EDUCATIONAL AUDIT FOR PRACTICE LEARNING

Name of Provider
(eg Trust/Independent Sector) _____

Site/Cluster
(eg Belfast City Hospital) _____

Ward/Unit/Team _____

Date of Audit
(*Month and Year only*) _____

Review Date
(Month and Year only) _____

Audit information is shared where environments are utilised by more than one Education Provider

Outcomes of Current Audit	Please select and place a tick in the appropriate box below to indicate outcome	
Approved	Yes ☐	No ☐
Approved with Conditions (see Action Plan)	Yes ☐	No ☐
Not Approved (Please give reasons in Action Plan)	Yes ☐	No ☐

AGREED NUMBERS THE ENVIRONMENT CAN HOST

PRE-REGISTRATION PROGRAMMES	Max ***Whole Time Equivalent*** number of **Pre-Registration** students at any one time, **including Return to Practice Students** *(from all providers)**				
	EXCLUSIONS Please identify below, with supporting information, any exclusions that may apply to pre-registration students (eg, area unsuitable for first practice learning experience in year one)				
	RATIONALE FOR EXCLUSIONS				
POST-REGISTRATION PROGRAMMES	Max ***Whole Time Equivalent*** number of **Post-Registration** students at any one time *(from all providers and additional to Pre-Registration student numbers) **				
	Experience	**Suitable**		**Experience**	**Suitable**
	Health Visitors	Yes ☐	No ☐	Occupational Health	Yes ☐ No ☐
	District Nursing	Yes ☐	No ☐	School Nursing	Yes ☐ No ☐
	Specialist Practice	Yes ☐	No ☐	Other (Specify)	

* ***Please bear in mind that the pre-registration student experience, where available, will include the 24 hour / 7 day week shift pattern.***

ON COMPLETION:

- The ***original*** of this Education Audit should be returned by the **University Lecturer** to the relevant University Practice Learning/Allocation Office.
- A ***copy*** must be kept by the **Sister / Charge Nurse / Manager** of the environment.
- A second ***copy*** must be kept by the **Practice Education Facilitator** (or equivalent for Independent Sector).

Introduction

An audit of the learning environment for students on practice learning experiences is a mandatory requirement by the Nursing and Midwifery Council. Prior to the appointment of a Practice Education Team this process would have been undertaken by the link lecturer and the ward manager. The NMC Standards to Support Learning and Assessment in Practice (2008) clearly define the educational governance requirements that practice learning providers have responsibility for implementing. The practice education teams are responsible for providing professional support and facilitation to ward managers, team leaders, mentors and practice teachers in collaboration with Trust Senior Nurses, to ensure that the NMC Standards for Learning and Assessment in Practice are met by the Trust.

Outline of Roles and Responsibilities of Key Stakeholders

Completion of an educational audit is a dynamic process which may be initiated by each or all of the key stakeholders. Modern Health & Social Care services are complex in which change is the norm therefore it is important that all stakeholders recognise the challenges that managers face when planning an educational audit. Managers are key decision makers within this process; therefore audits should be planned with the essence of true partnership working and active engagement in mind. Service users' views should be considered in the audit process.

The Practice Education Facilitators are pivotal to ensuring that managers meet their education governance requirements. Furthermore they ensure that the outcome of the audit can be supported within a Trust context. During the audit process managers will be facilitated by the Practice Education Facilitator to consider operational, workforce and staff development needs for example:

Where a practice learning environment has a service user advocate, the service user advocate should be an active participant in the audit process, including the decision to approve the environment.

<u>Mentor capacity</u>:

1. The continuing professional development requirements of mentors and sign off mentors.
2. The identification of nurses to undertake the mentor programme.
3. Maximising the number of practice learning opportunities available in the Trust.
4. Commissioning decisions relating to advanced standing and post registration education requirements.

<u>Strategic direction which may influence the audit process such as</u>:

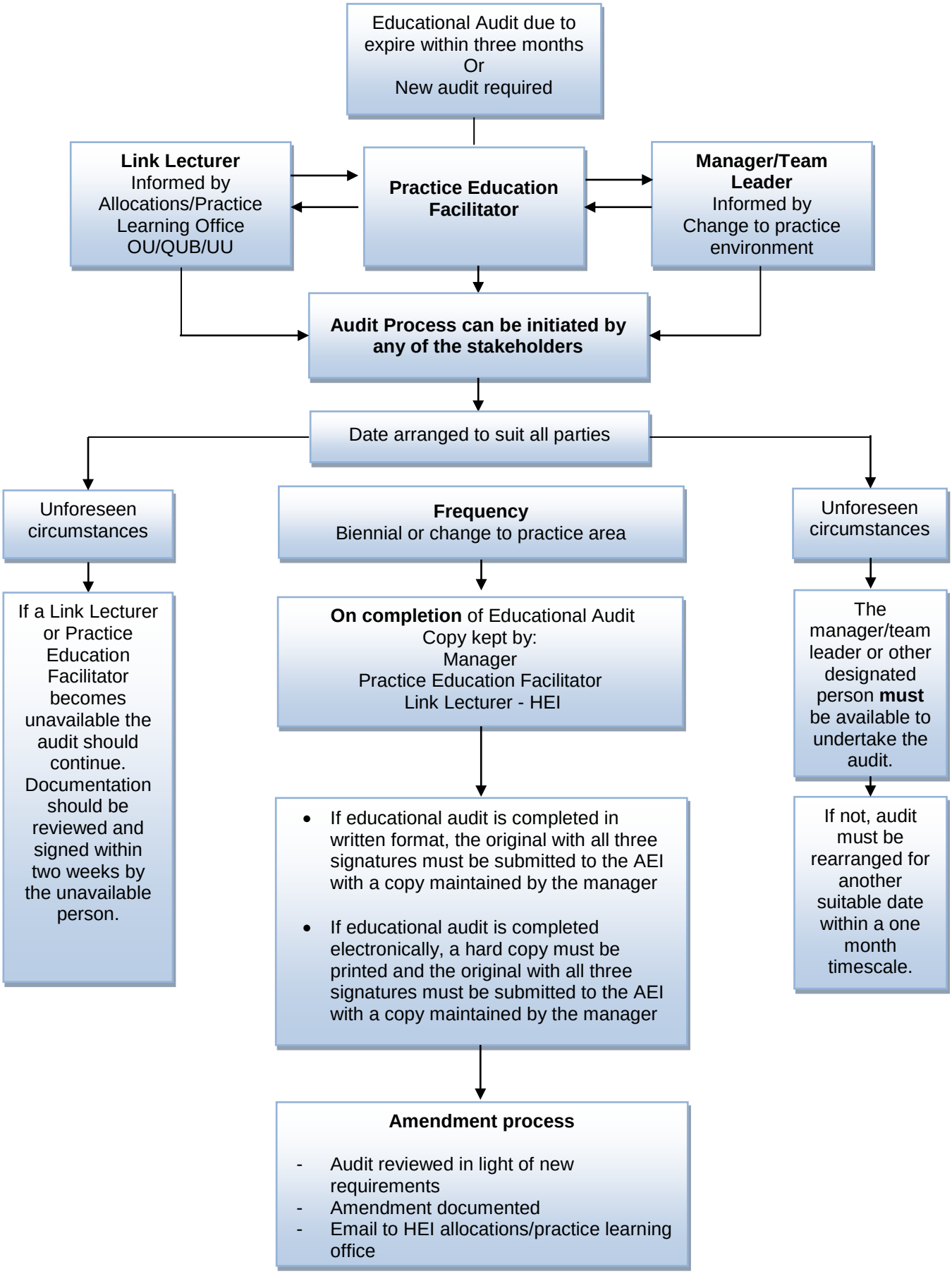
1. Modernisation & Reform Plans.
2. Service redesign.
3. The Trust Workforce Plan.
4. The Trust Nursing & Midwifery Strategy.

Approved Educational Institutions (AEIs) and their practice partners aim to build on and improve on the existing processes. In order to do this, the following principles underpin the educational audit process regionally:

- Each or all of the key stakeholders can initiate a practice learning audit.
- Audits will be planned in a timely manner thereby affording the opportunity for all the stakeholders to participate in the process.
- Audits will be signed off by all of the key stakeholders.
- All key stakeholders will receive a copy of the completed audit tool.

Central to this is the collaborative partnership between practice partners and AEIs necessary to develop quality practice placements for students of Nursing & Midwifery. With Northern Ireland, both parties are committed to this process.

PROCESS FOR INITIATING AND COMPLETING EDUCATIONAL AUDIT



GUIDELINES FOR THE EDUCATIONAL AUDIT FOR PRACTICE LEARNING

- An audit of the learning environment for students on practice learning experiences is a mandatory requirement of the Nursing and Midwifery Council (NMC), who have access to the audit information. The tool is designed to evaluate the learning environment for Nursing and Midwifery students to ensure they can achieve the learning outcomes specific to their curricula and will be **undertaken at least once every two years**.

- **Practice learning environments utilised for an Overseas Nursing Programme require an annual audit**.

- Queen's University Belfast, The University of Ulster, The Open University the five Health and Social Care Trusts and Independent sector representatives have collaborated on the design of this audit tool. It is envisaged that an educationalist from one of the Universities and Trust/Independent Sector representatives will participate in the audit. The information will then be shared as necessary between all the Universities.

- Only areas with a current audit can be utilised for student practice learning experiences.

- Access to quality assurance activities within the practice learning environment will be necessary so that these can be included in the audit e.g. RQIA Reports. Access to nursing documentation will also be required in order to access the quality of care planning. All material will be treated as strictly confidential.

- If issues are raised during the Educational Audit process, these will be discussed and **an Agreed Action Plan formulated to achieve the expected outcomes** e.g. number of available mentors needs to be increased.

- Agreed Actions will be addressed collaboratively by the Manager, the University Educationalist and the Trust Practice Education Team/Independent Sector equivalent.

- The University Educationalist who conducted the initial audit will be responsible for checking that all required actions on these plans have been actioned within the agreed time frames.

EDUCATIONAL AUDIT FOR PRACTICE LEARNING

ADDRESS OF PRACTICE LEARNING ENVIRONMENT	
Postal Address Line 1	
Postal Address Line 2	
Postal Address Line 3	
Postal Address Line 4	
Post Code	
Telephone Number	

Contact Details			
Designation	**Name**	**Telephone**	**E-Mail**
Sister/Charge Nurse/Manager			
Practice Education Coordinator			
Practice Education Facilitator			
Link Lecturer (Queen's University Belfast)			
Link Lecturer (University of Ulster)			
Staff Tutor Nursing (Open University)			
Supervisor of Midwives			
Service User Advocate			
Email address(es) for Allocation Reports to be Sent (Maximum 3)			

Type of Experience *(select and tick as appropriate)*			
Hospital	☐	Adult	☐
Community	☐	Mental Health	☐
Other *(please specify below)*	☐	Children's	☐
		Learning Disability	☐
		Midwifery	☐

1. DESCRIPTION OF PRACTICE LEARNING ENVIRONMENT

Please provide an overview of the practice learning environment under the following subheadings:

Type of practice learning environment (eg, medical ward, specialist service, team)
Description of practice learning environment and services provided *(eg number of beds, population served, throughput, range of care experiences and learning opportunities available to students).* This information will also be shared with students and NMC reviewers.

2. NMC PROGRAMME STANDARDS AND ESSENTIAL SKILLS CLUSTERS

2.1 NMC Essential Skills Clusters for Pre-Registration Nursing Programmes –

Applicable Yes ☐ No ☐

Does the practice learning environment facilitate experiences as defined by the following, within the context of that service? Please note this does not mean all essential skills under these headings are available, but that there are skills undertaken in this area that fall under these headings. Any 'No' should be followed with an explanation.

NMC Essential Skills Clusters (ESCs) for Pre Registration Nursing Programmes Annexe 1 to NMC Circular 07/2007 & NMC (2010) Standards for Pre-Registration Nursing Education		
Care and Compassion and Communication	Yes ☐	No ☐
Organisational Aspects of Care	Yes ☐	No ☐
Infection Prevention and Control	Yes ☐	No ☐
Nutrition and Fluid Management	Yes ☐	No ☐
Medicines Management	Yes ☐	No ☐
Explanation Notes for Any "No"		

2.2 NMC Standards for Pre-registration Midwifery Education - Essential Skills Clusters

Applicable: Yes ☐ No ☐

Does the practice learning environment facilitate experiences as defined by the following?
Any 'No' should be followed with an explanation.

NMC Standards for Pre-registration Midwifery Education - Essential Skills Clusters		
Communication	Yes ☐	No ☐
Initial consultation between the woman and the midwife	Yes ☐	No ☐
Normal labour and birth	Yes ☐	No ☐
Initiation and continuance of breastfeeding	Yes ☐	No ☐
Medical products management	Yes ☐	No ☐
Explanation Notes for Any "No"		

2.3 NMC Standards for Specialist Education and Practice –

Applicable: Yes ☐ No ☐

Does the practice learning environment facilitate experiences as defined by the following?
Any 'No' should be followed with an explanation.

NMC Standards for Specialist Education and Practice	
Assess the health and health related needs of patients, clients, their families and other carers and identify and initiate appropriate steps for effective care for individuals, groups and communities;	Yes ☐ No ☐
Plan, provide and evaluate skilled nursing care in differing environments with varied resources. (*Specialist community nurses must be able to adapt to working in people's homes and also small institutions, health centres, Surgeries, schools and places of work* ;)	Yes ☐ No ☐
Support informal carers in a partnership for the giving of care. The majority of care in the community is given by informal carers. They need guidance, support and resources to carry out tasks so that there is continuity of care for the patient;	Yes ☐ No ☐
Access and manage care needs in a range of settings. These are complex activities which call for informed judgement to distinguish between health and social needs recognising that the distinction is often a fine, but critical, one;	Yes ☐ No ☐
Provide counselling and psychological support for individuals and their carers;	Yes ☐ No ☐
Facilitate learning in relation to identified health needs for patients, clients and their carers;	Yes ☐ No ☐
Prescribe from a nursing formulary, where the legislation permits;	Yes ☐ No ☐
Act independently within a multidisciplinary/multi-agency context;	Yes ☐ No ☐
Support and empower patients, clients and their carers to influence and use available services, information and skills to the full and to participate in decisions concerning their care.	Yes ☐ No ☐
Explanation Notes For Any "No"	

2.4 NMC Standards of proficiency for Specialist Community Public Health Nurses –

Applicable: Yes ☐ No ☐

These standards of proficiency underpin the ten key principles of public health practice in the context of specialist community public health nursing. They are grouped into four domains:

NMC Standards of Proficiency for Specialist Community Public Health Nurses	
Search for health needs	Yes ☐ No ☐
Stimulation of awareness of health needs	Yes ☐ No ☐
Influence on policies affecting health	Yes ☐ No ☐
Facilitation of health-enhancing activities.	Yes ☐ No ☐

2.5 NMC Standards of Proficiency for Nurse and Midwife Prescribers –

Applicable: Yes ☐ No ☐

NMC Standards of Proficiency for Nurse and Midwife Prescribers	
Assess a patient/client's condition	Yes ☐ No ☐
Undertake a through history, including medical history and medication history, including over-the-counter medicines and complementary therapies	Yes ☐ No ☐
Decide on management of presenting condition and whether or not to prescribe	Yes ☐ No ☐
Identify appropriate products if medication is required	Yes ☐ No ☐
Advise the patient/client on effects and risks	Yes ☐ No ☐
Prescribe if the patient/client agrees	Yes ☐ No ☐
Monitor Response to medication and Lifestyle advise	Yes ☐ No ☐
12 days supervised learning in practice equating to 12 x 7.5 hours (6.5 hours excluding breaks) days, available to students	Yes ☐ No ☐
Opportunity to spend time with a range of non-medical prescribers, dispensing pharmacists, pharmacy technicians, as well as medical prescribers	Yes ☐ No ☐
Is the student able to avail of professional and managerial support, within an appropriate clinical environment that subscribes to the spirit and practice of nurse prescribing?	Yes ☐ No ☐

2.5.1 Eligibility Criteria for Designated Medical Practitioners for Above Programme Only

Please indicate Yes/No (please give more details in box below where No is selected)

Criteria for Designated Medical Practitioners	
Registered Medical Practitioner	Yes ☐ No ☐
At least three years recent clinical experience for a group of patients/clients in the relevant field of practice	Yes ☐ No ☐
Is within a GP practice and is either vocationally trained or is in procession of a certificate of equivalent experience from the Joint Committee for Post –graduate Training in General Practice Certificate or is a specialist registrar, clinical assistant or a consultant within a NHS Trust or other NHS employer	Yes ☐ No ☐
Has the support of the employing organisation or GP practice to act as the DMP who will provide supervision, support and opportunities to develop competence in prescribing practice	Yes ☐ No ☐
Has some experience or training in teaching and or supervising in practice	Yes ☐ No ☐
Normally works with the trainee prescriber.	Yes ☐ No ☐
Details for any **No** responses to Criteria for Designated Medical Practitioners	

3. CAPACITY OF PRACTICE LEARNING ENVIRONMENT TO SUPPORT PRACTICE LEARNING

3.1 NMC Standards to Support Learning and Assessment in Practice

Where is the Register of Mentors and Practice Teachers held?	Health and Social Care Trust ☐ Independent Sector – Hold own Register ☐ Held by University ☐

Number of available Mentors/Sign-Off Mentors and Practice Teachers				
	Mentors	**Sign-off Mentors**	**Sign-Off Mentors with NMC recorded SPQ's**	**Practice Teachers**
Part-Time				
Full-Time				
Total WTE				

Is there a process to ensure annual updating for mentors/practice teachers?	Yes ☐ No ☐
Is information held on the Local Register of Mentors and Practice Teachers about the availability of mentors communicated to the practice learning environment?	Yes ☐ No ☐
Is there a process in place to ensure that the practice learning environment returns updates for the Local Register about availability of mentors?	Yes ☐ No ☐
Is there a process in place to advise students of their mentors name at least one week in advance of the practice learning experience commencing?	Yes ☐ No ☐
Can the practice learning environment facilitate at least 40% supervision of the student's time by a mentor/practice teacher when giving direct care?	Yes ☐ No ☐
In addition to the above, can the practice learning environment one hour per week with the allocated Sign off mentor for student/s undertaking their final experience?	Yes ☐ No ☐
Have mentors/practice teachers information on the students' programme of study?	Yes ☐ No ☐
Have mentors/practice teachers information on the students learning outcome for practice learning?	Yes ☐ No ☐
Have mentors/practice teachers information on the students practice assessment requirements?	Yes ☐ No ☐
Have mentors/practice teachers access to the Student's Ongoing Achievement Record?	Yes ☐ No ☐

What network of support and supervision exists for mentors to enable them to fulfil their responsibilities, assist in making complex judgements and support their professional development	
Is there a process to ensure triennial review of mentors/practice teachers?	Yes ☐ No ☐
Does the facility encourage, support and develop new mentors via a Mentorship Preparation Programme?	Yes ☐ No ☐
Please document any challenges to meeting the above, including an Action Plan to address these	

For practice learning environments where Mentors/Practice Teachers do not exist but where valuable practice learning experiences are accessed:

In facilities where there are no mentors/practice teachers, and where students are not assessed, are there people who are prepared to supervise students for the particular practice learning experience?	Yes ☐ No ☐
If *Yes*, how many?	
How are these supervisors prepared and updated, and by who? Where is this recorded?	

3.2 Policies/Guidelines Available in the Practice Learning Environment

Document	Yes/No	Paper	Intranet
Professional Code of Conduct	Yes ☐ No ☐	☐	☐
Midwives Rules and Standards	Yes ☐ No ☐	☐	☐
Health and Safety	Yes ☐ No ☐	☐	☐
Confidentiality	Yes ☐ No ☐	☐	☐
Equal Opportunities	Yes ☐ No ☐	☐	☐
Therapeutic Management of Violence and Aggression	Yes ☐ No ☐	☐	☐
Infection Control	Yes ☐ No ☐	☐	☐
Adult/ Child Protection	Yes ☐ No ☐	☐	☐
Fire	Yes ☐ No ☐	☐	☐
Moving and Handling	Yes ☐ No ☐	☐	☐
Levels of Observation (Mental Health Services)	Yes ☐ No ☐	☐	☐
Bullying, Harassment and Violence in the workplace	Yes ☐ No ☐	☐	☐
Service Users right to decline being cared for by a student	Yes ☐ No ☐	☐	☐
Raising and Escalating Concerns (Whistleblowing)	Yes ☐ No ☐	☐	☐
Procedures for reporting accidents or incidents involving students to the University	Yes ☐ No ☐	☐	☐
Other (*please specify below)*	Yes ☐ No ☐	☐	☐

3.3 Health and Safety Representative

Does the practice learning environment have a health and safety representative *(please tick)?*	Yes ☐ No ☐	(provide the contact details of the representative)
How does the practice learning environment ensure health and safety legislation is complied with?		

3.4 Quality Assurance and Governance Processes

- Practice provision reflects a respect for the rights of service users and their carers
- Staff routinely use policies/guidelines to inform their practice
- Risk assessments are carried out regularly in relation to the practice area, staff and individual patients/clients
- The recommendations identified by the risk assessments are implemented and reviewed regularly
- Care provision is founded on relevant research or evidence based findings
- Care provision reflects national and local policies and initiatives
- A process is in place for raising and escalating concerns that is shared with AEIs
- A process is in place for reporting incidents that is shared with AEIs

In relation to the above are there any significant complaints or incidents that would indicate a problem *(please tick)*?	Yes ☐ No ☐
If Yes, please elaborate:	

What mechanisms are in place to quality assure nursing and midwifery care at Trust/Facility level?	
Trust Quality Audits of patient/client care	Yes ☐ No ☐
RQIA Quality Audits of patient client care	Yes ☐ No ☐
Record Keeping Audit	Yes ☐ No ☐
Patient Satisfaction Surveys	Yes ☐ No ☐
Local Supervising Authority Annual Audit *(Midwifery Only)*	Yes ☐ No ☐ N/A ☐
Other *(please specify)*	Yes ☐ No ☐ N/A ☐

Please provide the evidence used to confirm best practice occurs in this learning environment. This should include quality assurance reports such as incident summary reports, quality inspection reports, internal audits, complaints, and patient satisfaction surveys. All available evidence should be acknowledged and the date of any report/publication documented**.**

Evidence	Date of Evidence

In relation to the above are there any significant issues that would indicate an issue with this environment as a student learning experience?

Yes ☐ No ☐

Is ***Yes***, please elaborate and detail action plan to address issues.

3.5 Additional Experiences

Students are able to gain experience of working with voluntary sector agencies *(please tick)*	Yes ☐ No ☐
Please list those agencies with which experience can be gained	

3.6 Which Framework/Model is used for Assessment, Planning and Evaluation of care?

3.7 Learning Resources

Resource	Available	Not Available	Location of Availability e.g. Ward
Internet Access	☐	☐	
Library Access	☐	☐	
Journals	☐	☐	
Teaching/Learning Packages	☐	☐	
Student Orientation Pack	☐	☐	
Policies and Procedures	☐	☐	
National/Regional Protocols	☐	☐	
Specialist Nursing Teams *(please specify)*	☐	☐	
Study Area	☐	☐	
University Lecturer Visits	☐	☐	

3.8 Access to Multidisciplinary Team

Multidisciplinary Team	Yes/No	Comments
Medical	Yes ☐ No ☐	
Physiotherapy	Yes ☐ No ☐	
Occupational Therapy	Yes ☐ No ☐	
Dietician	Yes ☐ No ☐	
Speech and Language Therapy	Yes ☐ No ☐	
Social Worker	Yes ☐ No ☐	
Podiatry	Yes ☐ No ☐	
Other (*please specify)*	Yes ☐ No ☐	

3.9 Students Evaluation of Practice Learning Environment

(Students routinely complete an evaluation form at the end of each experience and salient information contained in this form should be recorded in the box below.)

Students of Nursing and Midwifery require supernumerary status to maximise opportunities to access available learning experiences. Does this environment actively protect and promote students' supernumerary status?

Yes ☐ No ☐

3.10 Staff Development

Practitioners are able to demonstrate that they engage in :	
Continuing Professional Development	Yes ☐ No ☐
Staff Appraisal Process	Yes ☐ No ☐
Supervision Policy	Yes ☐ No ☐
Mandatory Training Process	Yes ☐ No ☐
Annual Mentor/Sign-Off Mentor/Practice Teacher Updating	Yes ☐ No ☐
Other *(please specify)*	Yes ☐ No ☐

Any "No" responses should be captured in an Action Plan.

4. STAFFING INFORMATION

4.1 Nurses Part of the Register

Level 1 Sub-Part			Level 2 Sub-Part		
Field of Practice	**Full Time**	**Part Time**	**Field of Practice**	**Full Time**	**Part Time**
Adult			Adult		
Mental Health			Mental Health		
Learning Disabilities			Learning Disabilities		
Children			Children		
Total Number					

4.2 Midwives Part of the Register

Field of Practice	Full Time	Part Time
Midwifery		

4.3 Specialist Community Public Health Nurses Part of the Register

Field of Practice	Full Time	Part Time
Specialist Community Public Health Nursing - HV		
Specialist Community Public Health Nursing - SN		
Specialist Community Public Health Nursing - OH		

4.4 Staff with NMC Recordable Qualification

Qualification	Sub-Speciality	No.
Mode 1 Prescribing V100		
Community Practitioner Nurse Prescriber V150		
Extended Nurse Prescribing V200		
Extended Supplementary Nursing Prescribing V300		
Lecturer/Practice Educator LPE		
Teacher TCH		
Specialist Practitioner – Adult Nursing SPA		
Specialist Practitioner – Mental Health Nursing SPMH		
Specialist Practitioner – Learning Disability Nursing SPLD		
Specialist Practitioner – Children's Nursing SPC		
Specialist Practitioner – General Practice SPGP		
Specialist Practitioner – Community Mental Health Nursing SCMN		
Specialist Practitioner – Community Learning Disability Nursing SCLD		
Specialist Practitioner – Community Children's Nursing SPCC		
Supervisor of Midwives SOM		

5. DECLARATION OF APPROVAL

We declare that this practice learning environment is ☐ / is not ☐ suitable as a practice learning environment:

Signed: _____ *(Sister / Charge Nurse / Manager)*

Signed: _____ *(University Lecturer)*

Signed: _____ (*Practice Education Facilitator*)

Signed: _____ (*Service User Advocate if applicable*)

Date: _____

6. AGREED ACTION PLAN

(Duplicate as Necessary)

Agreed Action and Date for Completion			Planned Date for Review
Signature (Sister/Charge Nurse/Manager)		**Date**	
Signature University Lecturer		**Date**	
Signature Practice Education Facilitator		**Date**	
Review of Action Plan ***On review, the original of this form must be returned to the appropriate University, a copy retained by the Manager and a copy forwarded by the Manager to the Practice Education Team.***			
Signature (Sister/Charge Nurse/Manager)		**Date**	
Signature University Lecturer		**Date**	
Signature Practice Education Facilitator		**Date**	

University of ULSTER | The Open University Ireland | Queen's University Belfast | HSC Health and Social Care in Northern Ireland

ADDENDUM FOR AMENDMENT TO EDUCATIONAL AUDIT FOR PRACTICE LEARNING

Name of Provider
(eg Trust/Independent Sector) _____

Site
(eg Belfast City Hospital) _____

Ward/Unit/Locality _____

Date of Addendum
(*Day, Month and Year)* _____ **Review Date (remains two years from full audit)** *(Month and Year only)* _____

Please indicate what amendment has been made to the Education Audit:

			Rationale
Amendment to Audited Numbers	Max numbers of **Pre-Registration** students at any one time	Max number of **Post-Registration** students at any one time	
Amendment to Description of Practice Learning Environment			
Amendment to approval of area			
Extension to current audit *(maximum extension period is 6 weeks)*	Current Expiry Date	New Expiry Date	
Other			

Please indicate whether the amendment is temporary or permanent:

Temporary ☐ Permanent ☐

Notes (if needed):

Sister / Charge Nurse / Manager
(Print Name) _____ Signature _____ Date _____
University Lecturer
(Print Name): _____ Signature _____ Date _____
PEF
(Print Name) _____ Signature _____ Date _____

The original of this form must be returned to the appropriate University, a copy retained by the Manager and a copy forwarded by the Manager to the Practice Education Team.

University of ULSTER

SCHOOL OF NURSING

2006 PRE-REGISTRATION PROGRAMME

PLEASE INDICATE WHICH PLACEMENT EXPERIENCES/MODULES CAN BE UNDERTAKEN IN THE PLACEMENT AREA

ADULT BRANCH		MENTAL HEALTH BRANCH	
Placement Type	**Suitability**	**Placement Type**	**Suitability**
Multidisciplinary Assessment and Rehabilitation (NUR482)	Yes ☐ No ☐	Acute Mental Health Nursing (NUR310)	Yes ☐ No ☐
Nursing in the Community(NUR483)	Yes ☐ No ☐	Community Mental Health Nursing (NUR311)	Yes ☐ No ☐
Peri-operative Nursing (NUR484)	Yes ☐ No ☐	Care of Older People with Mental Health Problems (NUR309)	Yes ☐ No ☐
Continuing Care and Chronic Illness (NUR485)	Yes ☐ No ☐	Specialist Mental Health Nursing (NUR631)	Yes ☐ No ☐
Public Health and Cultural Diversity(NUR486)	Yes ☐ No ☐	Consolidation of Mental Health Care (NUR596)	Yes ☐ No ☐
Critical Care (NUR487)	Yes ☐ No ☐	Management of Mental Health Care (NUR596)	Yes ☐ No ☐
Management of Patient Care (NUR693)	Yes ☐ No ☐		

University of ULSTER

SCHOOL OF NURSING

2012 PRE-REGISTRATION PROGRAMME

PLEASE INDICATE WHICH PRACTICE LEARNING EXPERIENCES (BY YEAR AND LOCATION) CAN BE UNDERTAKEN IN THIS AREA

ADULT NURSING	Year 1		Year 2		Year 3	
	☐ Hospital	☐ General and specialist medicine ☐ General and specialist surgery ☐ Care of the old and geriatrics ☐ Mental health and psychiatry ☐ Learning Disability	☐ Hospital	☐ General and specialist medicine ☐ General and specialist surgery ☐ Care of the old and geriatrics	☐ Hospital	☐ General and specialist medicine ☐ General and specialist surgery ☐ Care of the old and geriatrics ☐ Has sign-off mentor(s)
	☐ Community	☐ Mental health and psychiatry ☐ Care of the old and geriatrics ☐ Home nursing ☐ Learning Disability	☐ Community	☐ Child care and paediatrics/ Maternity care (Public Health)	☐ Community	☐ Care of the old and geriatrics ☐ Home nursing ☐ Has sign-off mentor(s)

MENTAL HEALTH NURSING	Year 1		Year 2		Year 3	
	☐ Hospital	☐ Acute Care ☐ Rehabilitative/Continuing Care	☐ Hospital	☐ Specialist Care ☐ Acute Care ☐ Rehabilitative/Continuing Care	☐ Hospital	☐ Specialist Care ☐ Acute Care ☐ Rehabilitative/Continuing Care ☐ Has sign-off mentor(s)
	☐ Community	☐ Acute Care ☐ Rehabilitative/Continuing Care ☐ Learning Disability ☐ Child care and paediatrics/ Maternity care (Public Health)	☐ Community	☐ Specialist Care ☐ Acute Care ☐ Rehabilitative/Continuing Care	☐ Community	☐ Specialist Care ☐ Acute Care ☐ Rehabilitative/Continuing Care ☐ Has sign-off mentor(s)