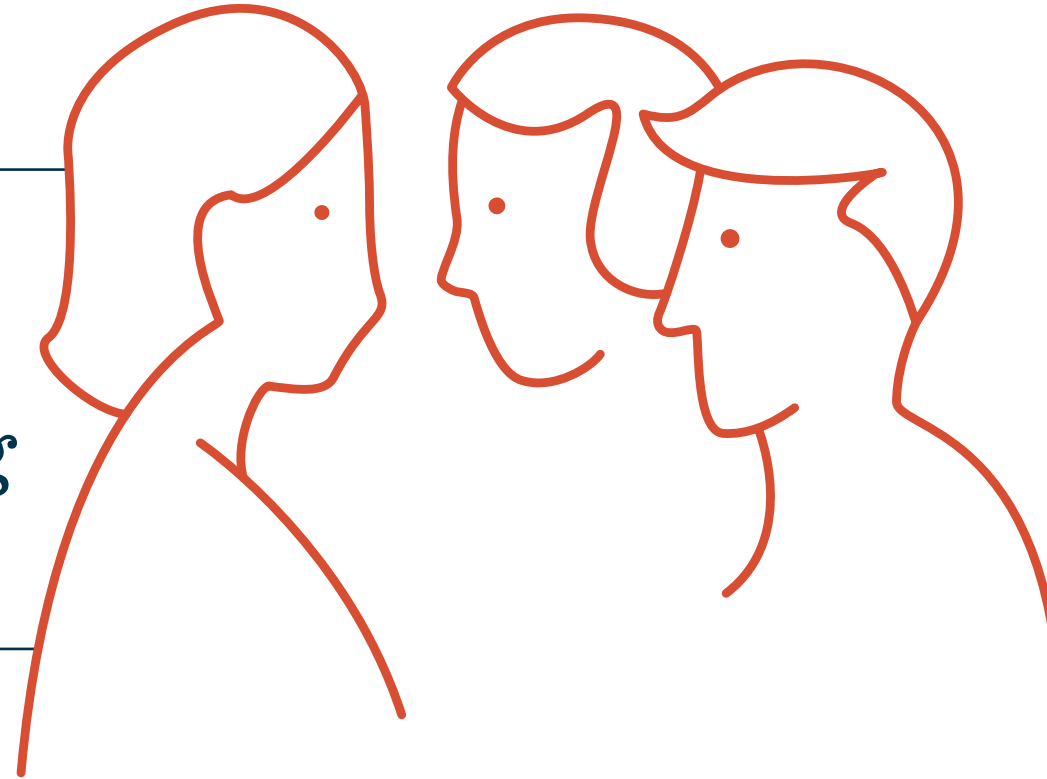


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Supporting information:  
**Practice environment  
case studies for nursing  
associate programmes**

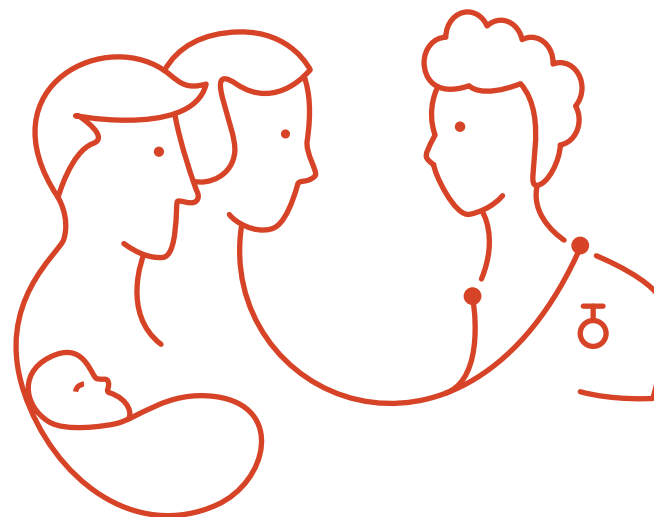
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# Introduction

This document sets out some example case studies and further information on how Approved Education Institutions (AEIs) and their practice placement partners can develop their nursing associate programmes to meet the NMC's standards on placement experience.

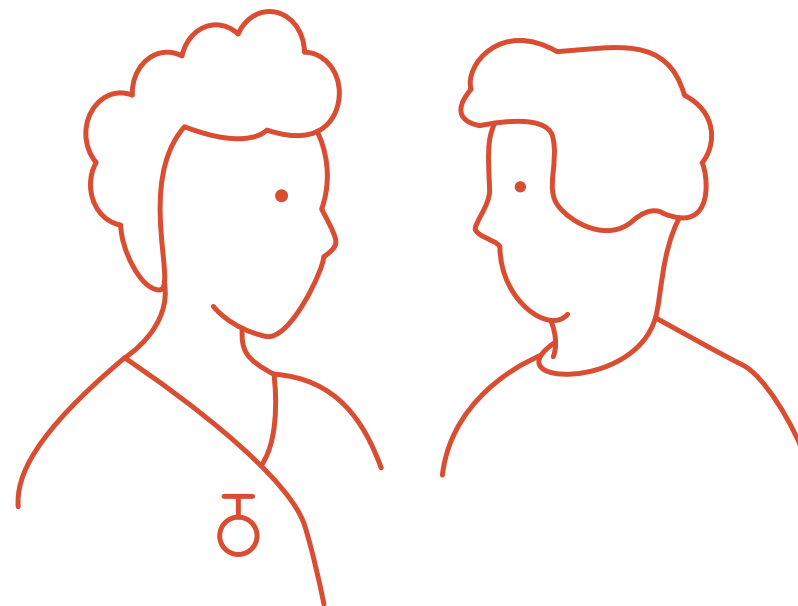


## Variety of experience

The Standards for pre-registration nursing associate programmes set out the following requirements for placements and experience (standards 3.1 and 3.2):

### Approved education institutions together with practice learning partners must

- provide practice learning opportunities that allow students to develop and meet the Standards of proficiency for nursing associates to deliver safe and effective care, to a diverse range of people, across the lifespan and in a variety of settings<sup>1</sup>
- ensure that students experience the variety of practice expected of nursing associates to meet the holistic needs of people of all ages.



<sup>1</sup>Nursing associate students are not required to have placements in each field of nursing, but should, through their education programme, benefit from experience of children and adults, and patients/service users with mental health conditions and learning disabilities. They should understand the most significant factors to be aware of when providing care to different types of service user.

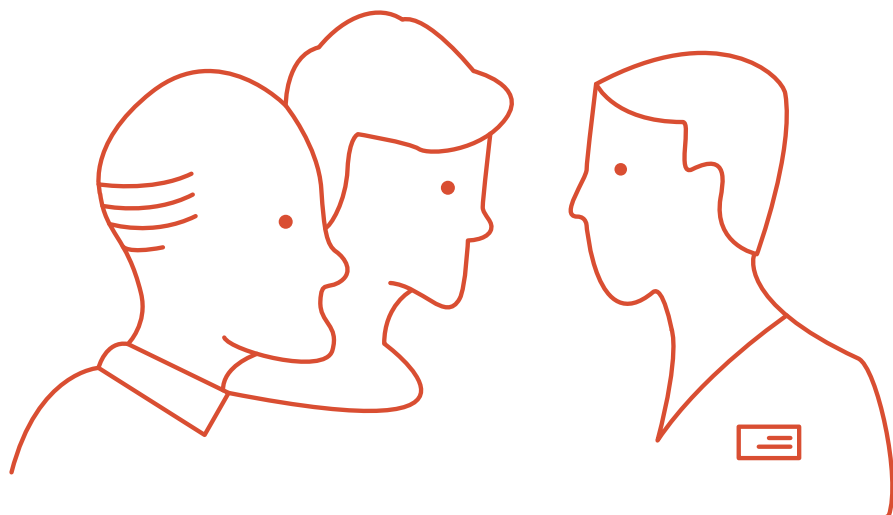
# Example scenarios

Here are some specific examples of how 'variety of experience' may be achieved in different models of nursing associate programme delivery.

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## Example

Hannah is a pre-registration nursing associate student who is working in an acute mental health ward. She is working closely with an elderly adult who has mental health problems and has a heart condition. This requires her to look at the patient's physical health and mental health.



## Example of areas/skills the student is exposed to

- Mental health
- Adult nursing
- Elderly and frail care
- Holistic health
- Supporting families
- Knowledge of nutrition
- Communication skills
- Recognising signs of vulnerability
- Understanding co-morbidities
- Administering medicines and injections.

## Example

Sam is a second year student on a pre-registration nursing associate programme. She is shadowing a midwife for a day.

## Example of areas/skills the student is exposed to

- Infant health
- Maternal pre and post-natal health
- Understanding of human development from conception
- Knowledge of nutrition
- Understanding blood pressure
- Venepuncture
- ECG
- Administering medicines and injections.

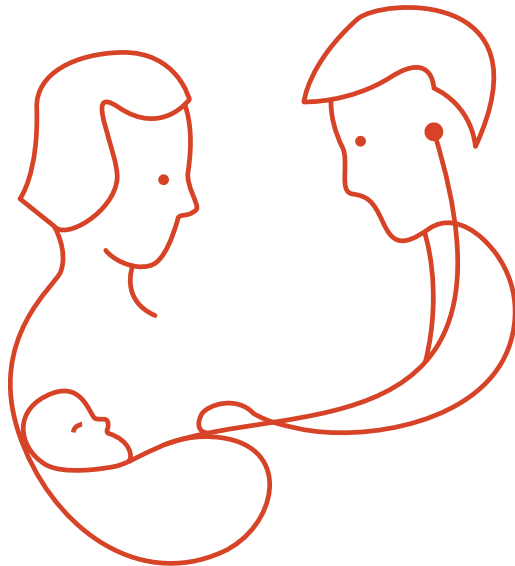
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## Example

Jill is on placement as part of her pre-registration nursing associate programme. She attends a simulation session along with her peers where she is focusing on a patient manikin developing a lung infection. The session is recorded to allow Jill to reflect on the way she performed.

## Example of areas/skills the student is exposed to

- Adult nursing
- Administration of oxygen
- Nasal and oral suctioning techniques
- Managing inhalation, humidifier and nebuliser devices
- Take and be able to identify normal peak flow and oximetry measurements
- Use appropriate nasal and oral suctioning techniques.



Here are some examples of how 'variety of experience' can be achieved through different placement models.

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### Placement model

Carl is on a pre-registration nursing associate programme where a 'hub and spoke' model is used for students. This means students divide their time between their 'hub' which is where they are employed and a series of 'spoke' placements (outside of their employer).

### Example of how this works

*Carl experiences:*

- An acute setting which is his 'hub' and place of employment
- A number of 'spoke placements' including mental health, learning disability and General Practice.

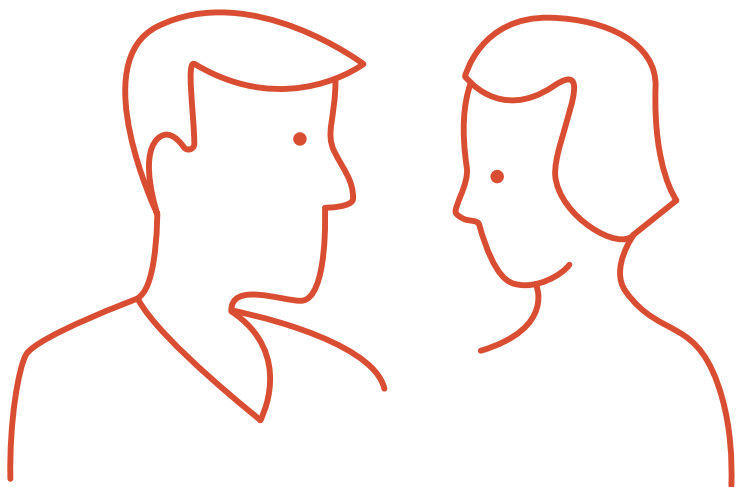
### Placement model

Tina who is enrolled in a pre-registration nursing associate programme experiences placements across three health and care settings (hospital, home and close to home).

### Example of how this works

*Tina experiences a number of placements from the following list:*

- Hospital: Acute medical and in surgical patient care, patient mental health services, critical care, rehabilitation services and neonatal services
- Home: District nursing, health visiting, nursing home and community outreach teams
- Close to home: Community hospitals, palliative and end of lifecare, community mental health or learning disability teams, school nursing and GPs.



# External practice placements

Our Standards for pre-registration nursing associate programmes say this about protected learning time (standard 3.5):

Approved education institutions (AEIs) together with practice learning partners must ensure that nursing associate students have protected learning time in line with one these two options:

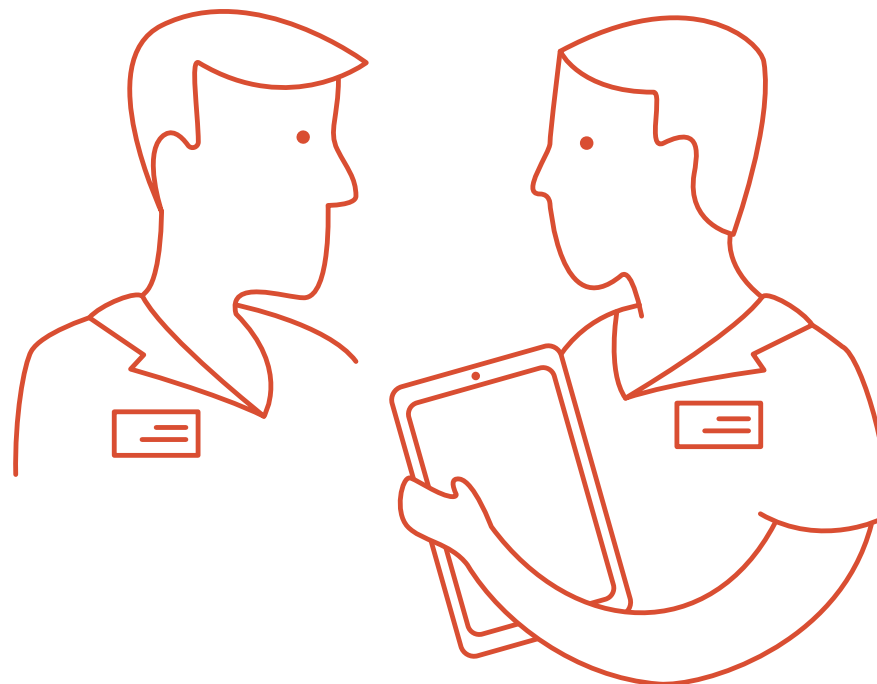
- **Option A:** nursing associate students are supernumerary when they are learning in practice
- **Option B:** nursing associate students who are on work-placed learning routes:
  - are released for at least 20 percent of the programme for academic study
  - are released for at least 20 percent of the programme time, which is assured protected learning time in **external practice placements**, enabling them to develop the breadth of experience required for a generic role, and
  - protected learning time must be assured for the remainder of the required programme hours.

For more information, read Supporting information: Protected learning time in practice for nursing associate programmes.

## Definition of external practice placement

An external practice placement is a placement a student undertakes outside their primary employed role.

For example, this might be a student employed in an acute ward of a hospital who is on an external practice placement in the maternity ward of the same hospital, or a placement outside the hospital, such as in general practice.



# The role of the Nursing and Midwifery Council

## What we do

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We regulate nurses, midwives and nursing associates in the UK. We exist to protect the public. We set standards of education, training, conduct and performance so that nurses, midwives and nursing associates can deliver high quality care throughout their careers.

We make sure nurses, midwives and nursing associates keep their skills and knowledge up to date and uphold our professional standards. We have clear and transparent processes to investigate nurses, midwives and nursing associates who fall short of our standards.

We maintain a register of nurses, midwives and nursing associates allowed to practise in the UK.

