New Nursing Standards
(UWE implementation Sept 19)

Realising professionalism: Standards for education and training includes
the Standards framework for nursing and midwifery education, Standards
for student supervision and assessment, and programme standards
specific to each approved programme.

Implementation of the New
standards

- The proposed new requirements for learning and assessment are intended to
  replace our existing Standards to support learning and assessment in practice:
- The new education framework also aims to clarify the responsibilities and
  accountabilities of those supervising and assessing students.
- The requirements are built around the following three roles: Practice
  Supervisor, Practice Assessor and Academic Assessor. (These replace the
  current Mentor role)

"Today, many demands are being placed on the higher education sector
and practice learning environments. Our role is to be proportionate and
ensure consistency and quality across education and training"
Mentorship

Mentoring is a structured process for supporting professional learners through significant career transitions.


8 domains in the framework:
- Establishing effective working relationships
- Facilitation of learning
- Assessment and accountability
- Evaluation of learning
- Creating and environment for learning
- Context of practice
- Evidence-based practice
- Leadership


Nursing Associate and Nursing Apprenticeships

A nursing associate is a new member of the nursing team who will provide care and support for patients and service users. This role is being used and regulated in England and it’s intended to address a skills gap between health and care assistants and registered nurses.

A nursing associate is a stand-alone role in its own right and will also provide a progression route into graduate level nursing.

Students undertaking the nursing degree apprenticeship will be employed in the healthcare sector and be released by their employer to study. They will train in a range of practice placement settings and will learn at NMC approved education providers.

Further information available at NMC.

Re-validation
Evidencing your mentoring role

• Mentoring qualifications
• Dates of annual mentor update
• Appraisal
• Triennial review (Part of your appraisal)
• Quality of your feedback within the OAR
• Creating/sustaining a learning environment
• Student feedback to contribute
Triennial Review

Core Expectations are:
Within your 3 year re-validation period you have:

- Completed an annual mentor update, either face to face/workbook/on line
- Mentored a minimum of 2 students in the last three years
- Have evidence of mentoring within your portfolio
- Practice teachers have mentored one Specialist Practice student within the three year period
- If you work for the NHS or Community interest Company
  Triennial review is the responsibility of your employer.
- If you work in the Private or Independent sector
  Triennial review is the responsibility of UWE:

The Student Journey

- What's Changed?
- Funding- student now self-funding
- Employability Opportunities

UWE Nursing Programme

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Generic modules:</strong></td>
<td><strong>Choice module</strong></td>
<td><strong>Choice module</strong></td>
</tr>
<tr>
<td>Communication in a diverse world</td>
<td>Service Improvement</td>
<td>Service Improvement</td>
</tr>
<tr>
<td>Appreciating Evidence for Practice: Epidemiology and Pharmacology</td>
<td>Evidence based practice for Nursing and Midwifery</td>
<td>Evidence based practice for Nursing and Midwifery</td>
</tr>
<tr>
<td><strong>Practice Modules</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in Care</td>
<td>Implementing Care</td>
<td>Managing Care</td>
</tr>
<tr>
<td>Understanding Adult Nursing</td>
<td>Planning and delivering care</td>
<td>Leadership in adult nursing</td>
</tr>
<tr>
<td>Caring for Adults with Long Term Health Needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation of Mental Health</td>
<td>Working in Partnership in Mental Health</td>
<td>Promoting recovery in mental health</td>
</tr>
<tr>
<td>Understanding Children's Nursing</td>
<td>Decision Making in Children's Nursing</td>
<td>Leadership in Children's Nursing</td>
</tr>
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</tbody>
</table>
Organise and coordinate: Mentor
- Learning activities
- Supervision
- Assessment processes – intro, mid & final
Assess the total performance of the student and are accountable for your decision that:
- Students have the necessary knowledge, skills and competence to progress through the practice element of the programme: Ongoing Achievement Record (OAR)
- Mentor makes a judgement based on NMC standards to determine if a student passes the placement
- Professional accountability

http://www1.uwe.ac.uk/student/s/practicesupportnet

- Students are expected to contact their placement prior to the start date
- Placement to identify the named mentor
- Have off duty clearly organised
- Plan first introductory meeting and induction with mentor (or buddy in their absence) within the 1st week
- Agree learning contract and set dates for the mid-point and final summary

For mentors & students
- Organisation education leads/key mentors/Ward/Dept Managers usually have access which is password-controlled
- PEP - Placement Environment Profile
- Allocation of students (no paper allocations)
- Allows updating of profile of learning opportunities & placement details.
- Annual completion of NMC placement audit
# Feedback

## Essential Skills

### 1. Care, Compassion and Communication

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Comfort</td>
<td>Demonstrates understanding and empathy towards patients during consultations.</td>
</tr>
<tr>
<td>Communication</td>
<td>Demonstrates active listening and clear communication both verbally and non-verbally.</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>Protects patient confidentiality and shares pertinent information only with appropriate medical personnel.</td>
</tr>
</tbody>
</table>

### 2. Knowledge and Understanding

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>Demonstrates knowledge of human anatomy and its implications for patient care.</td>
</tr>
<tr>
<td>Pathology</td>
<td>Demonstrates understanding of common pathologies and their treatment.</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>Demonstrates knowledge of drug interactions and side effects.</td>
</tr>
</tbody>
</table>

### 3. Skills in Practice

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Decision Making</td>
<td>Demonstrates ability to make informed decisions using evidence-based practice.</td>
</tr>
<tr>
<td>Monitoring &amp; Evaluation</td>
<td>Demonstrates ability to monitor patient responses and adjust treatment as necessary.</td>
</tr>
<tr>
<td>Research</td>
<td>Demonstrates ability to access, evaluate, and apply research findings to patient care.</td>
</tr>
</tbody>
</table>

### 4. Leadership and Management

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>Demonstrates ability to work collaboratively with healthcare team members.</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>Demonstrates ability to manage and resolve conflicts effectively.</td>
</tr>
<tr>
<td>Budget Management</td>
<td>Demonstrates ability to manage healthcare budgets and allocate resources efficiently.</td>
</tr>
</tbody>
</table>

### 5. Continual Improvement

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment</td>
<td>Demonstrates ability to reflect on own practice and identify areas for improvement.</td>
</tr>
<tr>
<td>Feedback</td>
<td>Demonstrates ability to seek and integrate feedback for professional development.</td>
</tr>
<tr>
<td>Continuous Education</td>
<td>Demonstrates commitment to ongoing learning and professional development.</td>
</tr>
</tbody>
</table>

### 6. Communication

- Patient Communication
- Health Professional Communication
- Interprofessional Communication
- Media Communication
- Public Speaking

### 7. Knowledge and Understanding

- General Knowledge
- Medical Knowledge
- Scientific Knowledge
- Legal Knowledge

### 8. Skills in Practice

- Clinical Skills
- Technical Skills
- Therapeutic Skills
- Scientific Skills

### 9. Leadership and Management

- Leadership Skills
- Management Skills
- Decision-Making Skills

### 10. Continual Improvement

- Self-Reflection
- Professional Development
- Quality Improvement

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#### Notes

- Feedback is an ongoing process to ensure continuous improvement in practice.
- Regular feedback sessions are encouraged to facilitate professional growth.
- Areas of concern should be discussed openly and constructively.

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**Feedback Form**

- Date: 25/09/2018
- Signature: [Signature]

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**Feedback Session Details**

- Topic Covered:
- Areas of Improvement:
- Next Steps:

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**Resources**

- [Website]
- [Handout]
- [Video]

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**Contact Information**

- [Name]
- [Email]
- [Phone]

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**Satisfaction Rating**

- [Score]

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**Comments**

- [Feedback]

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The Experiential Taxonomy
(Steinaker & Bell, 1979)

- Exposure
- Dissemination
- Learning and teaching process
- Participation
- Internatization
- Identification


Student non-achievement

"The non-achievement of a specific task or the non-attainment of a prescribed standard".

- Challenging time for both mentor and student
- Often time and emotionally consuming
- Discuss with student
- Agree action plan
- Set dates for review
- Document meeting and action plan
- Seek support early
Student Support Available

Placement Evaluations

NATIONAL STUDENT SURVEY
- Takes place January-April
- Opinions of final year student about quality of the nursing programme, learning experience and placements.
- 6 questions are set nationally:
  - I received sufficient preparatory information prior to my placements
  - I was allocated placements suitable for my course
  - I received appropriate supervision on my placements
  - I was given opportunities to meet my required practice learning outcomes/competencies
  - My contribution during placements as part of the clinical team was valued.
  - My practice supervisors understood how my placements related to the broader requirements of my course

Placement Evaluations

LOCAL PLACEMENT EVALUATIONS
- All students complete and evaluation at the end of each placement experience
- Qualitative and quantitative data is collated by UWE
- Sent to Director of Nursing/Education Leads, 3 times a year
- Action plan required if feedback is not positive.

Recurring Themes
Supernumerary status was not adhered to
Mentor did not understand the OAR
No time for paperwork
Learning opportunities not encouraged
My mentor was not interested
Fantastic mentor who taught me lots
Student pack was really informative
ARCPEP info was helpful so I felt prepared before I started the ward
All staff made me feel like part of the team
I learnt so much.
2018 NSS results - programme and department ID - Nursing and Midwifery

Produced by Business Intelligence, July 2018
Data from Ipsos MORI/Texunatech. Represents students' perceptions of their programme and department of study.

Please Note: From Sept 18 All New Nursing and Midwifery Students will go onto Electronic timesheets

Practice Support Net - Practice Support Net

Students will go onto Electronic timesheets

http://www1.uwe.ac.uk/students/practicesupportnet
The Practice Support Line covers many practice issues including:

- Work or Assessment related worries
- Difficulties with work relationships
- Personal/Health Issues
- Extenuating Circumstances
- Learning Outcome Concerns

The Practice Support Line
- 0117 3281152
Email: hscpsl@uwe.ac.uk

Please note:
Any absences due to sickness or authorised leave should be reported directly to the Professional Practice Office
Absence Reporting Line: 0117 3281283
and the Placement Concerned by the student.

Academic in Practice Role

Access Plans

- Some students will have access plans which support reasonable adjustments in practice.
- All access plans for practice are developed alongside the student, AiP, student disability advisors and representation from the Trust (LEF / PEF).
- If a student has an access plan they are encouraged by the AiP to share this with the mentor so that they are aware. This demonstrates the student’s professionalism.
- The AiP will be involved if required. Where possible we will try to ensure this happens prior to students arriving on placement.
Recap – NMC Requirements

1. A student must have a named qualified mentor for each period of practice learning.
2. Mentors should not support more than 3 students at once.
3. Whilst giving direct care in the practice setting at least 40% of the student's time must be spent being supervised by a mentor/practice teacher (not necessarily the named mentor).
4. When in a final placement this 40% of the student's time is in addition to the protected time (1 hour per week) to be spent with a sign off mentor.
5. The final achievement record including comments from mentors must be passed from one placement to the next to enable judgements to be made of the student's progress.
6. Assessment of competence can be undertaken through either direct, or evidence gained from indirect observation.
7. Mentors are accountable for judgements and assessments made of the student's progress.

We thank all mentors and staff for supporting students in practice. 

NB remember to book your next mentor update through the practice support net (PSN).