

# Supporting Learners in Practice (SLiP) Update September 2020

An update for Practice Supervisors  
and Practice Assessors  
(formally known as mentors)

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# Aim of update

- » Clarify the new roles and responsibilities of practice supervisor , practice assessor and academic assessor
- » Consider innovative approaches that allow students to achieve a full range of clinical learning experiences during the pandemic
- » Discuss the concept of coaching and how it can enable student empowerment
- » Risk assessment
- » Update on University curriculum

# Mentor Role 2006 - 2018

- » Standards for Learning and Assessment in Practice (NMC, 2008)
- » Mentorship is an accredited course
- » Mentors develop against the 8 domains of mentoring
- » Mentors work with students 40% of placement
- » Mentors teach and assess students
- » Annual mentor update
- » Triennial review
- » Sign off mentor
- » Trust maintain a live database of mentors and sign off mentors



In the absence of practice standards SLAiP was adopted by HCPC

# Framework for Supporting Learners in Practice

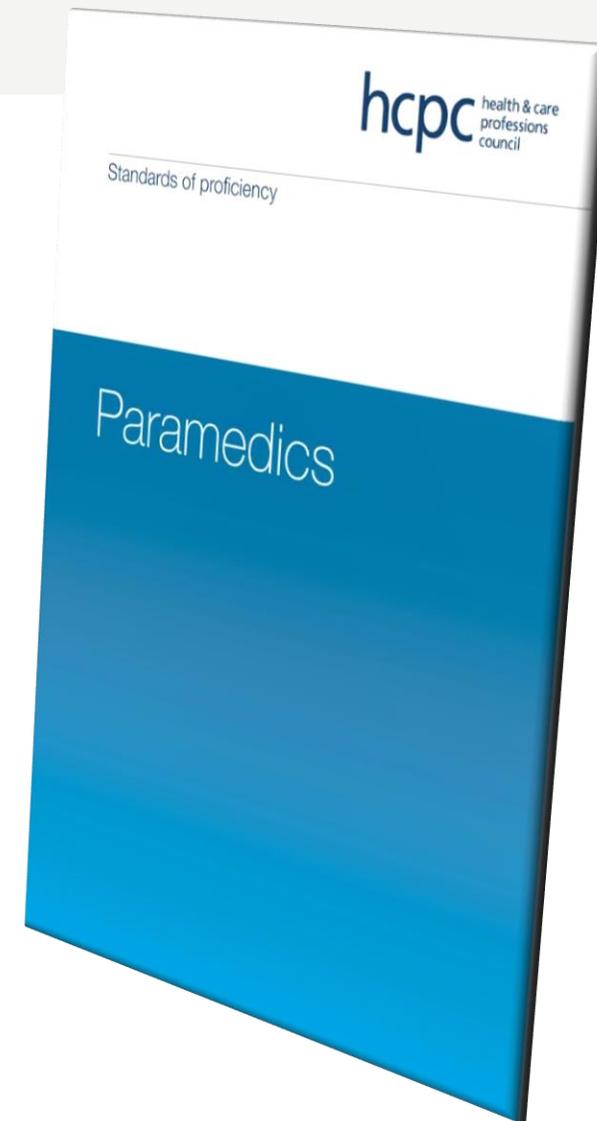
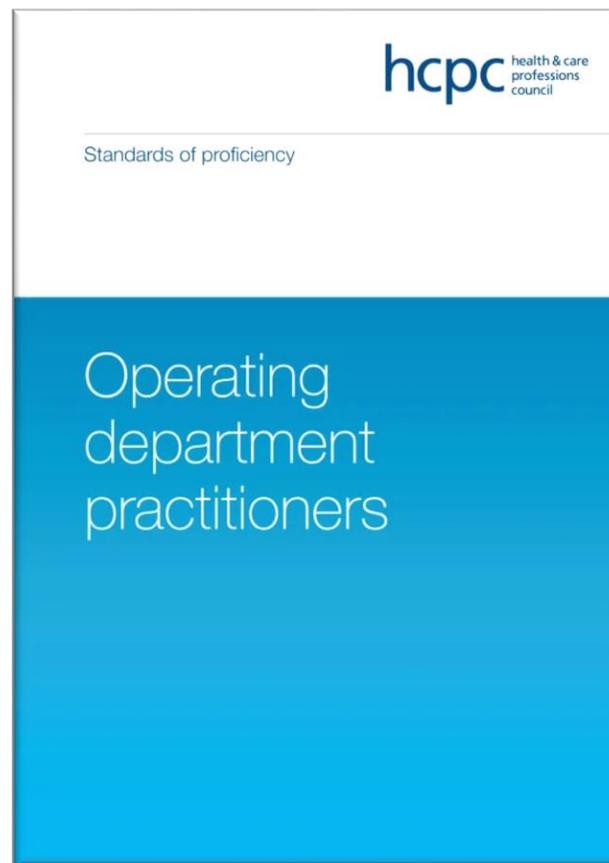
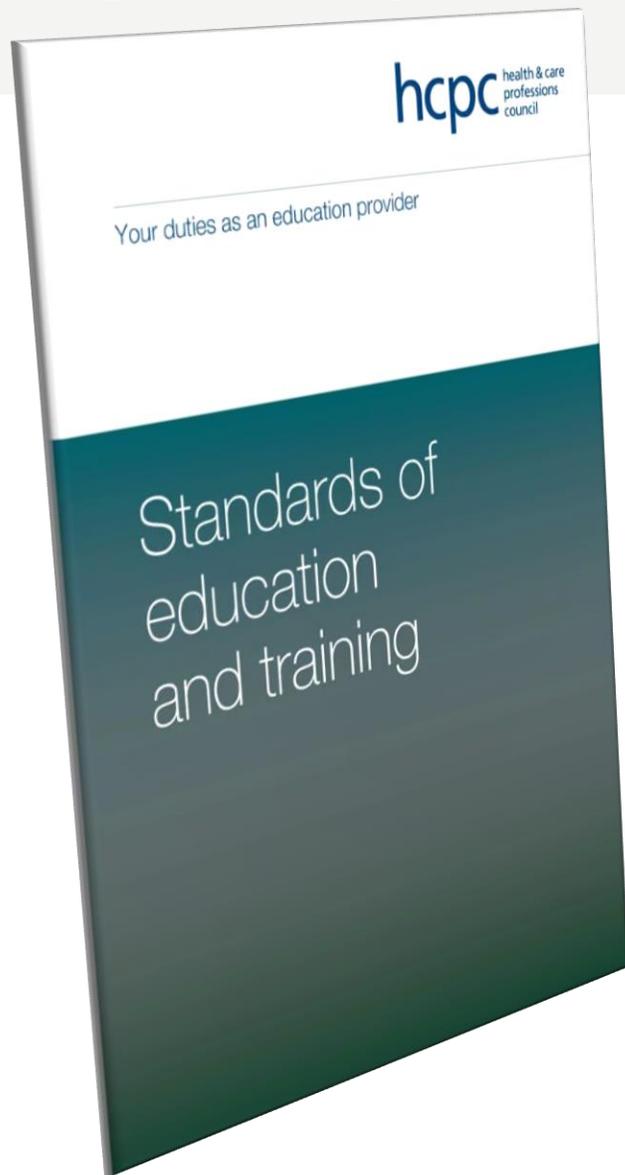
NMC Standards for education and training are set out in three parts:

- » Part 1: Standards framework for nursing and midwifery education
- » Part 2: Standards for student supervision and assessment
- » Part 3: Programme standards

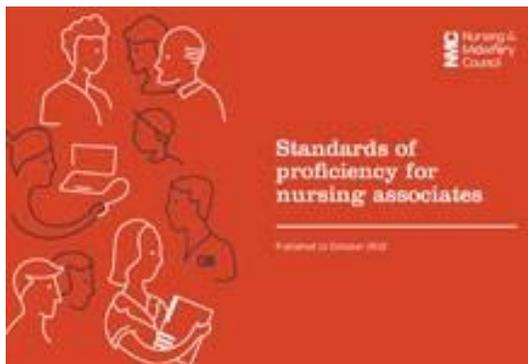
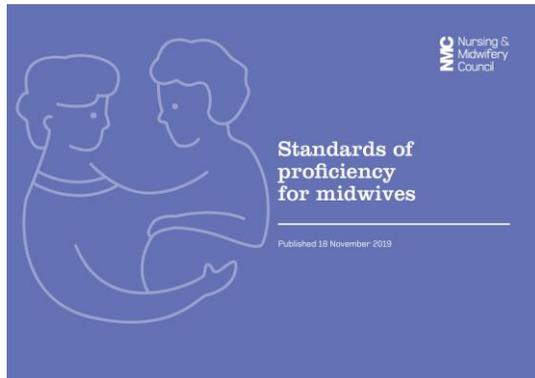
HCPC Standards of Education and Training

- » Document outlines six categories relating to programmes, practice based learning and assessment

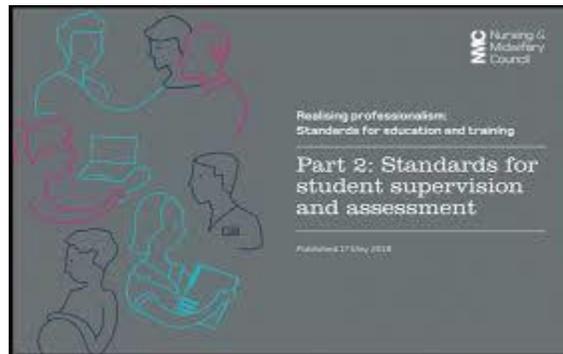
# Registering bodies define education and competencies



## Proficiencies



## Education quality and practice standards



## Related programme standards



The code supports the entire framework

The banner has a dark blue background with a teal vertical bar on the left. It features the MMC logo, the title 'The Code', and a list of four professional standards: 'prioritise people', 'practise effectively', 'preserve safety', and 'promote professionalism and trust'. Below the list is a teal horizontal bar.

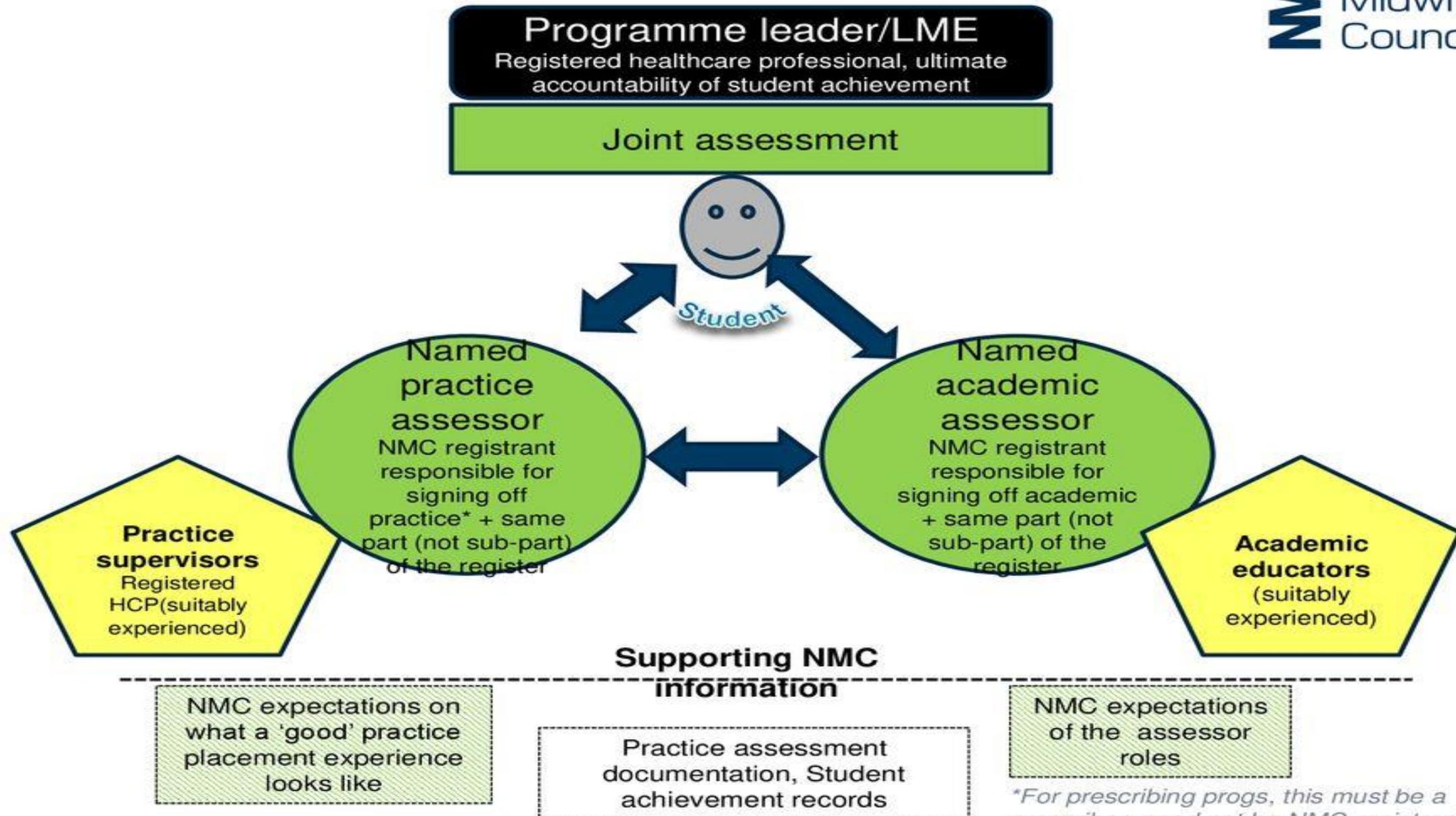
MMC Nursing & Midwifery Council

# The Code

Professional standards of practice and behaviour for nurses, midwives and nursing associates

- prioritise people
- practise effectively
- preserve safety
- promote professionalism and trust

# New model for supporting and assessing students



*\*For prescribing progs, this must be a prescriber, need not be NMC registrant*

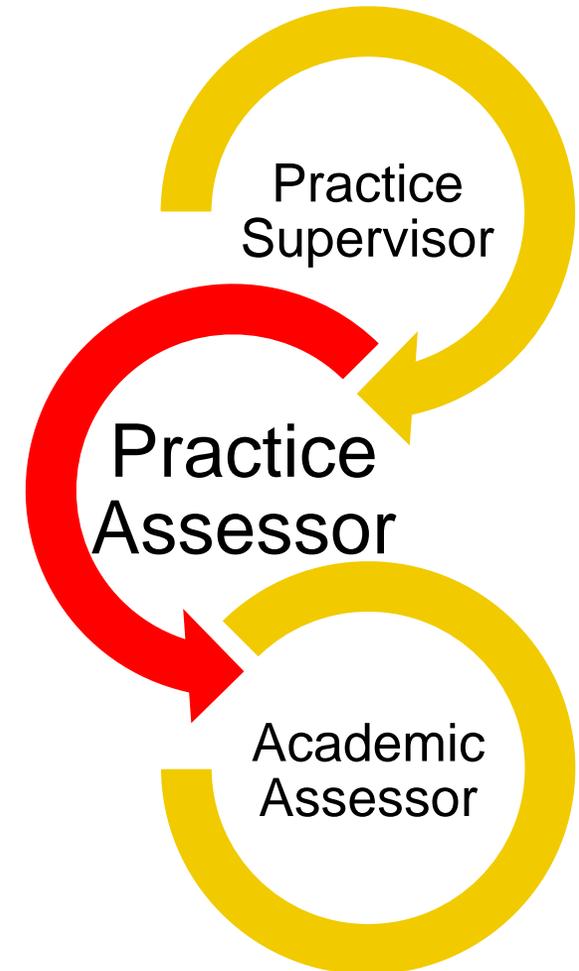
# New Roles

Practice Supervisor – day to day support

Practice Assessor – responsible for Assessment

Academic Assessor – responsible for academic learning

Students should feel empowered to play an active role in their learning.



# Supporting and assessing learners in practice

## » HCPC

- » Supervisor = Practice Educator 1
- » Assessor = Practice Educator 2

## » NMC

- » Practice Supervisor
- » Practice Assessor

# Student

- » Empowered
- » Feeling of belonging
- » Learning is supported
- » Supernumerary

## Practice Supervisor

- » Supports day to day learning
- » Student could choose
- » Multiple registrants can support one student
- » All registered health care professional can support learning
- » Provides feedback to student and PA
- » Maintains knowledge and skills

## Practice Assessor

- » Assess student progression
- » Must be registered to the same profession as student intends to enter
- » Gains information around student progress from feedback from student & PS and by direct observation
- » Liaises once per year with AA to agree progression
- » Maintain knowledge and skills
- » Cannot simultaneously take on role of PS and PA for the same student

# In practice it could look like this

Student	Practice Supervisor s	Assigned Practice Assessor - could be any of the following if they have undergone PA development or were previously mentors;
Molly Tom Olivia	Lisa Sarah David	Mary Jane Simon
Alex Georgia Katie	Mary Jane Simon	Lisa Sarah David

## Academic Assessor

- » Collate and confirm student achievement
- » Make and confirm objective decisions of student progress
- » Recommends for student progression in association with PA once per year
- » Maintains knowledge and skills
- » Cannot assess a student for two consecutive years
- » Students at Surrey will be allocated two AA's

# Changing the dynamic

<b>Mentoring/Teaching</b>	<b>Coaching</b>
Answers questions	Asks questions
Steps in and provides care	Steps back and allows the student to learn by providing care
Is watched by the student	Watches the student
Directs the student's learning	The student demonstrates what they've learnt (usually self-directed) to the coach.
Shows the student how	Is shown how, by the student.
Allocates work to the student	Is allocated work by the student
Talks	Listens
Does the same work as before, but with a student	Works differently, while coaching the student
Identifies individual learning opportunities in the ward environment	Uses the whole ward as a complete learning environment

University of East Anglia (2014) Collaborative Learning in Practice

<https://www.uea.ac.uk/documents/20279/0/Coaching+for+coaches+A4+oct14.pdf/71cacdd5-6986-4757-adb9-875981350f98>

# The GROW model



The **GROW** Model

# Useful trigger questions relating to the Grow model

- » **Goal** - What would be the most useful / helpful thing for you to take away from today?
- » - Where would you have like to have got to by .....?
- » **Reality** - How did you/ do you feel about.....?
- » - What action have you taken on this so far?
- » **Options** - (remember this is learner led) – I don't know. They would never agree to that. (Try to unlock negativity e.g. Who could help you achieve this?)
- » **Will** - What are you going to do in order to achieve your goal? Who needs to know?

# Learning in clinical placements

## » CHALLENGES

- » Reconfiguration of placements
- » Less planned surgery or reduction in classic surgical experience
- » Visits – perhaps prevented by Covid
- » Hub and spoke placements – as above
  
- » Community
- » Clinics
  
- » Risk assessments

## » POSSIBLE SOLUTIONS

- » Think along the lines of experience rather than placement
  
- » Could nurse specialists explain their role to students – could be achieved by meeting a small group of students, virtual or by writing in the student welcome pack – a day in the life.... Create activity packs

# Assessment of learning

- » Ensure your comments relate to the students learning outcomes
- » Be consistent - match the grade descriptor
- » Provide feedback and feedforward

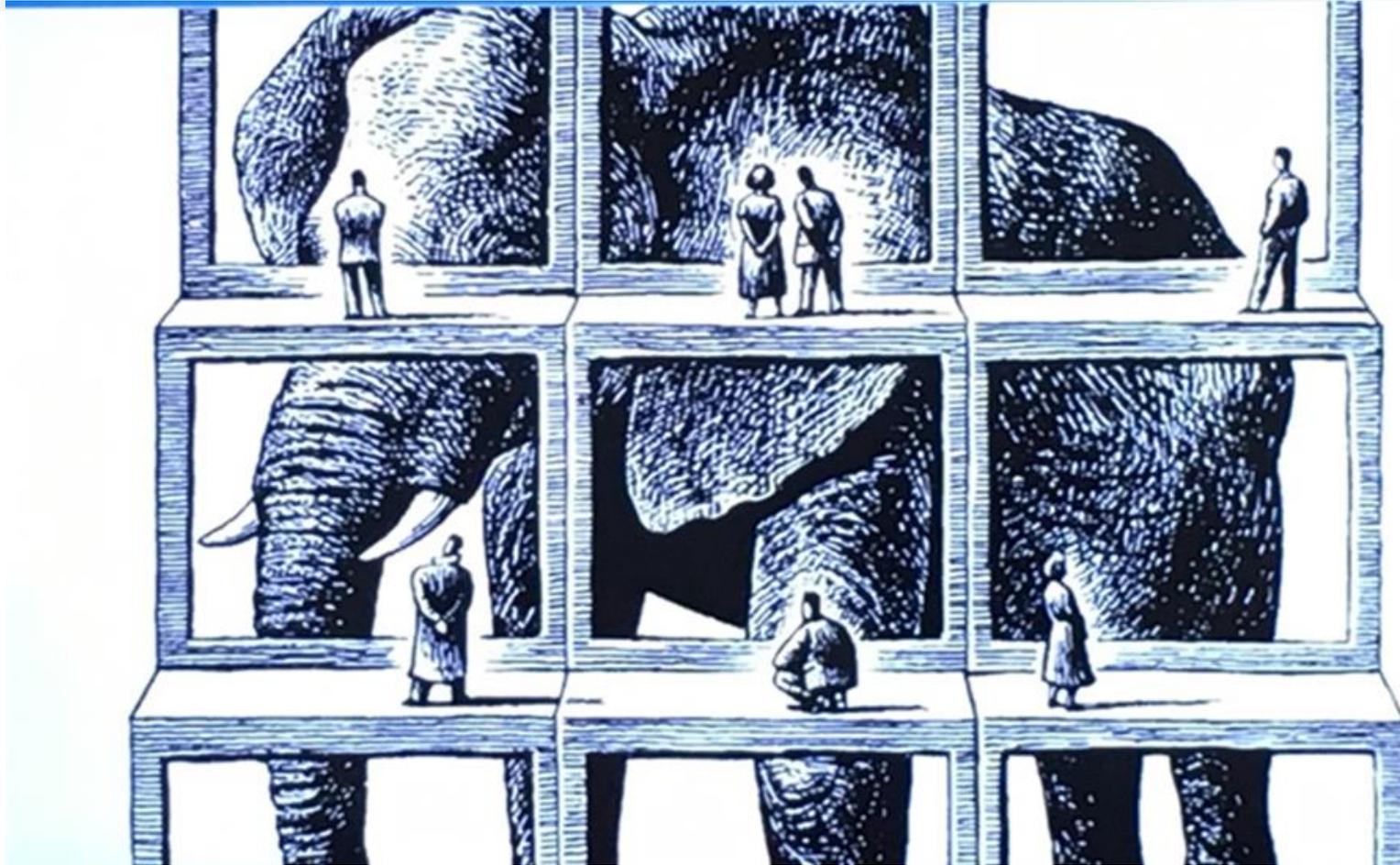
**Guidance for mentors: Please work through the criteria below and choose the mark which reflects the student's performance, knowledge and understanding. Write the mark awarded in the box on the right hand side**

Professional Values	0	1	2	3	4	Mark Awarded
Is able to recognise and work within the limitations of their knowledge and skills and professional boundaries, understanding that they are responsible for their own actions	Fails to recognise limitations of own stage of competence. Does not work within own limitations	Limited ability to recognise limitations of own stage of competence and to work within own limitations	Recognises limitations of own ability. Takes responsibility for own actions. Uses support of others to make appropriate decisions about care	Good insight into own ability. Takes responsibility for own actions. Occasional need of support to make decisions about care. Demonstrates some evidence of reflection and learning from experience	Excellent insight into own ability. Responsible for own actions and guides others making appropriate decisions. Critically reflective about practice and demonstrates learning from experience	
Practises with honesty and integrity applying the principles of <i>The Code: Standards of conduct, performance and ethics for nurses and midwives</i> (2008) & <i>Guidance on professional conduct for nursing and midwifery students</i> (2009)	Honesty and integrity not consistently demonstrated. Inconsistency in demonstrating The Code of Conduct (NMC 2008) in own practice	Practises with honesty and integrity. Satisfactory care underpinned by the principles identified in The Code of Conduct (NMC 2008)	Practises with honesty and integrity. Good level of care underpinned by The Code of Conduct (NMC 2008)	Practises with honesty and integrity. Very good level of care underpinned by principles identified in The Code of Conduct (NMC 2008)	Practises with honesty and integrity. Excellent care underpinned by The Code of Conduct (NMC 2008) Identifies solutions to issues arising from complex situations	
Demonstrates an understanding of how to work within	Cannot be relied upon to document	Can not consistently be relied upon to	Acts with limited guidance to document	Acts independently to accurately	Acts independently. Detailed and accurate documentation of	

# Covid 19

- » All students will undertake a Covid risk assessment as part of their annual DBS and occupational health declaration
- » Placements will all be risk assessed – a tool has been shared with practice partners.
  
- » Sept 19
  - » - first clinical placement this Autumn
  - » - year 1 until Christmas ( will need all year 1 assessments)
  
- » Sept 18
  - » - completing year 2 placements hours and assessment between Sept and Christmas

Rethinking curricula: Programmatic. Integrated. Inclusive.  
Student-centred.



## **Benefits of the approach from a Learning Development Perspective ...**

- For students
  - Clear aims for their learning (one set of LOs)
  - Opportunities to try, practise, explore, and improve in 'low stakes' environments, with plenty of opportunities for meaningful feedback
  - Variety and appropriate balance of (meaningful) assessment approaches
  - Engaging students more meaningfully in their learning
  - Slower learning of troublesome areas
- For institutions
  - Curriculum-embedded approaches are always best; avoids undue separation of subject learning from learning development ('we're all learning developers')
  - Developing positive attitudes to learning from the start (transition / retention)
  - Better student satisfaction (e.g. Brunel)

# References

- » Nursing and Midwifery Council (NMC, 2018) Standards for Student Supervision and Assessment available online at <https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/>
- » Nursing and Midwifery Council (NMC 2020) Emergency Standards for nursing and Midwifery Education, available online at: <https://www.nmc.org.uk/standards-for-education-and-training/emergency-education-standards/>
- » Health and Care Professionals Council (HCPC,2019) Standards for Education and Training available online at <https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/>
- » Health and Care Professionals Council (HCPC,2014) Standards for proficiency for operating department practitioners available online at <https://www.hcpc-uk.org/standards/standards-of-proficiency/operating-department-practitioners/>
- » Health and Care Professionals Council (HCPC,2014) Standards for proficiency for paramedics available online at <https://www.hcpc-uk.org/standards/standards-of-proficiency/paramedics/>



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