

Information Sheet - Action Plan for Professional Experience Placement (APPEP)

Purpose

The purpose of the *Action Plan for Professional Experience Placement (APPEP)* is to improve 'Bachelor of Nursing Science' and 'Bachelor of Nursing Science/Bachelor of Midwifery' students' preparedness for professional experience placement (PEP). The basis of this strategy is that professional experience placement is considered a privilege, and students need to be adequately prepared and behave in a responsible manner to ensure safe standards are practiced when caring for people and working with healthcare professionals in the clinical setting. For students who have an identified weakness in knowledge or skill/practice, or have had more than 12 months since their last professional experience placement, this proposed strategy aims to bridge this gap.

Note: Students identified as 'at risk of underperforming' during PEP are assessed using the ANSAT/AMSAT Tool. Students who do not demonstrate an overall satisfactory standard are referred for guided practice within the Self-Directed Learning Laboratory (SDL Lab) for additional and focused practice before, during, or after PEP.

Criteria

An APPEP will be initiated for students who fall into one of the following two categories:

- A) Identified Performance Issue or
- B) Lengthy Delay between PEP.

The criteria for these categories include:

A. *Identified Performance Issue*

- a. Student has previously failed a subject which includes PEP;
- b. Student, identified by an Academic, who is performing at a sub-optimal standard during practical or laboratory classes, including unsatisfactory attendance and unprofessional behaviour;
- c. Student has failed a practical skills assessment.

B. *Lengthy Delay between Professional Experience Placements*

- a. Students with an interrupted pathway, or a leave of absence, resulting in a lengthy delay between PEP. A lengthy delay is defined as not having undertaken PEP for twelve months or more.

Process

A. *Identified Performance Issue*

For students who have an 'Identified Performance Issue', the Subject Co-ordinator will determine the skill/practice or knowledge deficit, and prepare the APPEP, in consultation with SDL Lab staff and the student drawing on previous PEP ANSAT assessments if necessary. For clinical skill issues, usually, the student will be required to demonstrate they are able to perform the clinical skill safely and efficiently, assessed by the Academic in the SDL Lab. Students who have failed a clinical skill assessment will be required to repeat the clinical skill as part of the APPEP. The student is responsible for organising practice and assessment in the SDL lab, through the SDL booking system.

The Subject Co-ordinator will prepare the APPEP in consultation with the student.

B. *Lengthy Delay between Professional Experience Placements*

Students who have had a lengthy delay between PEP are required to attend clinical reconnect sessions and practice core skills commensurate with their level in the course. Skills will depend on when the absence occurred. The Subject Co-ordinator will prepare the APPEP in collaboration with SDL Lab staff and student. The following table provides some guidance for the type of practices which might be included in the APPEP:

o Principles of Nursing Practice

	Year		
Sem	1	2	3
1		Assessment Medication safety Infection prevention and control Therapeutic communication Professional behaviours Clinical reasoning	Assessment Medication safety Identification and Care for Deteriorating patient Therapeutic communication Professional behaviours Clinical reasoning
2	Assessment Medication safety Therapeutic communication Professional behaviours Clinical reasoning	Assessment Medication safety Therapeutic communication Professional behaviours Clinical reasoning	Assessment Medication safety Identification and Care for Deteriorating patient Therapeutic communication Professional behaviours Clinical reasoning

o Principles of Midwifery Practice

	Year			
Sem	1	2	3	4
1		Antenatal and postnatal assessment Foetal assessment Medication safety Infection prevention and control Therapeutic communication Professional behaviours Clinical reasoning	Assessment across the continuum of maternity care Medication safety Identification and Care for Deteriorating patient Therapeutic communication Professional behaviours Clinical reasoning	Obstetric emergencies Newborn resuscitation CTG interpretation Medication safety Therapeutic communication Professional behaviours Clinical reasoning
2	Antenatal Assessment Medication safety Therapeutic communication Professional behaviours Clinical reasoning	Labour and birth Assessment Foetal assessment Newborn resuscitation Medication safety Therapeutic communication Professional behaviours Clinical reasoning	Labour and birth Assessment Foetal assessment Newborn resuscitation Medication safety Therapeutic communication Professional behaviours Clinical reasoning	Obstetric emergencies Newborn resuscitation CTG interpretation Medication safety Therapeutic communication Professional behaviours Clinical reasoning

Students with an active APPEP will not be allocated PEP until the learning objectives of the APPEP are achieved. It is the responsibility of the Academic that initiated the APPEP to liaise with the Academic Lead: Professional Practice (ALPP) as necessary, about forthcoming PEP. An active APPEP may delay the student's PEP allocation.

Structure of the Action Plan for Professional Experience Placement (APPEP)

The APPEP has four sections: 1) Reason for implementation; 2) Confirmation; 3) Completion; and 4) Learning Objectives.

Upon successful achievement of the learning objectives as outlined in the APPEP, the student will forward the completed documentation to the Academic who confirmed the APPEP (Section 2) via email as a scanned document. When this document is completed, the Academic will complete Section 3 and liaise with the ALPP about student's PEP allocation. If a student has not achieved the APPEP learning objectives within the specified timeframe, *the student may not be allocated a PEP, which may affect students' progress and prolong course enrolment.*

Administration

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Approval Details

Policy Sponsor	Nursing and Midwifery Learning and Teaching Committee
Version no	19-1
Date for next Major Review	18/07/2022

Revision History

Version	Approval date	Implementation date	Details	Author
19-1	18/07/2019	18/07/2019	Information sheet for action plan to improve preparedness for students on Professional Experience Placement	Academic Lead: Professional Placement