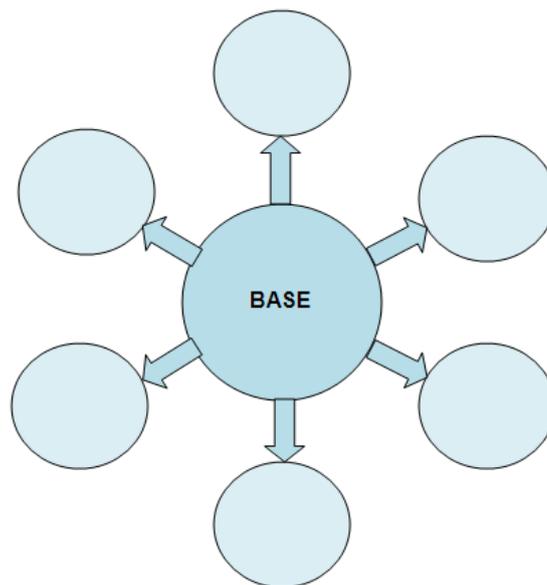




UNIVERSITY  
*of York*

The Department of Health Sciences

## BSc (Hons) Nursing



### Base and Spoke Handbook 2018/19

*For students, providers and teaching staff*

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## 1.0 General information

This handbook has been developed following collaboration between academic staff, practice partners, mentors and students. This guidance is of relevance to:

- Academic staff (personal supervisors and link lecturers)
- Clinical staff
- Registered nurse mentors (mentor)
- Associate mentors
- Students
- Spoke supervisors
- Learning Environment Managers
- Practice Learning Facilitators/coordinators
- Practice Education Facilitators
- Placement Administrators

### 1.1 What are the Aims of the Base and Spoke model of practice experience?

**The Base and Spoke model of practice experience enables students to achieve generic and field specific learning outcomes including those associated with maternity care. Through negotiation with their mentor the student will access 'spoke' experiences expanding their learning across fields in order to promote flexible high- quality and compassionate working practice which fosters deep learning.**

**Specifically the aims of the Base and Spoke model are to:**

- Maximise learning opportunities to meet learning needs.
- Promote a broader understanding of contemporary healthcare, related nursing roles and responsibilities in all fields of nursing practice and maternity care.
- Promote greater inter-professional learning and understanding of the roles of other healthcare professionals
- Enhance student understanding of the client experience of health care across organisations and agencies

### 1.2 What is a Base?

The Base is the student's primary experience and will be no less than 50% of the overall base and spoke allocation. In Stage One of the programme base experiences are generic and could be in any field. In Stages Two and Three they will be field specific, relating to the Field of Practice the student is studying e.g. Mental Health. The base experience could be in an acute, community, independent or private health care setting. Base experiences must have a valid educational audit and will provide

learning opportunities appropriate to the Stage of the programme to facilitate achievement of the required NMC Standards for pre-registration nursing education (NMC 2010a). Students are expected to spend no less than 50% of the whole practice allocation within their base area.

### **1.3 How long should the student spend on the base?**

It is anticipated that students will spend at least four weeks in the base placement initially before they begin to attend spokes and no less than two weeks at the end of the practice experience to consolidate their learning. However, the primary mentor in the base and student may negotiate a slightly different timetable based on the individual student's needs. The final decision rests with the registered nurse mentor as the accountable practitioner

### **1.4 Who is the mentor on the base?**

All base areas must have 'suitably prepared' registered nurse mentors sufficient for the number of students allocated (normally no more than three students per mentor) – NMC (2010a:R4.3.2, G9.3.3). Students may be supported by a system of team mentorship. However, a primary mentor must be identified in the base experience to maintain accountability for summatively assessing the student's overall performance based on accrued evidence from both the base and spoke experiences. This person must be on the mentor register. Decisions about student progression and proficiency will be influenced by both direct supervision and further evidence provided by other members of the team, as well as occupationally competent spoke supervisors. Mentors in bases during Stages Two and Three of the programme must meet the requirements for 'due regard' i.e. is qualified in the same field of practice as the student is studying (NMC 2010).

When a student is away from their base during a spoke experience, there should be clearly established communication systems between the primary mentor in the base area and the spoke supervisor in the area the student is visiting. This is to ensure student safety and to maintain an 'on-going achievement record'.

### **1.5 What are the responsibilities of the base experience primary mentor?**

The primary mentor should:

- Ensure the student is settled and embedded within the base team before they begin to attend spokes and completed all mandatory training as listed in the e-portfolio.
- Contact the relevant PEF or link lecturer if a student has not arranged their tripartite meeting.
- Ensure the student has identified, and that the mentor has agreed, specific learning outcomes prior to any spoke experience and that these 'add value' to learning in the base or provide experience across fields, providing opportunity for integrated learning.
- Confirm that there is an appropriate spoke supervisor for each spoke a student intends to visit.
- Check that the spoke supervisors contact details are available.

- If the mentor has any concerns about the student's safety or the relevance of the intended spoke then as an accountable registrant they should not agree to it.

## 2.0 What are tripartite meetings?

The purpose of the tripartite meeting is for the student, primary mentor and link lecturer to meet to agree the following:

- the practice learning needs of students relevant to the stage of the curriculum.
- which learning opportunities, within the base and spokes, are most relevant to achieve identified needs and required learning outcomes
- the criteria against which achievement of outcomes can be measured and types of evidence students can use to demonstrate competence.

### 2.1 How often do tripartite meetings occur?

The meeting should normally take place within the first half of the practice experience and it is the student's responsibility to organise a mutually convenient time with their mentor and the relevant link lecturer.

**Stage One** – Tripartite meetings occur in practice experience 1 and 2 to ensure that students and mentors have developed an agreed learning contract and are adopting the base and spoke model of practice experience.

**Stages Two and Three** – Students may arrange a tripartite meeting if they feel they require one, however this is not compulsory.

## 3.0 What is a spoke experience?

Spoke experiences are learning experiences related to patient/clients care within the base. This experience may be in acute, community, independent, voluntary or private sector settings. Spoke areas should include different fields of practice irrespective of the student's chosen field of practice. The spoke experience 'adds value' to the existing learning opportunities in the base to enable a student to achieve generic and field specific learning outcomes in order to gain a wider understanding of health and social care needs.

Students in the **Adult Field ONLY** have additional criteria to meet under the EU Directive. These criteria are shown in the e-portfolio and must be completed by the end of the programme. Students can cross reference EU requirements with spoke experiences where appropriate.

Spoke practice areas are advised to have a named occupationally competent person who serves as a point of contact for students who are arranging spoke placements. When arranging spoke visits to practice areas that are also base placements the additional student numbers should be taken into consideration and the date and time of the spoke experience should be mutually convenient for both the students and the spoke practice area. Spoke areas, should be identified when the base is audited and details held in the base practice area.

### **3.1 How long should the student spend on the spoke experience??**

The length of a spoke experiences will normally vary between 1hr to a maximum of 2 days and must be based on clear learning outcomes which have been agreed between the student, primary mentor and spoke supervisor. The learning from spoke experiences and time spent must be recorded in the e-portfolio and endorsed by the relevant spoke supervisor. There must be consistent and appropriate supervision for students in the spoke area by an occupationally competent person. Within a spoke experience there is no formal summative assessment of student performance but spoke supervisors and students must provide evidence of:

- Attendance – dates and times
- Evidence related to the agreed learning outcomes
- Level of performance related to the negotiated learning outcomes.

If a student's conduct/behaviour gives cause for concern then the spoke supervisor must contact the student's primary mentor/link lecturer/personal supervisor as soon as possible.

### **3.2 Who organises the spoke experience?**

It is the student's responsibility to arrange their spoke experiences through negotiation with their mentor. The student must clearly articulate and document the learning outcomes that are to be met by the spoke experience.

### **3.3 Who makes the final decision about the spoke experience?**

Any spoke experience **must** be agreed by the primary mentor and if a primary mentor feels that the proposed experience is inappropriate the student must adhere to their judgment as the accountable practitioner for the learning environment.

### **3.4 When is a spoke not a spoke?**

If a proposed 'spoke' covers a matter of hours rather than whole days it is usually for information gathering about a particular aspect of care rather than exposure to practical experience and is more appropriately referred to as a visit. The learning outcomes in this situation would relate to knowledge gathering and observation only. These outcomes can then be assessed by the primary base mentor through discussion and question and answer when the student returns to the base.

When a student is visiting an area, there should be clearly established communication systems between the mentorship team in the base area and the visit supervisor in the area the student is visiting.

### **3.5 What are the responsibilities of the spoke supervisor?**

The spoke experience supervisor should:

- Ensure the student has identified specific learning outcomes prior to a spoke experience.
- Confirm that you have the primary mentor's contact details.
- Inform the relevant mentor/link lecturer/personal supervisor if you have any concerns about the student's conduct or practice.

### **4.0 Is there any further support and information for students, mentors and spoke supervisors?**

Up-to-date practice experience information is available for students and mentors at:

[www.healthcareplacements.co.uk](http://www.healthcareplacements.co.uk)

And the Department of Health Sciences' Practice Education Support Website at:

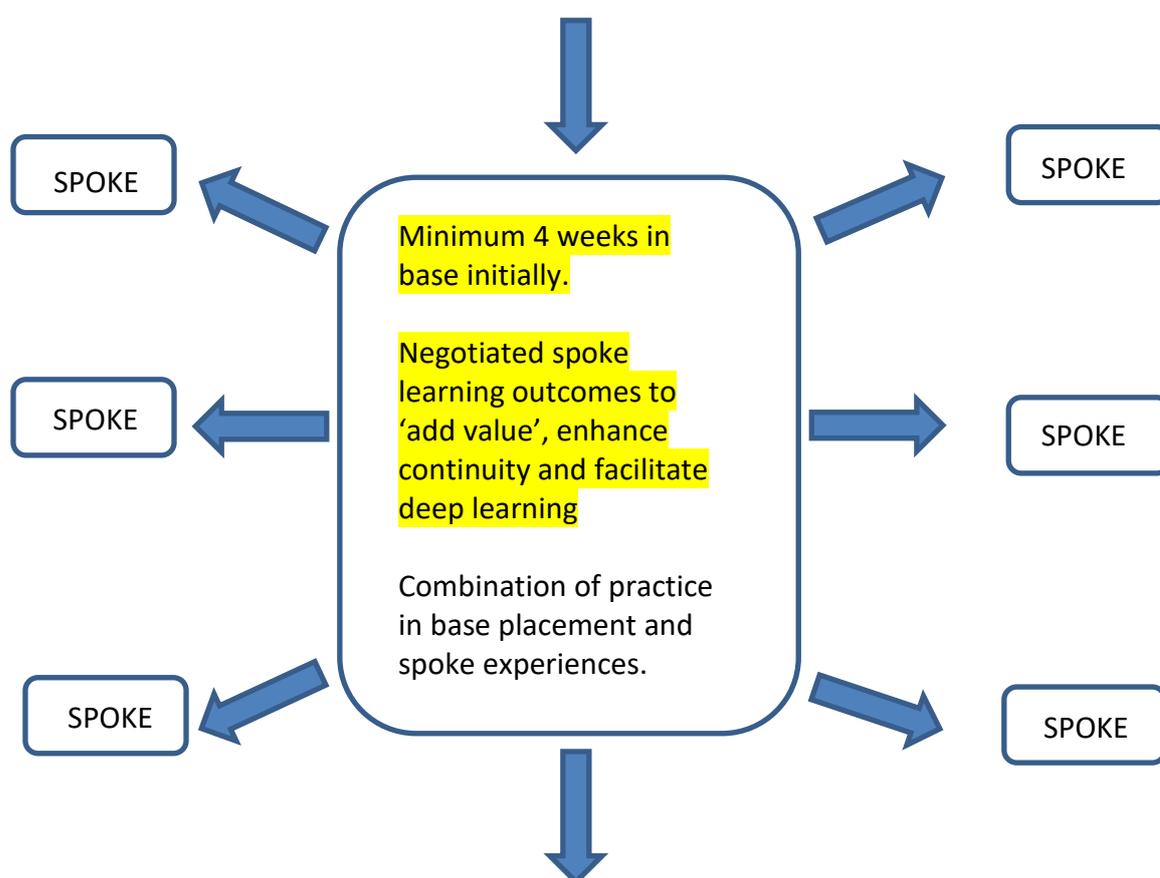
<http://www.york.ac.uk/healthsciences/practice-ed-support/#tab-3>

## 5.0 Model of base and spoke practice experience

Students access [www.healthcareplacement.co.uk](http://www.healthcareplacement.co.uk) for details about the practice placement

Then, contact base area prior to start of practice experience to obtain start date, shift times and mentor details

Period of introduction to base area (at least four weeks) to include tripartite meeting and identification of potential spokes



Minimum 2 week period of consolidation within base area, addressing any outcomes not achieved and identifying areas for development and growth in future practice experiences

## 6.0 Glossary

### **Appropriate supervision**

Working alongside and learning from a person with specialist knowledge of the practice area in order to promote safe and effective practice.

### **Associate mentor**

Registered nurse who is not currently a registered mentor who works in partnership and under the guidance of a registered mentor to support a student

### **Due regard**

The mentor must be 'on the same part or sub-part of the register as that which the student is intending to enter.'

### **Mentor**

Registered mentor in the base (or spoke) who is part of a team of mentors

### **Primary mentor**

Registered nurse mentor in the base accountable for reviewing the evidence and evaluating the student's competence.

### **Sign-off mentor**

A registered nurse, on the same part of the register and in the same field of practice, and who has met additional criteria identified by the NMC (2008:2.1.3) who confirms that students have met the standards leading to registration and a qualification that is recordable on the NMC register. A sign off mentor is only required in the final placement in Stage 3 of the programme.

### **Spoke supervisor**

The person responsible for supervision of students in a spoke experience area. The person experienced in the area of practice, occupationally competent, familiar with required learning outcomes and the principles of learning and assessment.

### **Suitably prepared**

The registered professional (or other) who has received training and is competent in supporting students. (NMC 2010a:G4.2.2)

### **Supernumerary**

The student 'will not, as part of their programme of preparation, be contracted by any person or body to provide nursing care'. (NMC 2010a:R4.6.1)

## 7.0 References

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