistic assessment(s) facilitates and demonstrates the student's progress and must be achieved by the end of the Part. The episode of care is the only practice component that is graded and on which the overall grade for the module will be based. Students will be graded according to the criteria and definitions identified within the part. Please see the Grading of Practice Calculator in Section 3.5
- **Medicines Management:** There is one assessment included in each part and each must be achieved by the end of the Part.
- **Practice Hours:** please see Section 2.1.5.
- **SafeMedicate:** In Part 1 and Part 2 – you will be offered a mandatory attendance of SafeMedicate which will be a formative attempt within the run of the Clinical Practice Experience module. In Part 3, you will normally be offered up to 8 attempts to achieve 100%. Please refer to the Clinical Practice Module Handbook for further details and Section 2.6.2 of this handbook.

The Practice Supervisor(s)/Practice Assessor will usually meet with you at different stages during your placement (initial, midpoint, and final interviews) to discuss your learning needs, set objectives with you and review your progress. It is acceptable for the Practice Supervisor(s) to complete the

initial interview, an initial learning plan and midpoint interview of practice and review of learning and development and then for this to be agreed by the Practice Assessor, or the Practice Assessor can undertake each stage of the process. The Practice Assessor will always be the person accountable for the process and the final interview and associated assessments. Thus, the Practice Supervisor/s, and Practice Assessor will agree how this process will be managed locally within a placement.

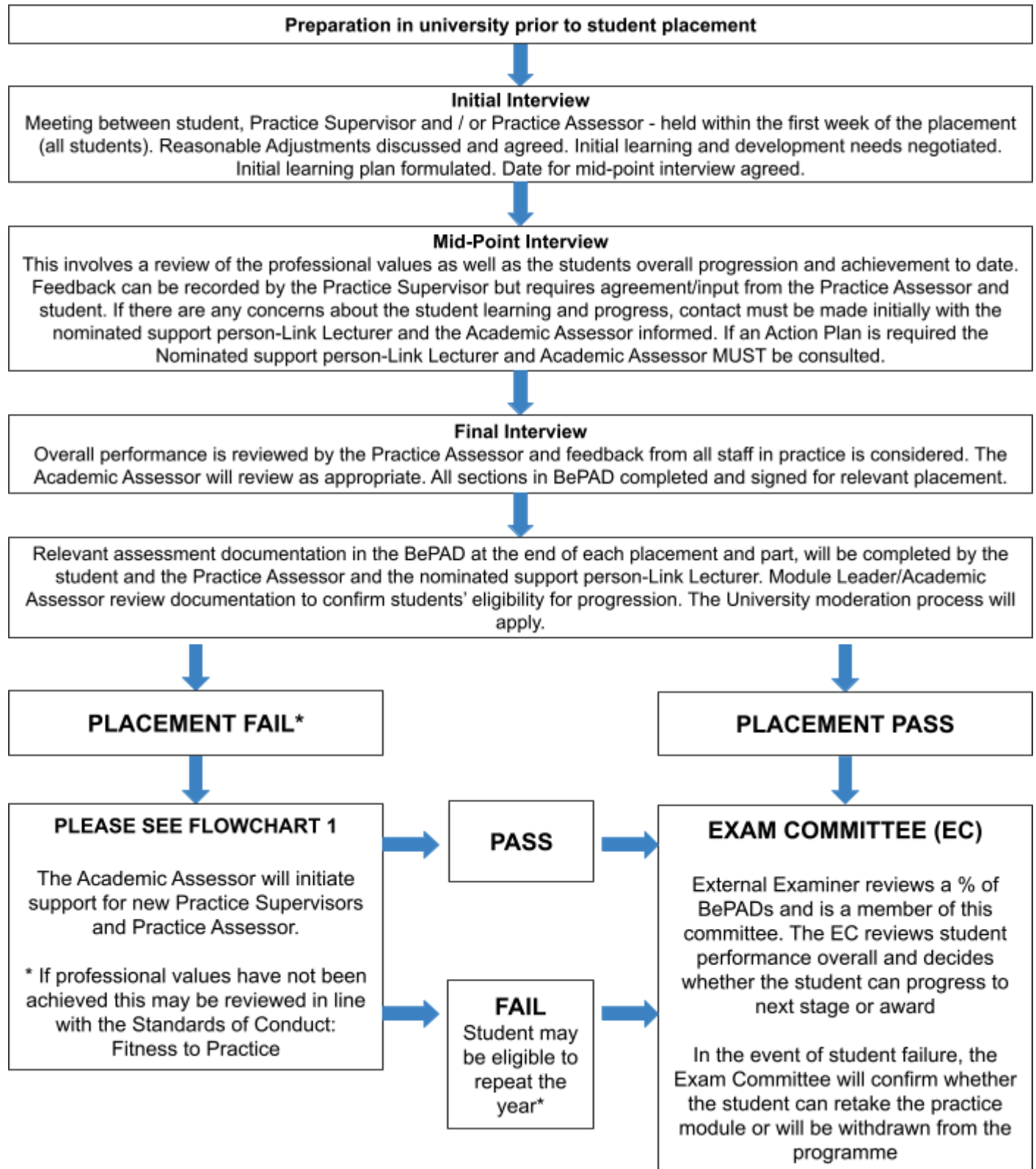
At your midpoint interview your Practice Supervisor/Practice Assessor will undertake a formative assessment so that you can gain feedback about your development needs.

At the final interview the Practice Assessor will utilise all evidence within your BePAD including:

- The evidence provided by your Practice Supervisors
- Discussion related to your practice including your knowledge of the evidence base,
- Reading of your self-assessments and reflections, and other evidence you provide
- Feedback from other Practice Supervisor/s and members of teams that you have worked with (i.e. Overseers)
- Feedback gained by your Practice Supervisor/s and / or Practice Assessor / Overseer from patients and their families that you have cared for
- Observation of your practice as required
- In addition and in combination these will inform their decision and they will make a professional judgement and either pass or fail your proficiencies and allocate your practice grade. The Practice Assessor for the last placement of a Part will review evidence from the previous placements when making their recommendation for you to be able to progress to the next progression point/Part. They will utilise forms within the BePAD to complete and document this process.

Guidelines for Assessment and Progression Flow Chart

[For a written description of this chart, please click here or go to Appendix 3.](#)



* The above does not account for students that have been granted a disregard as a result of the Exceptional Circumstances Process.

4.15 Can I ask people who I have cared for, and their families, for feedback about my progress for my assessment?

You will be able to receive written feedback from Service Users. The following explains the process for you to achieve this.

People you care for 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 Practice Supervisor/Practice Assessor/Overseer 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 Practice Supervisor/Practice Assessor/Overseer 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 Practice Supervisor/Practice Assessor/Overseer will contribute to their assessment of your abilities. There are forms within the BePAD that can be downloaded and used by your Practice Supervisor/Practice Assessor/Overseer 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.

4.16 How do I know I am achieving Practice Requirements?

During placement you will have the opportunity to meet with your Practice Supervisor(s)/ Practice Assessor to discuss your progress. At the initial interview you should set objectives and link these to Professional Values, Proficiencies. As the placement progresses you will gain feedback both on an ad-hoc basis and specifically at the midpoint interview, your Practice Supervisor(s)/ Practice Assessor will provide feedback about your skills and attributes in relation to each of the proficiencies identified within your learning plan. At the final interview you should provide your Practice Assessor with evidence for the achievement of proficiency. Your Practice Assessor will then make a professional judgement based on the evidence in your BePAD as to whether you have demonstrated proficiency at the required level.

If you are not meeting the required level of all practice requirements, your Practice Supervisor(s)/ Practice Assessor will inform you of this formatively during your placement and your Practice Assessor will help you develop a learning plan to improve your practice. For further information please see **Sections 3.1, 3.2, 4.14**, and refer to Nursing and Midwifery Council (2018c).

Your Practice Assessor will be supported by the Link Lecturer who will liaise with your Academic Assessor and confirm that you have achieved the required level in all components of practice requirements. The final Practice Assessor for the year / Part will confirm with the Academic Assessor that you are ready to progress to the next Part of your programme.

4.17 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 your BePAD).

It is your responsibility to:

- Know how many hours you are required to achieve to pass Clinical Practice Experience Modules;
- Ensure that your hours are being recorded in your BePAD throughout your placement;
- Be aware of the number of practice hours, including Simulated Practice (SPL), in total recorded for you in your BePAD.

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 of Midwifery, Nursing, ODP, Paramedic, student hours in practice](#)

Following completion of each placement, the hours are recorded in 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 downloaded 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 practice hours, you risk not being able to progress into subsequent years of the programme and final year students will not be able to graduate.

4.18 How are my practice hours validated?

Your Practice Assessor will validate your practice hours within your BePAD and the Academic Assessor will then validate these hours to inform the Subject Exam Committee.

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

The NMC (2018a) require you to complete a minimum of **2,300 hours** during your programme (made up from practice hours and simulation hours). Completion of these hours will form part of the assessment of the Clinical Practice Experience Modules. It is expected that you will meet the yearly hours requirements, as shown in your Clinical Practice Experience module guides, 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 your Field's Placement Lead. See section 2.5.2 for more information on this.

You must complete the allocated number of hours for each placement. You cannot be assessed if you have completed less than 150 hours in any placement.

By completion of the third year CPE3 module, you must have documented evidence in your BePAD of having completed the total 2,300 practice hours as a requirement for registration.

How is consistency and fairness of assessment ensured?

All modules including the clinical practice experience modules utilise a number of processes to ensure that student assessment is fair and equitable. For the clinical practice experience 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. This is carried out internally 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 and Academic Assessors will be available to advise on the assessment process at the midpoint interview and final interviews; ten percent of the student cohort results will be reviewed by members of the Clinical Practice Experience (CPE) 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, Practice Supervisors, Practice Assessors, Link Lecturers and Academic Assessors.

Link to [Marking and Moderation](#) of Assessments:

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 Clinical Practice Experience 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 are reviewed by your Link Lecturer so that feedback can be given to the placement area and any action required can be agreed. These will also feed into an annual report of placement learning environments.

4.19 What mechanisms are there for evaluating healthcare and Social Work placement experiences?

There are different mechanisms used to gather and report feedback and to evaluate student experience both nationally and locally. You will be asked to complete evaluations at different times during your programme. The national surveys will be advertised and have set reporting windows. Local feedback will be gathered following your placement by the university. Placement providers will have their own feedback arrangements which they will make you aware of.

Evaluation and feedback is the tool that is used to measure and evaluate your placement experience i.e. whether it can be classified as good or needs improvement in order to provide a positive environment for learners.

It is important that you engage with the process of giving feedback in all of its forms, to enable you to have a voice so that changes can be made to improve the quality of placement experiences.

The information received is triangulated to inform future decisions and action plans at national, organisational, placement and individual levels.

The Safe Learning Environment Charter

The Safe Learning Environment Charter supports the development of positive safety cultures and continuous learning across all learning environments in the NHS. It is underpinned by principles of equality, diversity, and inclusion.

The Charter sets out the supportive learning environment required to allow learners to become well-rounded professionals with the right skills and knowledge to provide safe and compassionate care of the highest quality. A link to the charter can be accessed here:

[NHS England » Safe Learning Environment Charter – what good looks like](#)

Within the Charter the roles of the learner, university and placement provider are outlined. The aim of the charter is to articulate what good looks like. You can consider this when evaluating your placement experiences.

Placements are able to utilise a matrix to assess their ability to support learners effectively and safely, your feedback at every level will help them undertake this in a meaningful way. The Safe learning Environment Charter was introduced in February 2024 and it will take time for this to roll out across organisations.

The different opportunities for learners to evaluate and provide feedback

1) The National Education and Training Survey

The National Education and Training Survey (NETS) is a key tool used to measure and understand the quality of healthcare education and training. It is a multi professional insight into the experience of current and future healthcare workforce working in services around the country. It helps to ensure an embedded culture of education that is fair, promotes equality and values and facilitates learning for all.

NETS is a national survey of healthcare students, to gather feedback on their education and training environments. It asks 31 core questions, focused on NHS England's Education Quality Framework

standards for delivering high quality education and training in the practice learning environment. It considers topics such as induction, clinical supervision, facilities, learning opportunities and teamwork. The results provide the insight needed to help NHS England to uphold their statutory responsibility for continual improvement of healthcare education and training.

By partaking in the survey, students are helping to shape the way in which healthcare education is managed and improved.

2) National Student Survey

The National Student Survey (NSS) gathers students' opinions on the quality of their courses, which helps to:

- inform prospective students' choices
- provide data that supports universities and colleges to improve the student experience - there are academic and practice placements
- support public accountability.

Every university in the UK takes part in the NSS, as do many colleges. The response rate is high and so is a valuable source of information for higher education providers.

3) Practice Education Management System

The Practice Education Management System (PEMS) is an Oxford Brookes University secure online system which gives access to information about placements. You are required to complete placement evaluation forms which will be sent to you via PEMS at the end of each of your practice experiences. The evaluations will be amalgamated and fed back to the placement organisations, thus anything of immediate concern can be actioned and an annual reporting cycle captures the themes and action plans for placement learning environments.

This is different to raising and escalating concerns which should be actioned at the time or soon after the event see here: <https://drive.google.com/file/d/1AO1jN8xiaBZEh4y75ziaLw7y1FnQGfr7/view>

4) Placement Partner Evaluation

Placement partners may ask you to engage with their placement evaluation processes, for example focus groups or questionnaires.

5) Feedback directly to practice supervisors/assessors/educators

In addition to the formal University and placement partner evaluation, practice supervisors/assessors/educators will expect and appreciate feedback. Students should provide clear and professional feedback, which will help the practice educator understand how best to structure the learning experience for future students.

An example of a 1:1 feedback form is here:

<https://docs.google.com/document/d/1Kyopihj28Tvk3Ha7TCpcDFRT61Wkl2Mq/edit>

You should only provide this if requested and submit it directly to the practice

supervisors/assessors/educators. It is best practice to share the form accompanied by constructive verbal feedback conversation.

5 ROLES AND RESPONSIBILITIES

5.1 What are my roles and 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](#);
- 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 Practice Supervisors and Practice Assessors, 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 Practice Supervisors and Practice Assessor 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 Practice Supervisor/Practice Assessor 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 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 Practice Supervisor/Practice Assessor and/or other appropriate personnel immediately in the event of any unusual incident occurring during patient intervention either to the patient or yourself (see sections 5.2, 5.4 and 5.5);

- inform your placement area of any absence (and report on BePAD) as indicated in section 4.9;
- 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.

5.2 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 (e.g. in placement, you will need to complete a placement accident form or report it via their incident reporting systems such as Ulysses or Datix. Please send a copy of the completed university form to your Programme Director/Course Lead within 48 hours of completion.

Please see the Practice Education [website](#) section Staying safe and raising concerns - Incident guidance document [Principles to follow if a pre-registration student is involved in an incident](#)

5.3 Do patients/people have a right to refuse students being involved in their care?

Your Practice Supervisor and Practice Assessor are responsible for upholding public protection when supporting and supervising you. This means that they must ensure that the supervision and support they provide protects the public. A patient/person has the right to refuse having a student observe or participate in their care. This refusal is without prejudice, this means that the patient/person will not experience any impact upon the service that they receive should they refuse to have a student care for them. Thus, your Practice Supervisor/Practice Assessors should seek consent from the person prior to your involvement. In some placement areas a statement is published to patients/people for example – on posters or within booklets - inviting patients to alert staff if they do not want students to care for them. In other areas the individual patient/person will need to be approached for their consent.

www.nmc.org.uk/globalassets/sitedocuments/standards-of-proficiency/standards-for-student-supervision-and-assessment/student-supervision-assessment.pdf

5.4 What is 'Duty of Candour' and how does it relate to my practice/placement?

All healthcare professionals have a professional duty of candour – this is a professional responsibility to be honest with people in their care when things go wrong. The NMC have a document that they have developed in partnership with the General Medical Council, '*Openness and honesty when things go wrong: the professional duty of candour*', this can be found:

www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/openness-and-honesty-professional-duty-of-candour.pdf

Thus as an emerging professional you also have this duty and will be supported and supervised

in being open and honest with people in accordance with the professional duty of candour. When in practice/placement you will need to understand the local policy and processes for reporting adverse incidents and how the people in your care are informed when things go wrong.

This links with The Code section To Preserve safety: *'You make sure that patient and public safety is not affected. You work within the limits of your competence, exercising your professional 'duty of candour' and raising concerns immediately whenever you come across situations that put patients or public safety at risk. You take necessary action to deal with any concerns where appropriate'*. (NMC 2018 pg15).

The people that will support you with this are your: Overseers, Practice Supervisors, Practice Assessors, Placement Managers, Link Lecturers, Academic Assessor.

5.5 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:

See the Practice Education web page section Staying safe and raising concerns: [Guidelines for Learners and those supporting them when they want to Raise and Escalate Concerns \(Whistleblowing\) in Healthcare and Social Work Settings](#)

5.6 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 Practice Supervisor and Practice Assessor and your Link Lecturer and Academic Assessor. The roles and responsibilities of these people are outlined in sections 1 and 5.8 – 5.11 in this document.

You should remind yourself of these before the commencement of each placement. Open and honest communication is the key to successful relationships with your Practice Supervisor, Practice Assessor and your Link Lecturer and Academic Assessor 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 Coordinators](#) who are

available to you for support throughout your programme of study.

5.7 What are the online resources available to support my practice education experience?

There are many online resources available via Oxford Brookes University: Library services: www.brookes.ac.uk/library/

Practice Education Web pages: www.brookes.ac.uk/practice-education/

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

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: www.nmc-uk.org/

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

5.8 What are the roles and responsibilities of my Practice Assessor?

- Your nominated Practice Assessor will be a nurse, holding a current registration with the Nursing and Midwifery Council with appropriate experience for your field of practice.
- They will maintain their current knowledge and expertise relevant for the Professional Values and Proficiencies and programme outcomes that they are assessing
- Your Practice Assessor will have received appropriate preparation for this role and is responsible for ensuring that they access ongoing support and training to reflect and develop in their role.
- They will assess your practice based learning and attend meetings with you and if necessary your practice supervisor/s.
- They will act as a main point of contact for the Academic Assessor at Oxford Brookes University.
- They will assess and confirm your achievement of Professional Values and Proficiencies for practice learning and if you display the required values of your profession.
- In order to do this they will receive feedback from the Practice Supervisors to inform their assessment decisions, they will use your student records, direct observations, your own self-reflection and any other resources that may be useful.
- The Practice Assessor in the last placement of the year will communicate to the Academic Assessor whether in their assessment of you they consider it appropriate for you to progress to the next Part of your programme/progression

point.

- Practice assessors are expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement
- Practice Assessors will not simultaneously be the Practice Supervisor and Academic Assessor for the same student.
- Practice assessors do not need to be physically based or employed in each or any of the environments in which the student is placed.

(NMC, 2023a)

5.9 What are the roles and responsibilities of my Practice Supervisor(s)?

- Your Practice Supervisor will be a registered health or social care professional
- They will have current knowledge and experience of the area in which they are providing support, supervision and feedback to you.
- Your Practice Supervisor will have received appropriate preparation for this role and is responsible for ensuring that they access ongoing support and training to reflect and develop in their role.
- They will serve as role models for you to ensure safe and effective practice.
- They will support your learning to enable you to meet your proficiencies and programme outcomes.
- They will provide feedback to you on your progress towards, and achievement of Professional Values and Proficiencies.
- You will have one or more Practice Supervisors, the arrangements for this are locally determined.
- Practice Supervisors will not simultaneously be the Practice Assessor and Academic Assessor for the same student

(NMC, 2023a)

5.10 What are the roles and responsibilities of my nominated practice support person – Link Lecturer?

- Link Lecturers are nominated to provide support during your placement experience.
- They will enable you to learn from Practice Supervisors / Practice Assessors to achieve learning outcomes for your 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 Supervisors and Practice Assessors.
- Link Lecturers monitor placements and provide a quality assurance role.
- They are accountable to the Programme Director (this may be delegated to the Placement Lead as appropriate).
- It is the Link Lecturer's role to work with the Practice Assessors and Academic Assessors to ensure that the assessment process has been followed correctly and documentation has been completed.

Please refer to [the Link Lecturer Standards](#).

5.11 What are the roles and responsibilities of my Academic Assessor?

- Your Academic Assessor will be a University member of staff who will be a nurse, holding a current registration with the Nursing and Midwifery Council and with appropriate academic qualifications, and appropriate equivalent experience for the students' field of practice.
- They will maintain current knowledge and expertise relevant for the Professional Values and Proficiencies and programme outcomes that they are assessing.
- Your Academic Assessor will have received appropriate preparation for this role and is responsible for ensuring that they access ongoing support and training to reflect and develop in their role.
- They will collate and confirm your achievement of Professional Values and Proficiencies and programme outcomes as you progress through each part of the programme and prior to entry to the register.
- They will work in partnership with the Practice Assessor and Link Lecturer to ensure the appropriate support and processes have been followed and will have a thorough understanding of your learning and achievement in practice.
- To support balanced and rigorous assessment, your assigned Academic Assessor will differ between consecutive parts of your programme.
- Academic Assessors will not simultaneously be the Practice Supervisor and Practice Assessor for the same student

6 REFERENCES

Nursing and Midwifery Council (2018) The Code: Professional standards of practice and behaviour for nurses and midwives. NMC London Available at:

www.nmc.org.uk/standards/code/ (Accessed 18/08/2025)

Nursing and Midwifery Council (2023) Realising professionalism: Standards for education and training Part 2: Standards for student supervision and assessment Available at:

www.nmc.org.uk/globalassets/sitedocuments/standards/2024/standards-for-student-supervision-and-assessment.pdf (Accessed 18/08/25)

Nursing and Midwifery Council (2023) Realising professionalism: Standards for education and training Part 3: Standards for pre-registration nursing programmes Available at:

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Nursing and Midwifery Council (2024) Guidance on health and character Available at:

www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/guidance-on-health-and-character/ (Accessed 18/08/2025)

The Royal Pharmaceutical Society (2022) A Competency Framework for all Prescribers RPS; London Available at:

www.rpharms.com/resources/frameworks/prescribing-competency-framework/competency-framework (Accessed 18/08/2025)

APPENDICES

Appendix 1 - Flowchart 1

Written description of Flowchart 1 Clinical Practice Experience (CPE) Modules and Process for Placement Retrieval:

- If the student fails first placement of the year:
 - They will have a mid-point interview, during which they are informed they are failing and a plan will be put in place with the Practice Assessor and Academic Assessor
 - They will have a final interview which will be with the Practice Assessor and will be declared a Fail
 - For the second placement of the year, they will be given an Action Plan, with initial, midway and final reviews arranged to conclude four weeks into the placement.
 - If, after those reviews, the requirements of the Action Plan have not been met, the Action Plan will be declared a Fail. The placement will end, the CPE module has been failed.
 - If, after those reviews, the requirements of the Action Plan have been met, the Action Plan will be declared a Pass - the process is reset for the remainder of placement 2.
 - This will be followed by a midpoint review.
 - This will be followed by a final interview during the Extension and Retrieval phase of the module.
 - If the outcome of the final interview is declared a pass, the CPE module will be declared a pass.
 - If the outcome of the final interview is declared a fail, the CPE module will be declared a fail. The student will be referred to the exams committee.
- If the student passes the first placement of the year and fails the second placement of the year:
 - The final interview of the first placement is declared a pass.
 - The student progresses to placement two with the initial interview as normal and then a midpoint interview. The student will be informed they are failing at the midpoint interview and an Action Plan is put in place with the Practice Assessor and Academic Assessor.
 - This will be followed by a final interview, during which the Action Plan will be reviewed with the practice assessor.
 - The student progresses to the Extension and Retrieval phase of the module. An Action Plan starts, with initial, midway and final reviews to be concluded four weeks into placement two.
 - A final interview takes place.
 - If the outcome of the final interview is declared a pass, the CPE module will be declared a pass.
 - If the outcome of the final interview is declared a fail, the CPE module will be declared a fail. The student will be referred to the exams committee.
- Requirements to be undertaken in placement 1, 3, 5 of the year / part - Hours, Professional Values
- Episodes of care to be undertaken in placement:
 - Placement 1 (Formative ONLY)
 - Placement 3 (Summative)
 - Placement 5 (Summative)
- Requirements to be undertaken in placement 2, 4, 6 of the year / part - Hours, Professional Values
- Episodes of care to be undertaken in placement:
 - Placement 2 (Summative Pass/Fail and Formative grading)
 - Placement 4 (Summative)
 - Placement 6 (Summative)
- Additional CPE requirements to be completed by the end of the year / part
 - In either 1st and/or 2nd placement of the year

- Proficiencies* (achieved once and then maintained)
 - Medicines Management
- and
- In university setting:
 - SafeMedicate

More details regarding CPE module requirements can be found on the CPE module Moodle site

* The Proficiencies are divided into those for each Part and then there are some proficiencies that may be achieved in either Part 2 or Part 3

[Click here to return to Flowchart 1 in the handbook](#)

Appendix 2 - Simulated Practice Learning (SPL)

Written description for the Simulated Practice Learning (SPL) chart:

Simulated Practice Learning (SPL)

- Skills taught on university and practice sites to include:
 - Simulated scenario days
 - Simulated deliberate skills practice
 - Simulated inter-professional learning
 - Procedural skills learning and assessment (Mental Health and Children's nursing students)

Students will be involved in pre- and post-session activities to support the learning undertaken in the Skills learning environment.

- Programme SPL list and related hours are explained in the Practice Education Handbook and links are made in the Course Documents section of the BePAD.
- The SPL process is:
 - Student undertakes pre-session work
 - CPE Module Leader outlines for the student dates and times for the SPL sessions on Moodle site
 - Student attends SPL session and registers
 - Skills Leader undertakes SPL attendance register
 - Student undertakes post-session work
 - Module Leader enters student SPL attendance and hours into BePAD to demonstrate which sessions the student has attended. The PS and PA will be able to learn when skills are taught in the Course Documents section of the BePAD.
 - Student completed the SPL sheet with potential learning objectives for practice and uploads this into their BePAD ready for sharing with PA/PS in order to:
 - Communicate what they have learnt in simulated learning to your Practice Supervisors and / or Practice Assessor.
 - Guide objective setting in practice
 - Provide evidence to support the assessment of proficiencies
 - It should be noted that SPL sessions are taught across the academic year and across the programme so this list may be updated within a placement allocation.
 - **The student commences their placement.** At the Initial Meeting, the student shares the SPL learning objectives with the PS/PA to establish which are suitable for action within the Hub and Spokes for the placement allocation. These should then be incorporated into

actions within the initial learning and development plan and reviewed as the placement progresses.

- Any additional SPLs undertaken during the placement allocation period can be reviewed at the Midpoint Interview and built into the midpoint learning and development plan.

[Click here to return to the SPL chart in the handbook.](#)

Appendix 3 - Guidelines for Assessment and Progression Flow Chart

Written description for the Guidelines for Assessment and Progression Flow Chart:

- **Preparation in university prior to student placement**
- **Initial Interview:** Meeting between student, Practice Supervisor and / Practice Assessor - held within the first week of the placement (all students). Reasonable Adjustments discussed and agreed. Initial learning and development needs negotiated. Initial learning plan formulated. Date for midpoint interview agreed.
- **Midpoint Interview:** This involved a review of the professional values as well as the student's overall progression and achievement to date. Feedback can be recorded by the Practice Supervisor but requires agreement/input from the Practice Assessor and student. If there are any concerns about the student learning and progress, contact must be made initially with the nominated support person - Link Lecturer and the Academic Assessor informed. If an Action Plan is required, the Nominated support person - Link Lecturer and Academic Assessor MUST be consulted.
- **Final Interview:** Overall performance is reviewed by the Practice Assessor and feedback from all staff in practice is considered. The Academic Assessor will review as appropriate. All sections in BePAD completed and signed for relevant placement.
- Relevant assessment documentation in the BePAD at the end of each placement and part, will be completed by the student and the Practice Assessor and the nominated support person - Link Lecturer. Module Leader/Academic Assessor review documentation to confirm student's eligibility for progression. The University moderation process will apply.
 - If the placement is declared a pass:
 - Exam Committee - External Examiner reviews a percentage of BePADs and is a member of this committee. The EC reviews student performance overall and decides whether the student can progress to the next stage or award.
 - If the placement is declared a fail:
 - Please see flowchart 1. The Academic Assessor will initiate support for new Practice Supervisors and Practice Assessor. * If professional values have not been achieved this may be reviewed in line with the Standards of Conduct: Fitness to Practice.
 - If the Clinical Practice Module is declared a Pass:
 - Exam Committee - External Examiner reviews a percentage of BePADs and is a member of this committee. The EC reviews student performance overall and decides whether the student can progress to the next stage or award.
 - If the Clinical Practice Module is declared a Fail, the student may be eligible to repeat the year*:
 - Exam Committee - External Examiner reviews a percentage of BePADs and is a member of this committee. The EC reviews student performance overall and decides whether the student can progress to the next stage or award. In the event of student failure, the Exam Committee will confirm whether the student can retake the practice module or will be withdrawn from the programme.

* The above does not account for students that have been granted a disregard as a result of the Exceptional Circumstances Process.

[Click here to return to the Guidelines for Assessment and Progressions Flow Chart.](#)

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