

Placement model and learning pathways - BSc Nursing

This document aims to provide context around our placement model and practice learning pathways. The model and learning pathways were altered in 2021 (from random allocation of placements) following feedback from students. The following model and learning pathways were implemented following consultation with students, practice partners and service users. Overall, the aim of these revisions was to improve the student learning and programme experience.

Placement model

In each stage of the programme, students are allocated to 2 base and 2 spoke placements. This model was implemented to provide students with access to 12 placement experiences throughout the duration of their BSc programme.

The aim of this model was to support students in meeting their proficiencies, provide a breadth of experience across nursing environments and to provide experience within the different fields of practice. Overall, we wanted to support students' understanding and knowledge within a range of transferable skills in preparation of becoming a registered holistic practitioner.

Placements per stage example:



Learning Pathways

Learning pathways allow students to gain a deeper understanding of various specialities within healthcare. Students can be allocated to 1 of 5 learning pathways (1 per stage) covering a range of services that incorporate all fields of practice:

1. Acute
2. Community
3. Inpatient
4. Speciality
5. Continuing care

These pathways incorporate a variety of placement areas (with cross over of placements in appropriate pathways) and cover bases and spokes for all fields of practice.

Students will be allocated a learning pathway for each stage. The base placement will always remain field specific. Spoke placements may be in any field of practice but will link to the overall learning pathway and support student learning, as well as to meet the [NMC Annex B proficiencies](#).

Spoke placements may be within areas where there are no registered nurses, i.e social work placements, nurseries or charities. These placements are broadly recognised as valuable to student nurse learning. In recognition of the anxieties around qualifying in stage 3, in stage 3 of the programme spoke placements will only take place in areas with registered nurses.

Students in stage 3 of their programme will be able to request a learning pathway to follow (subject to availability) to assist in preparing for practice as Registered Nurses in areas they are interested in. Students can also request an elective placement. The elective placement must take place within our placement circuit and is subject to availability.

FAQs

- *Why is there cross over between placements within the learning pathways? i.e A&E features in the acute and community learning pathways.* - There is an overlap between many placements and the learning pathways. This is because we recognise that some areas fall into more than one nursing environment i.e A&E serves members of the community and aims to discharge patients where possible back home, it also deals in acute care cases. By overlapping the pathways, students can still experience a variety of placements, see the transition of care across different care settings (that links to the overall pathway) and prevent the pathways becoming restrictive. This also aims to support meeting students to meet learning outcomes and proficiencies.
- *Can I request a change to my learning pathway?* - No. The Practice Education Support Team aims to provide students with a range of placements. Only in exceptional circumstances can placements be changed, in this instance the individual placement would be altered rather than the learning pathway. In stage 3 of the programme, students have the opportunity to request a learning pathway to support their careers goals and aspirations. This is, of course, subject to availability. If you are not allocated to your preferred pathway the transferable skills gained in any area will support your transition to that of a registered nurse.
- *Does the learning pathway hinder my opportunities to meet my proficiencies or summative assessments?* - No. The aim of the learning pathway is to support you to meet your proficiencies and summative assessments. With any allocation process there will be some areas where meeting proficiencies will be easier than others. If you are concerned about meeting your proficiencies in your placement area, please discuss this as soon as possible with your Practice Assessor, Practice Supervisor or Practice Learning Link team (dohs-pll@york.ac.uk)
- *What is the difference between the learning pathways and the Harrogate or South Tees pathways?* - The Harrogate and South Tees pathways are available for students who wish to

undertake the majority of their placements within Harrogate or South Tees Trust. This may be due to travel, future career ambitions or Trust preference. Opportunities to go onto these pathways are available in stage 1 and remain for the duration of your programme. Students will still have learning pathways as part of their Harrogate or South Tees pathway.

- *Who can I contact for placement support?* - There are many people to support you during your placements. Your Practice Assessors or Practice Supervisors (nurses and registered staff within clinical areas), your Academic Assessor or the Practice Learning Link (PLL) Team (dohs-pll@york.ac.uk) are your first point of contact.
- *Where can I find more information on my placements?* - You can find lots of placement information on the [Health Sciences webpages](#), including the 'My Placement, MYEPAD' guides, answers to frequently asked questions and placement change request policies.