Future Nurse Curriculum
Practice Pathways – Principles and Guidance

Overarching requirements

Students* must have practice learning opportunities that allow them to meet the Standards of proficiency for registered nurses to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice (NMC 2018 3.1).

Students must also have opportunities to meet the communication and relationship management skills and nursing procedures set out in these Standards of proficiency (NMC 2018 3.3).

Students must experience a variety of practice expected of registered nurses to meet the holistic needs of people of all ages (NMC 2018 3.2).

Students must be supernumerary whilst gaining these practice learning experiences (NMC 2018 3.7).

Students must experience working across the 7 day week and 24 hour day (NMC 2018 3.6).

Students studying the adult field of practice must have the experiences set out in the European Union Directive 2005/36/EC (NMC 2018 4.11).

Principles underpinning practice-based learning

1. Practice placements

1.1 Practice placement patterns are adhered to across the programme other than in exceptional circumstances.

1.2 All students complete three placements per Part of the programme.

1.3 Practice placement 3 in each Part will normally be in the student's designated core practice base.

2. Practice hours

2.1 Practice weeks may start on Saturday, Sunday or Monday according to local arrangements.

2.2 Students should normally work the shift patterns of each placement area in order to gain the full range of experiences across the working day. Any locally agreed arrangements must be communicated to students and practice tutors. Consideration of reasonable adjustments must be supported.

2.3 770 hours of practice must be completed per Part of the programme.

2.4 Students must complete three night shifts per Part of the programme and a Saturday or Sunday during each placement, where the area/team provides weekend services.

3. Practice experience

3.1 Practice learning should articulate with the requirements of the student’s Practice Assessment Document, the module materials, and practice module assignment cut-off dates.

3.2 Practice experiences should be planned so that across the duration of the programme students have had learning opportunities with: children, adults, and older people; in-patient and community services; the four fields of nursing practice. In addition adult nursing students must experience the requirements set out in the Directive 2005/36/EC (see page 3).

*Students includes nursing apprentices.

References to the NMC 2018 are to Standards for pre-registration nursing programmes.
# Adult Nursing

## Part 1

| Placement 1 | Focus on an introduction to health and care settings, being a learner in clinical practice and the principles of nursing care. Placements could include: Nursing Homes, General Inpatient Settings. Spoke placements will be student led and relate to clinical areas listed above to ensure understanding of the general principles of nursing care e.g. infection control team, tissue viability team, work of allied health professions, discharge team. |
| Placement 2 | Focus on promoting health and wellbeing and developing practice-based skills. Placements could include: Nursing Homes or General Inpatient Settings. Spoke placements will be student led and relate to clinical areas listed above to ensure understanding of the general principles of nursing care e.g. infection control team, tissue viability team, work of allied health professions, discharge team. |
| Placement 3 | Developing and enhancing practice skills and preparation for level 2. Placements will be diverse and be the student’s core practice-based environment. Spoke placements will be student led and relate to clinical areas listed above to ensure understanding of the general principles of nursing care e.g. infection control team, tissue viability team, work of allied health professions, discharge team. |

## Part 2

| Placement 1 | Focus on introduction to level 2 practice-based working and assessing care in long term conditions. Placements may include: Surgical Wards, Medical Wards, Community Settings. Spoke placements will be student led and relate to the development of understanding of different support services and specialist services for those with long term conditions e.g. diabetes team, COPD team, stoma care, heart disease service |
| Placement 2 | Focus on assessing and planning care across the lifespan. Placements could include: Surgical Wards, Medical Wards, Community Settings. Spoke placements will be student led and relate to specialist services supporting long term conditions, multi-disciplinary team services, maternity, mental health and learning disability. |
| Placement 3 | Focus on assessing and planning care for long-term conditions and multi-disciplinary team working Placements will be diverse and be the students core practice-based environment. Spoke placements will be student led and relate to specialist services supporting long term conditions, multi-disciplinary team services, maternity, mental health and learning disability. |
### Part 3

| Placement 1 | Focus on an introduction to level 3 practice-based working and managing complex care.  
|            | Placements could include: Accident and Emergency Department, High Dependency Units, Coronary Care Unit, Acute Admissions, Acute Medical or Surgical Wards.  
|            | Spoke placements will be student led and should relate to services that support the care and management of patients with complex care needs e.g. critical care or high dependency outreach teams, acute stroke team. |
| Placement 2 | Focus on managing complex care situations in inpatient settings  
|            | Placements could include: Accident and Emergency Department, High Dependency Units, Coronary Care Unit, Acute Admissions, Acute Medical or Surgical Wards.  
|            | Spoke placements will be student led and should relate to services that support the care and management of patients with complex care needs e.g. critical care or high dependency outreach teams, acute stroke team. |
| Placement 3 | Focus on managing complex care in clinical area and associated with wider interdisciplinary disciplinary team  
|            | Placements will be diverse and be the students core practice-based environment.  
|            | Spoke placements will be student led and should relate to services that support the care and management of patients with complex care needs. |


- general and specialist medicine
- general and specialist surgery
- childcare and paediatrics
- maternity care
- mental health and psychiatry
- care of the old and geriatrics
- home nursing
### Mental Health Nursing

#### Part 1

<table>
<thead>
<tr>
<th>Placement 1</th>
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<td>Spoke placements will be student led and could include a range of services such as inpatient services (acute care) or community specialist services (older adults; eating disorder services; low secure settings; day centres)</td>
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<td>Spoke placements will be student led and could include specialist inpatient services (secure; eating disorder services; older adults; CAMHS); specialist community services (CAMHS; outreach services; early intervention services; substance misuse services; secure services; day centres).</td>
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### Placement 3

Focus on active participation in care. Building sound knowledge and a range of skills to deliver safe, person centred care and evidence based care across a range of contexts with increased confidence and competence.

Placements will be diverse and be the student's core practice-base.

Spoke placements will be student led and could include specialist inpatient services (secure; eating disorder services; older adults; CAMHS); specialist community services (CAMHS; outreach services; early intervention services; substance misuse services; secure services; day centres).

### Part 3

#### Placement 1

Focus on practising independently with minimal supervision and leading and coordinating care. Building comprehensive knowledge and skills to support safe and effective practice for person centred care in flexible and dynamic situations.

Placements could include: Community Mental Health Recovery Services (child/adult/older adult/secure); Hospital Based Recovery Services (child/adult/older adults/secure).

Spoke placements will be student led and could include inpatient services (acute care/secure care) or community specialist services (CAMHS; older adults; outreach services; eating disorder services; low secure settings; day centres).

#### Placement 2

Focus on practising independently with minimal supervision and leading and coordinating care. Building comprehensive knowledge and skills to support safe and effective practice for person centred care in flexible and dynamic situations.

Placements could include: Community Mental Health Services (child/adult/older adult) acute or recovery; Hospital Based Mental Health Services (child/adult/older adult/secure) acute or recovery.

Spoke placements will be student led and could include specialist inpatient services (secure services, eating disorder services, older adults, CAMHS) or specialist community services (CAMHS; outreach services; early intervention services; substances misuse services; secure services; day centres).

#### Placement 3

Focus on managing complex care in clinical area and associated with wider interdisciplinary disciplinary team

Placements will be diverse and be the student’s core practice-base.

Spoke placements will be student led and could include specialist inpatient services (secure services, eating disorder services, older adults, CAMHS) or specialist community services (CAMHS; outreach services; early intervention services; substances misuse services; secure services; day centres).
# Learning Disability Nursing

## Part 1

| Placement 1 | Focus on understanding the well person and their development, building a therapeutic relationship with people who have a learning disability and their carers and developing confidence in practising a range of communications approaches.  
Placements could include: Nursery and Early Years settings that include children with SEND; Special schools and other special educational settings such as specialist residential schools; Children’s Centres; placements with school nurses, specialist health visitors and community children’s nurses; Short break services; Learning Disability Community Teams; Day Services, Respite Services and other private and voluntary organisations where the focus is on supporting people who have a learning disability; specialist autism services.  
Spoke placements will be student led and relate to clinical areas listed above as well as other relevant services and health care professionals to ensure learning reflects the whole of the patient journey. |
|---|---|
| Placement 2 | Focus on getting to know the person who has a learning disability in an ‘ordinary living’ environment. The emphasis is on observing ‘daily life’, building a therapeutic relationship and developing confidence in practising a range of communications approaches.  
Placements could include: Special schools including specialist residential schools; higher education colleges with provision for young people who have a learning disability; community-based residential or care services supporting people with a learning disability, for example organisations that provide supported living; Community Learning Disability Teams.  
Spoke placements will be student led and relate to clinical areas listed above as well as other relevant services and health care professionals to ensure learning reflects the whole of the patient journey. |
| Placement 3 | Focus on the well person. The emphasis is on observing ‘daily life’, building a therapeutic relationship and developing confidence in practising a range of communications approaches and nursing procedures.  
Placements will be diverse and in student’s core practice base.  
Spoke placements will be student led and relate to clinical areas listed above as well as other relevant services and health care professionals to ensure learning reflects the whole of the patient journey. |

## Part 2

| Placement 1 | Focus on the health and wellbeing of people with a learning disability who may have acute illnesses as well as long term conditions in the hospital and the community.  
Placements could include: specialist community learning disability teams; local authority learning disability nursing services; primary care/ health centres; community learning disability nurses/health visitors; primary health liaison nurses; hospital liaison nurses for people with ASD and/or LD; strategic health facilitators; clinical nurse specialists; CAMHS Learning Disability Services; Children’s Community Teams; Transition Services.  
Spoke placements will be student led and relate to clinical areas listed above as well as other relevant services and health care professionals to ensure learning reflects the whole of the patient journey. |
| Placement 2 | Focus on the health and wellbeing of people with a learning disability who may have acute illnesses as well as long term conditions in the hospital and the community. Placements could include nursing homes and care of the older person where the focus is on supporting people with impaired cognition, for example dementia care; general community-based nursing; neurology, specialist epilepsy nurses; acute wards (medicine, surgery); accident and emergency departments (A&E); and theatres; child or adult palliative care, for example hospice services. Spoke placements will be student led and relate to clinical areas listed above as well as other relevant services and health care professionals to ensure learning reflects the whole of the patient journey. |
| Placement 3 | Focus on the health and wellbeing of people with a learning disability who may have acute illnesses as well as long term conditions in the hospital and the community. Placements will be diverse and in student’s core practice base. Spoke placements will be student led and relate to clinical areas listed above as well as other relevant services and health care professionals to ensure learning reflects the whole of the patient journey. |

**Part 3**

| Placement 1 | Focus on care of people with a learning disability who have complex needs requiring specialist care in-hospital and/or in the community. Placements could include teams supporting people with behaviour that challenges; teams supporting people with learning disabilities and autism; liaison and diversion services; youth offending teams; forensic nursing care; assertive outreach services; specialist community learning disability team; child and adolescent mental health services; Spoke placements could include high dependency care, specialist epilepsy nurses; other specialist areas such as neurology or hospices; as well as medical wards and other hospital-based services supporting people with a learning disability requiring specialist care. |
| Placement 2 | Focus on care of people with a learning disability who have complex needs requiring specialist care in-hospital and/or in the community. Placements could include teams supporting people with behaviour that challenges; teams supporting people with learning disabilities and autism; liaison and diversion services; youth offending teams; forensic nursing care; assertive outreach services; specialist community learning disability team; child and adolescent mental health services. Spoke placements could include high dependency care, specialist epilepsy nurses; other specialist areas such as neurology or hospices; as well as medical wards and other hospital-based services supporting people with a learning disability requiring specialist care. |
| Placement 3 | Focus on care of people with a learning disability who have complex needs requiring specialist care in-hospital and/or in the community. Placements will be diverse and in student’s core practice base. Spoke placements could include high dependency care, specialist epilepsy nurses; other specialist areas such as neurology or hospices; as well as medical wards and other hospital-based services supporting people with a learning disability requiring specialist care. |
# Children and Young People’s Nursing

## Part 1

| Placement 1 | Focus on understanding the well child/young person and their development, building therapeutic relationships with children/young people and their families and developing confidence in communicating with children of all ages in the context of normal childhood activities. Gain understanding of family-centre care and multi-agency/inter-professional working.  

Placements could include: Nursery and Early Years settings; Special schools and other educational settings; Children’s Centres; placements with health visitors and school nurses; young people’s sexual health clinics; child minders and professional nannies (if Ofsted approved).  

Additional suggestions.  
CYP outpatient departments  
Community midwives – with spokes to breast feeding advisors or specialist peri natal midwives if available.  
Third sector organisations – such as Barnardo’s, Child protection teams as spoke placements  
Community mental health services – that see CYP or families with substance misuse  
Play specialist – perhaps as a spoke placement  
Out of hours care – particularly where they see CYP  
Family Nurse Partnerships – Scotland  
Family centres  
Child development centres  
Schools with additional support for learning units - i.e. ‘Autism resource’ Scotland  

Spoke placements will be student led and relate to clinical areas listed above to ensure understanding of the communication needs and developmental stages for children of all ages. |
| --- | --- |
| Placement 2 | Focus on understanding the well child/young person and their development, building therapeutic relationships with children/young people and their families and developing confidence in communicating with children of all ages in the context of accessing hospital-based health care services.  

Gain an appreciation of the impact on CYP who require hospital-based care. Preparing CYP for hospital-based care. Gain an understanding of how to assess and manage CYP in hospital-based care.  
Placements could include: All general children’s wards; outpatient clinics; day surgery units, ambulatory care units, clinical assessment units, clinical investigation units.  

Spoke placements will be student led and relate to clinical areas listed above to understand of the impact on the well child of all ages of accessing hospital-based health care services. |
| Placement 3 | Focus on consolidating their understanding of the well child/young person and their development, building therapeutic relationships with children/young people and their families and developing confidence in communicating with children of all ages in their designated core practice base.  

Spoke placements will be student led and could be undertaken within hospital or the community settings to ensure an in depth understanding of the well child/young person and the impact on them of accessing health services. |
### Part 2

| Placement 1 | Focus on care of children and young people who are acutely unwell in the hospital and the community.  
Gain understanding the principles of assessing and managing sick CYP and common reasons for acute illness. Supporting families who have sick children in hospital. Multi professional working. Achieving professional values  
Placements could include: Children’s Medical Wards; Children’s Surgical Wards; Theatres; General Children’s Wards; Adolescent Units; Accident and Emergency Departments; Paediatric Decision Units; Clinical Nurse Specialists; Community Children’s Nursing Services.  
Spoke placements will be student led and relate to clinical areas listed above to ensure learning reflects the whole of the patient journey- i.e. play specialists, anaesthetic rooms, X ray, theatres, recovery areas, outpatients, specialist nurses, dietitians, physio therapists, occupational therapists, social workers, teachers (particularly if hospital based school facilities). |
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| Placement 2 | Focus on care of children and young people with long-term conditions in the hospital and the community.  
Placements could include: General Children’s Wards; Children’s Respite Centres; Specialist Children’s Wards; Adolescent Units; Clinical Nurse Specialists; Community Children’s Nursing Services; Children/young people on long-term ventilation at home; Children’s Hospices.  
Spoke placements will be student led and relate to clinical areas listed above to ensure learning reflects the whole of the patient journey. |
| Placement 3 | Focus on care of children and young people who are acutely unwell and/or have a long-term condition in the student core practice base.  
Spoke placements will be student led and relate to clinical areas listed above to ensure learning reflects the whole of the patient journey. |

### Part 3

| Placement 1 | Focus on care of children/young people who have complex needs requiring high dependency or specialist care in-hospital and/or in the community. To consider supporting families with complex care needs. Assessing and managing the deteriorating CYP and their families. Supporting CYP with complex care needs who require palliative or bereavement care and support.  
Placements could include: Neonatal Intensive Care Units (NICUs); Paediatric Intensive Care Units (PICUs); High Dependency Units (HDUs); Accident and Emergency Departments (A&E); Children/young people on long-term ventilation at home; Children’s Hospices and Children’s Bereavement Services; Specialist Community Children’s Nursing Teams. Could also include A and E, theatres, CAMHS, specialist Nurse services, specialist units – thermal injuries, spinal units if available, A and E, theatres, specialist nurses, residential areas for children with complex care needs, CCNs/ Specialist nurses who support complex care at home, Charities- CHAS (Scotland), Marie Curie, Mac Millan Nurses, Hospice Nurses.  
Spoke placements will be student led and relate to clinical areas listed above as well as other relevant services and health care professionals to ensure learning reflects the whole of the patient journey. |
| Placement 2 | Focus on care of children/young people who have complex needs requiring high dependency or specialist care in-hospital and/or in the community. Placements could include: Neonatal Intensive Care Units (NICUs); Paediatric Intensive Care Units (PICUs); High Dependency Units (HDUs); Accident and Emergency Departments (A&E); Children/young people on long-term ventilation at home; Children’s Hospices and Children’s Bereavement Services; Specialist Community Children’s Nursing Teams. Could also include A and E, theatres, CAMHS, specialist Nurse services, specialist units – thermal injuries, spinal units if available, A and E, theatres, specialist nurses, residential areas for children with complex care needs, CONs/ Specialist nurses who support complex care at home, Charities- CHAS (Scotland), Marie Curie, Mac Millan Nurses, Hospice Nurses. Spoke placements will be student led and relate to clinical areas listed above as well as other relevant services and health care professionals to ensure learning reflects the whole of the patient journey. |
| Placement 3 | Focus on consolidating their understanding of the care of children/young people who have high dependency or complex needs requiring specialist care in-hospital and/or in the community according to the student core practice base. Spoke placements will be student led and relate to clinical areas listed above as well as other relevant services and health care professionals to ensure learning reflects the whole of the patient journey. |