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
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
New model for supporting and assessing students

Programme leader/LME
Registered healthcare professional, ultimate accountability of student achievement

Joint assessment

Student

Named practice assessor
NMC registrant responsible for signing off practice* + same part (not sub-part) of the register

Practice supervisors
Registered HCP (suitably experienced)

Named academic assessor
NMC registrant responsible for signing off academic + same part (not sub-part) of the register

Academic educators
(suitably experienced)

Supporting NMC information

NMC expectations on what a ‘good’ practice placement experience looks like

Practice assessment documentation, Student achievement records

NMC expectations of the assessor roles

*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

<table>
<thead>
<tr>
<th>Student</th>
<th>Practice Supervisor(s)</th>
<th>Assigned Practice Assessor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Molly</td>
<td>Lisa, Sarah, David</td>
<td>Mary, Jane, Simon</td>
</tr>
<tr>
<td>Tom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olivia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alex</td>
<td>Mary, Jane, Simon</td>
<td>Lisa, Sarah, David</td>
</tr>
<tr>
<td>Georgia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Katie</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

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

University of East Anglia (2014) Collaborative Learning in Practice

The GROW model

- **Goal**: What do you want to achieve?
- **Reality**: Describe the current situation
- **Options**: What are your options?
- **Will**: What action will you take?
- **Topic**: What would you like to talk about?
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

<table>
<thead>
<tr>
<th>Professional Values</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Mark Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Fails to recognise limitations of own stage of competence. Does not work within own limitations</td>
<td>Limited ability to recognise limitations of own stage of competence and to work within own limitations</td>
<td>Recognises limitations of own ability. Takes responsibility for own actions. Uses support of others to make appropriate decisions about care</td>
<td>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</td>
<td>Excellent insight into own ability. Responsible for own actions and guides others making appropriate decisions. Critically reflective about practice and demonstrates learning from experience</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an understanding of how to work within</td>
<td>Cannot be relied upon to document</td>
<td>Can not consistently be relied upon to</td>
<td>Acts with limited guidance to document</td>
<td>Acts independently to accurately</td>
<td>Acts independently. Detailed and accurate documentation of</td>
<td></td>
</tr>
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</table>
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
The New Curriculum – Sept 2021
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/