



**Pan-Midlands, Yorkshire & East
Practice Learning Group**



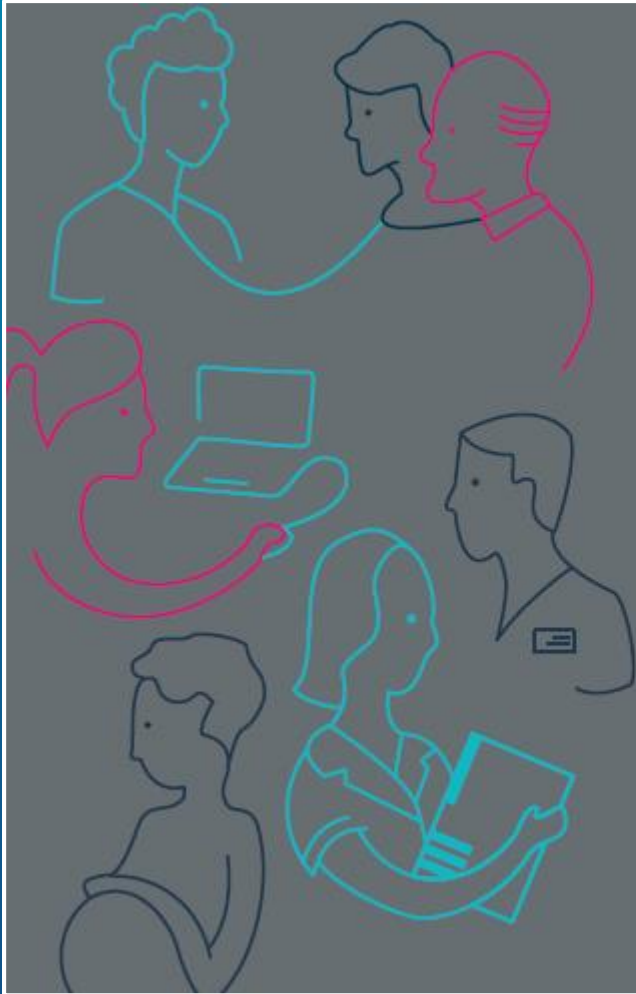
CORE MENTOR UPDATE 2019

A collaboration of 28 HEIs in the
Midlands, Yorkshire and East of
England region

Check-in

How are you doing
in your mentor
role?

Are there any
queries or issues
you want to
discuss today at
this update?



NMC Nursing &
Midwifery
Council

Realising professionalism:
Standards for education and training

Part 2: Standards for student supervision and assessment

Published 17 May 2018

Published 17th May 2018

- Standards of proficiency for registered nurses.
- Standards Framework for nursing and midwifery education
- Standards for Student Supervision and assessment
- Standards for pre-registration nursing programmes



➤ **Standards of proficiency for registered nurses**

Our new standards of proficiency represent the skills, knowledge and attributes all nurses must demonstrate.



➤ **Standards framework for nursing and midwifery education**

Part 1 of Realising professionalism: Standards for education and training



➤ **Standards for student supervision and assessment**

Part 2 of Realising professionalism: Standards for education and training



➤ **Standards for pre-registration nursing programmes**

Part 3 of Realising professionalism: Standards for education and training

Aims and Outcomes

- Explore the Standards for Student Supervision and Assessment (SSSA)
- Consider how your role as a mentor will change
- To introduce the new practice assessment document for the Midlands, Yorkshire and East (MYE PAD)
- To give time for questions and discussion at the end

Changes and Timeframes – the partnership approach

- The new standards can be implemented from September 2019 (subject to NMC Approval)
- All universities nationally have to implement the new standards by September 2020
- The NMC will only approve universities who can demonstrate that clinical partners are prepared for the new standards
- There has been a great deal of work already completed by universities and their local practice partners

What do the changes mean for mentorship?

- NMC SLAiP (2008) standards will cease to apply
- The term 'mentor' will no longer be used and the traditional role of a mentor will change
- The sign-off mentor role will cease to exist
- Practice learning and support of students will officially be the responsibility of every registered practitioner, as stipulated in the NMC Code (2018)
- The 40% mentor- student contact requirements will be removed
- Triennial review will no longer be a requirement
- Other registered professionals (non-nurses / midwives) will participate in the supervision of students

Roles for Student Supervision and Assessment



**Practice
Supervisor**

Any registered professional after preparation,
Continuity needed to measure student progress
Can assess some skills / outcomes and will feedback
to Practice Assessor on the student



**Practice
Assessor**

NMC registered (not field specific), current, suitably
prepared, supported. (Likely to be existing experienced
mentors initially). Must observe student in practice. Assess
and confirm achievement. Do not supervise then assess the
student in same part



**Academic
Assessor**

Academic staff, NMC Registered. New for each part of
programme. Current, suitably prepared, supported, Not
field specific. Collate and confirm achievement in practice
in conjunction with PA to enable student to progress to
next stage of the programme.

Preparing and Assessing the Future Workforce



Role of Practice supervisor (During transition period likely to be current associates or less experienced mentors). Suitability prepared for role –initially through a short workshop or online content, identifies students learning needs at start of shift with goals to achieve



Role of Practice Assessor (During transition period likely to be current and experienced mentors and Sign Off Mentors). Student assigned Practice Assessor for a series of placements / per placement / per part of the programme. Practice Assessor to conduct assessment to confirm progression. The Practice Assessor will work in partnership with Academic Assessor



Role of Academic Assessor (University staff, NMC Registered)
Nominated Academic Assessor who is suitably prepared. Work in partnership with Practice Assessor. Collates and confirms information on students achievements in practice and academic work. Academic Assessor is allocated to the student for each part / year of the programme then changes for the next part / year

Benefits of New Roles



Separates supervision and assessment roles



Improves interprofessional working



Supporting student learning becomes everyone's responsibility

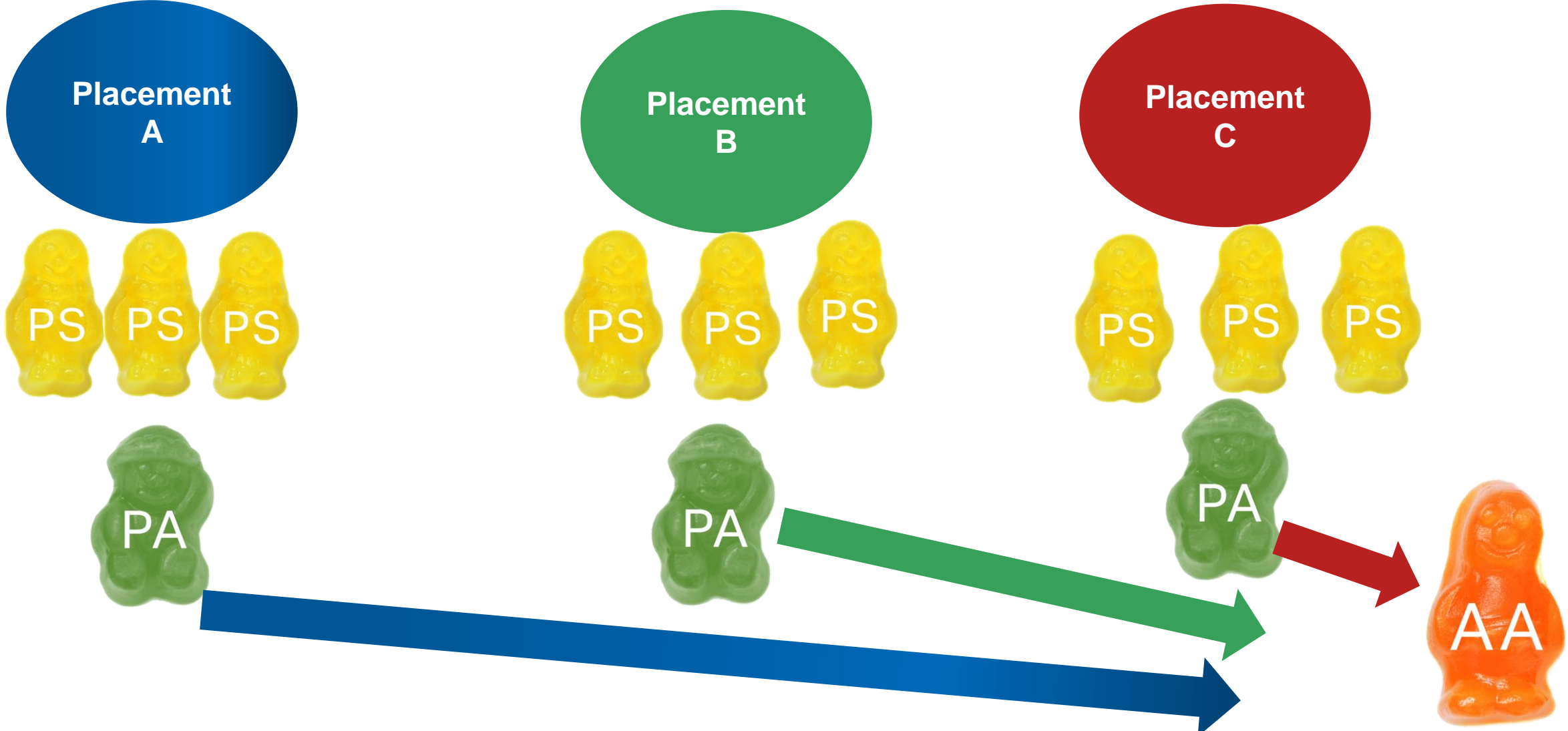
Everyone will have an input into assessment



You can be both a practice supervisor and a practice assessor, but not to the same student

Proposed Model, based on 3 placements per year

Each Part of Programme



What remains the same?

- Students will remain supernumerary and require the support of a registered practitioner on each shift
- Induction, learning contracts, mid-point (formative) assessment, action plans and summative assessment will continue
- Students will receive continuous feedback to inform their progress
- The cause for concern process will continue to apply
- Further information may be accessed at [NMC 2018 Standards for Student Supervision and Assessment](#)

University of Worcester

BSc (Hons) Nursing: Adult, Children's & Mental Health Modules

*shared with FD Nursing Associate

Year one	
Semester one	Semester two
PRNG1101: Communication and professional values for health and well-being across the lifespan* 30 credits	
PRNG1102: Human anatomy and physiology for person-centred care* 15 credits	PRNA1101: Principles of adult nursing PRNC1101: Principles of children's nursing PRNM1101: Principles of mental health nursing 15 credits
PRNP1101: Essential skills and nursing practice 1 60 credits	

Year two	
Semester one	Semester two
PRNA2101: Developing person-centred adult health care PRNC2101: Developing person-centred child and family health care PRNM2101: Developing person-centred mental health care 30 credits	
PRNG2101: Evidence-based practice in health and care* 15 credits	PRNG2102: Fundamentals of medicines management and therapeutics 15 credits
PRNP2101: Essential skills and nursing practice 2 60 credits	

Year three	
Semester one	Semester two
PRNG3101: Independent study: Critical engagement with practice 30 credits	
PRNA3101: Challenges and complexity in adult nursing PRNC3101: Challenges and complexity in children's nursing PRNM3101: Challenges and complexity in mental health nursing 15 credits	PRNG3102: Leading and managing nursing care 15 credits
PRNP3101: Essential skills and nursing practice 3 60 credits	

FD Nursing Associate Modules

*shared with BSc Nursing

Year one	
Semester one	Semester two
PRNG1101: Communication and professional values for health and well-being across the lifespan* 30 credits	
PRNG1102: Human anatomy and physiology for person-centred care* 15 credits	PRNM1101: Principles of nursing associate practice 15 credits
PRAP1101: Essential skills and nursing associate practice 1 60 credits	



Year two	
Semester one	Semester two
PRAS2101: Developing Integrated Person-Centred Care 30 credits	
PRNG2101: Evidence-based practice in health and care* 15 credits	PRAS2102: Working in Teams in Health and Social Care 15 credits
PRAp2101: Essential skills and nursing associate practice 2 60 credits	

- Practice learning attached to one 60 credit module each year
- Usually 2 placements (or a pathway style placement)
- Orientation, initial, mid-point and final interview in each placement – but end of placement one is progressing and end of placement 2 is pass/fail
- Need PS in both settings – but can have either a PA in each placement or one that works across both placements – if 2 PAs, they will need to communicate with each other
- If they fail at the end of placement 2 – reassessment, usually 4 weeks – pre-planned at end of each academic year
- If they pass, but are down on hours – these must be made up to progress to the next year
- Will also have one AA each year, will continue to be visited by the ZA linked to placement, but not necessarily at the mid-point interview

Nursing

- Year one = 14 weeks on placement, plus 4 weeks skills
- Year 2 = 17 weeks placement, plus 2 weeks skills
- Year 3 = 24 weeks placement, plus 2 weeks skills
- Across each year – 10 enhanced practice learning days (enhancement + portfolio days) – some will be structured by the university, some by placement, some by the student
- Can still use spokes, focus on alternative field of practice experiences and meeting EU directive requirements
- For practice module – also complete a piece of work in their e-workbook (marked by AA) and continue to use SafeMedicate to demonstrate numeracy for medicines – 80%, 90%, 100%

Nursing Associate

- Year one = 640 hours: 3 days/week includes 2 weeks of skills
- Year 2 = 640 hours: 3 days/week includes 2 weeks of skills
- Across each year – 5 enhanced practice learning days (enhancement + portfolio days) – some will be structured by the university, some by placement, some by the student
- Can use spokes
- For practice module – also complete a piece of work in their e-workbook (marked by AA) and continue to use SafeMedicate to demonstrate numeracy for medicines – 80%, 100%

Nursing and Nursing Associate – e-PAD, ready for demonstration from March/April 2018

Introduction of SSSA

Nursing:

Year one and 2 (Sept 18 & 19 cohorts) new programme, new PAD

Year 3 (Sept 17) Old course, PAD updated for SSSA

Finalists (Feb 17) Old course, continue with mentors to end of course

Feb 18 – Old course, continue with mentors until end of year 2 in Feb 2020

Midwifery

Year 1, 2 & 3 (Sept 17, 18 & 19) old programme, updated PAD and SSSA

Finalists (Feb 17) Old course, continue with mentors to end of course

Feb 18 & 19, Old course continue with mentors until end of year 1 or 2 in Feb 2020

Nursing Associates

Delay in apprenticeship standard means only Sept 19 cohort will be on new course, new PAD and SSSA

Any Questions...
Just Ask!



Any questions
....about the new roles?

MYE PLG- The Aim of the Regional Project

- 28 Universities now working together across Midlands, Yorkshire and East of England Practice Learning Group (MYE PLG) to implement a collaborative practice assessment document for nursing in line with the new 2018 NMC Standards of Proficiency for Registered Nurses
- Working across our range of practice partners from both NHS and Private, Voluntary and Independent Sector organisations.
- HEE funding granted



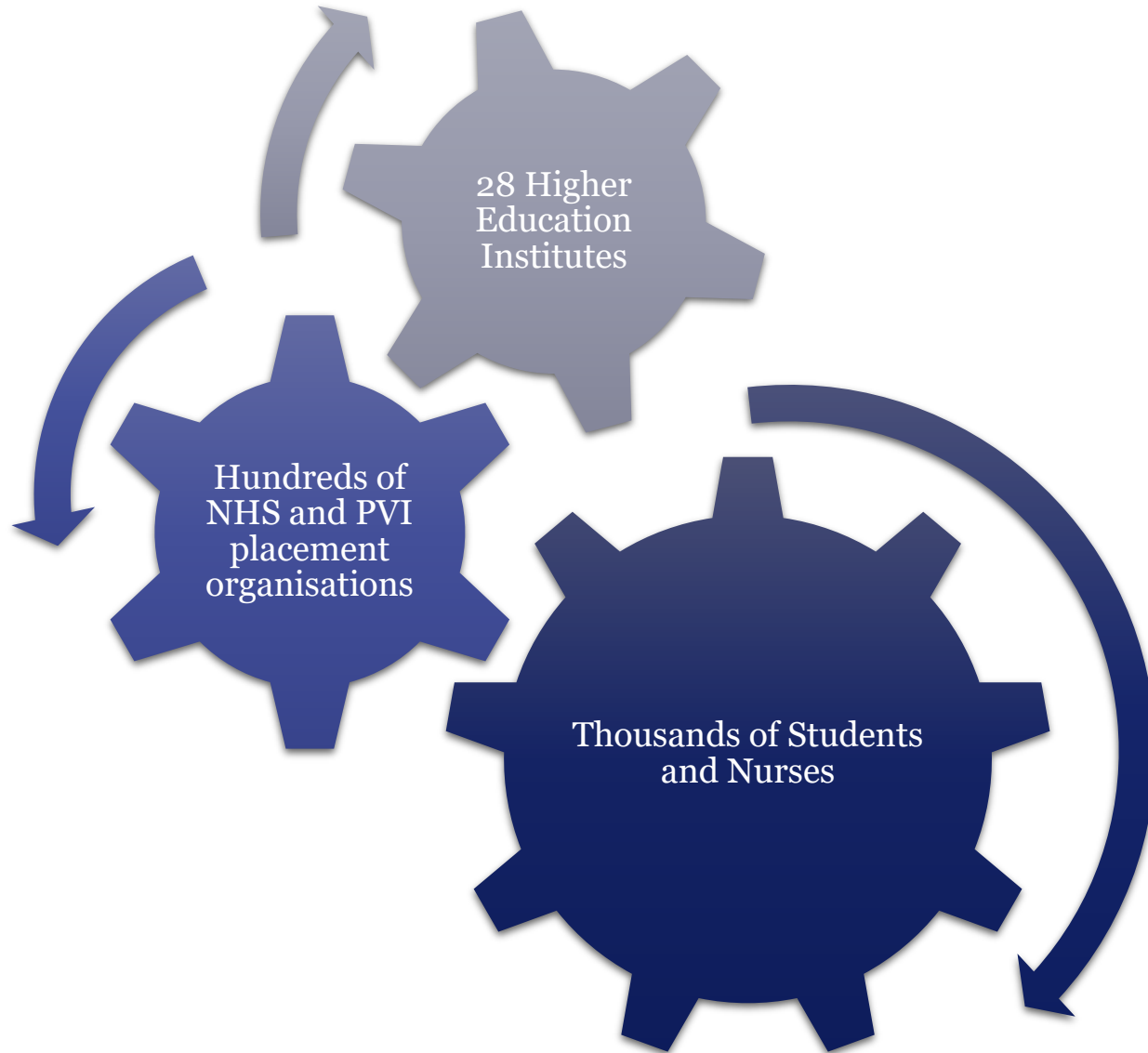
Pan-Midlands, Yorkshire & East Practice Learning Group



Anglia Ruskin University
Birmingham City University
Coventry University
De Montfort University
Keele University
Leeds Beckett University
Sheffield Hallam University
University of Bedfordshire
University of Birmingham
University of Bradford
University of Derby
University of East Anglia
University of Essex

University of Huddersfield
University of Hull
University of Leeds
University of Leicester
University of Lincoln
University of Northampton
University of Nottingham
University of Sheffield
University of Staffordshire
University of Suffolk
University of Worcester
University of Wolverhampton
University of York

The Scale of the Project



The current PAD - What we already know...

Assessment

“mentors may ‘fail to fail’ because of their lack of knowledge of the assessment process and documentation”

“Mentors lack confidence or feel inexperienced in the assessment process”

“We need to improve the quality of the assessment process”

“are not effective at measuring all the attributes of clinical competency”

Time

“We lack time to complete student documentation”

“Processes breakdown due to staff shortages, time management and workload”

Documentation

“what mentors want, if you ask them, is how to use the practice assessment document”

“Documentation needs to be improved to make it more user friendly.”

There are inconsistencies between HEI’s which are open to differing interpretation”

MYE PAD – 3 Parts, 3 Documents

Name..... **Your Logo Here**
Number.....
Cohort.....
Field.....

PRACTICE ASSESSMENT DOCUMENT

NURSING

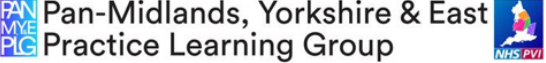
PART 1

BSc

Future Nurse: Standards of proficiency for registered nurses, (NMC 2018)

This Practice Assessment Document has been developed by the Pan London Practice Learning Group in collaboration with practice partners, mentors, academic staff, students and service users across London, the Midlands, Yorkshire and the East of England regions.

The development of this document was funded by Health Education England (London)

 Pan-Midlands, Yorkshire & East Practice Learning Group

Please keep your Practice Assessment Document with you at all times in practice in order to review your progress with your Practice Supervisor, Practice Assessor and/or Academic Assessor

MYEPAD Version 1 Draft Validation 04/01/2019

Name..... **AEI Logo Here**
Number.....
Cohort.....
Field.....

PRACTICE ASSESSMENT DOCUMENT

NURSING

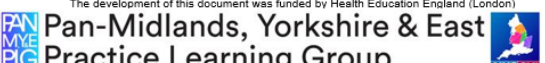
PART 2

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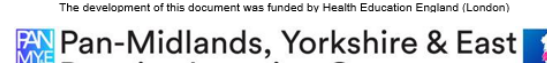
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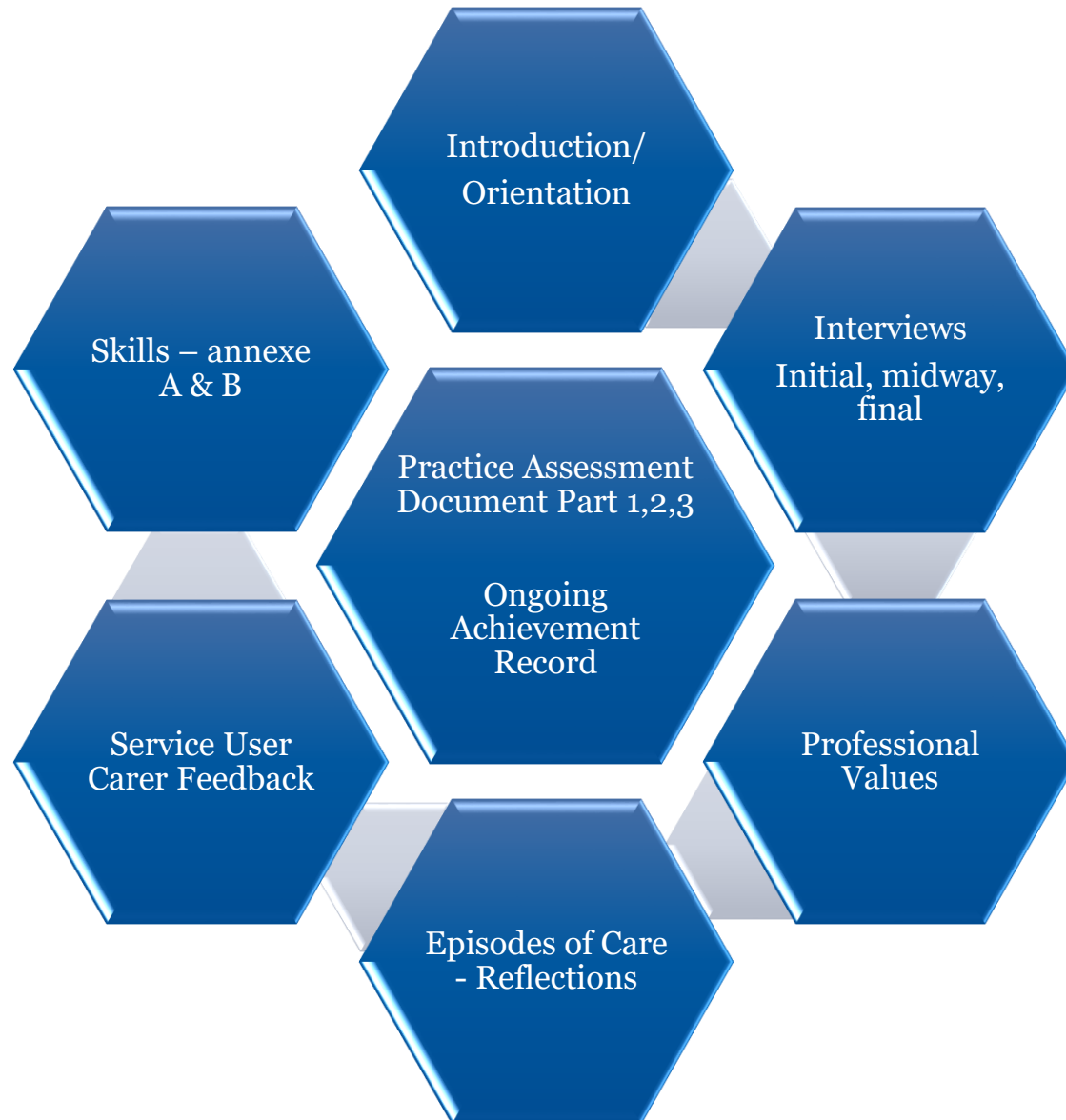
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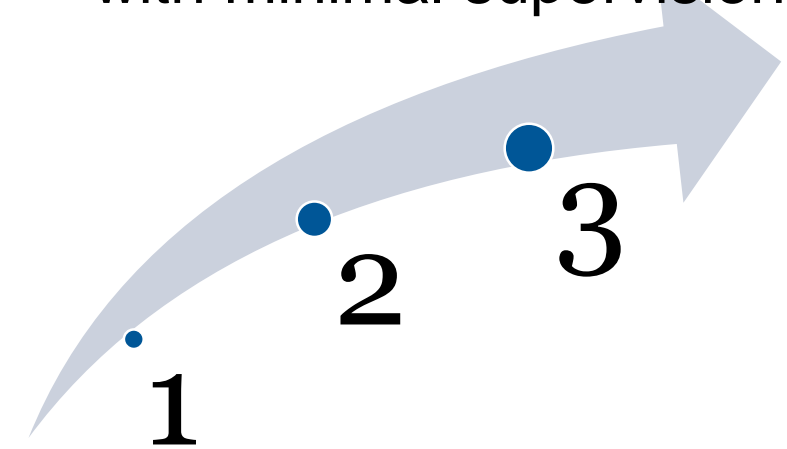
In line with 2018 Nursing Standards, the PAD will be generic and not field specific

The PAN Practice Assessment Document (PAD)



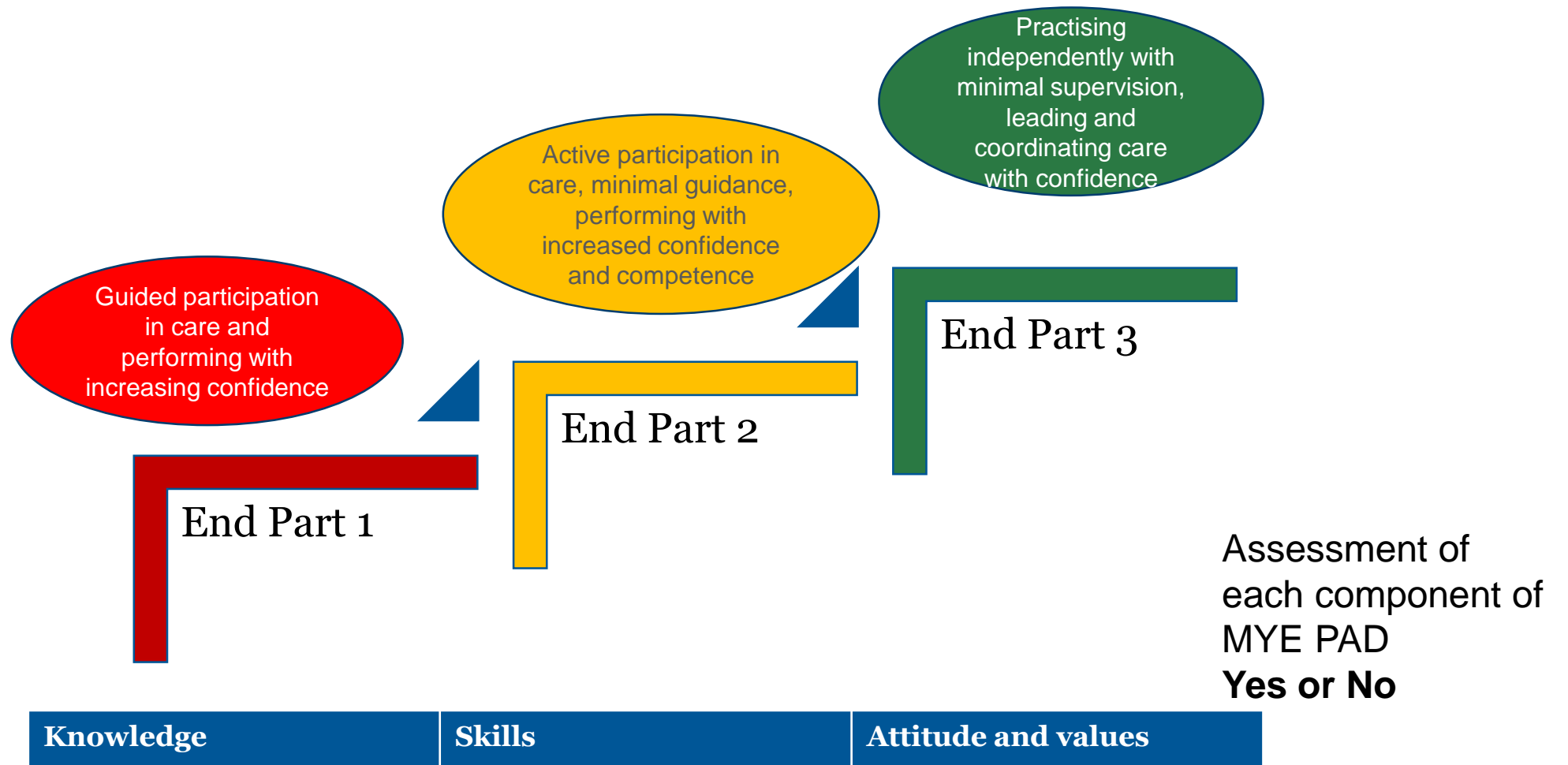
Assessment Framework

Practising independently with minimal supervision



Guided Participation

Incremental assessment criteria



Example of the new Practice Assessment Document

Practice Assessor completes midpoint, receiving feedback from practice supervisors

Practice Assessor will complete end point and review student reflection with feedback from Practice Supervisors and service users / carers.

Based on NMC Code

Professional Values in Practice (Part 1)
 Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2015). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values but can delegate the midpoint assessment to a Practice Supervisor.
Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)

	Achieved Mid-Point Yes/No	Initial/ Date	Achieved Final Yes/No	Initial/ Date (Final)
Prioritise people				
1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)				
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.14)				
3. The student maintains the person's privacy and dignity, seeks consent prior to care and advocates on their behalf. (3 ANPC 3.6, 4PEC 4.1)				
4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14)				
5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)				
Practise effectively				
6. The student maintains consistent, safe and person-centred practice. (4 PEC)				
7. The student is able to work effectively within the interdisciplinary team with the intent of building professional relationships. (1 BAP 1.13, 1 BAP 1.18, 5 LNCWIT 5.4)				
8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.8, 1.17)				
Preserve safety				
9. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)				
10. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1 BAP 1.3, 3 ANPC 3.9)				
11. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (1 BAP 1.11, A1.1, A1.6)				
12. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions. (1 BAP 1.8, 1 BAP 1.17)				

PLPAD 2.0 MASTER Part 1 (Version 24) 24.08.18 JF KW IGR

	Achieved Mid-Point Yes/No	Initial/ Date	Achieved Final Yes/No	Initial/ Date (Final)
Promote professionalism and trust				
13. The student's personal presentation and dress code is in accordance with the local policy. (1 BAP 1.19)				
14. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1 BAP 1.19)				
15. The student demonstrates that they are self-aware and can recognise their own emotions and those of others in different situations. (1 BAP 1.10)				
Mid-point assessment				
Practice Supervisor Name:	Signature:	Date:		
Reviewed and agreed by Practice Assessor	Signature:	Date:		
Practice Assessor Name:	Signature:	Date:		
End point: Student reflection on meeting Professional Values				
Choose one example from your practice on placement to demonstrate how you practice within the NMC Code (ensure confidentiality is maintained). Please select a different section of The Code to reflect on.				
Student Signature:	Date:			
Final assessment - please add comments on Final Interview Page				
Practice Assessor Name:	Signature:	Date:		

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must be completed by the Practice Assessor in liaison with the Academic Assessor.

Student selects one example from practice on each placement to demonstrate how they practice within the code

Professional Values completed in every placement

Coaching – a recap

- Coaching is not a new concept – it has previously been labelled Clip and PEBLS (amongst others)
- Usefulness:
 - Team building
 - Change management
 - Life skills training
 - Career planning
 - Professional development
- Coaches follow expected codes of behaviour:
 - Realistic and attainable expectations
 - Ensuring all parties know the rules
 - Earning respect
 - Giving praise
 - Being personally committed



Further support and information

Work based learning support – wblso@worc.ac.uk

- Helen Ford: Programme Lead Nursing – h.ford@worc.ac.uk
- Val Nixon: Head of Department/Nursing Associate – v.nixon@worc.ac.uk
- Toni Martin: Midwifery programme Lead: toni.martin@worc.ac.uk

Jenny Pinfield & Kay Norman: Implementation of MYE PAD and SSSA:
j.pinfield@worc.ac.uk and k.norman@worc.ac.uk



Pan-Midlands, Yorkshire & East
Practice Learning Group



KEEP

CALM

AND LETS

WORK

TOGETHER



@PANMidsYorkEast



