



# Supporting Learners in Practice

## Toolkit Resource

## Toolkit Resource - Introduction

The new NMC Standards for Education entitled '**Future nurse: Standards of proficiency for registered nurses and Realising professionalism: Standards for education and training**' published May 2018, were implemented within our Trust from 1<sup>st</sup> September 2019.

These Standards mean a change in nurse education programmes and a move towards a team approach to supporting learners in practice. This alternative system ensures high quality, multi-professional learning experiences using a team. This team consists of an Academic Assessor, a Practice Assessor and Practice Supervisors. Under this new model any registered Health Care Professional, with appropriate training can be a Practice Supervisor for Nursing students.

The aim of this resource is to support Practice Assessors and Supervisors to ensure placements are learner focused. Using a coaching model with learners encourages them to take responsibility for their own learning.

Learners are our workforce of the future, and therefore we want to nurture and grow them into the practitioners that we desire. The Trust is working hard to develop our workforce and therefore there will be increasing numbers of learners in clinical practice on a variety of programmes, many of these will be apprentices and undergraduates who want to live and work on the Island and within our Trust.

In order to provide a quality learning experience, and in light of ever increasing learner numbers the three options that are detailed within are to be used as suggestions of different ways to manage your learners in practice. This toolkit contains guidance, resources and options that support clinical areas and learners;

- 2018 NMC standards for supporting learners in practice
  - Coaching questions
  - **Option 1 – Student bays. Information and Resources**
  - **Option 2 – Managing off duty and MAPS**
  - **Option 3 – Placement visit opportunities. Information and Resources**
- A mixture of these options can be used throughout placements.**

- Learning log
- University flow chart for Managing issues in Practice
- Clinical Education Team and University contact details

## PRACTICE ASSESSOR + PRACTICE SUPERVISORS + ACADEMIC ASSESSOR

### Practice Supervisor

The **Practice Supervisor** can be any registered health and social care professional working in a practice environment. The Practice Supervisors' role is to support and supervise learners in the practice learning environment and feedback to the Practice/Academic Assessor.

- Has attended a HEI quality assured course run by the Trust and completed the Practice Supervisor declaration
- Attends a yearly update delivered by the Trust
- Is able to complete Initial placement interview
- Provides feedback on professional values to Practice Assessor for Midpoint interview
- Has responsibilities for overseeing the students' progress during the placement
- Ensures learning opportunities are facilitated
- Proficiencies as appropriate and relevant to your scope of practice and professional role

### Student

### Practice Assessor

The **Practice Assessor** assesses the learners overall performance for their practice learning, taking account of whether or not the relevant proficiencies and programmes outcomes have been met, and if they display the required values of their profession. They must have sufficient opportunities to observe the learner in order to inform their decisions.

- Has attended an NMC Mentorship approved qualification or HEI quality assured course run by the Trust and completed the Practice Assessor transition form
- Attends a yearly update delivered by the Trust
- Conducts assessments, informed by feedback from Practice Supervisors
- Makes and records objective decisions
- Gathers and coordinates feedback from Practice Supervisors and other relevant people
- Periodically observes the student
- Review assessment documentation on the PAD
- Completes relevant parts of the PAD e.g. Medicines management

### Academic Assessor

The role of the **Academic Assessor** is to collate and confirm learner achievement in the academic environment. They work with a nominated Practice Assessor to make recommendations for progression for the learner they are assigned to.

## Coaching Conversations

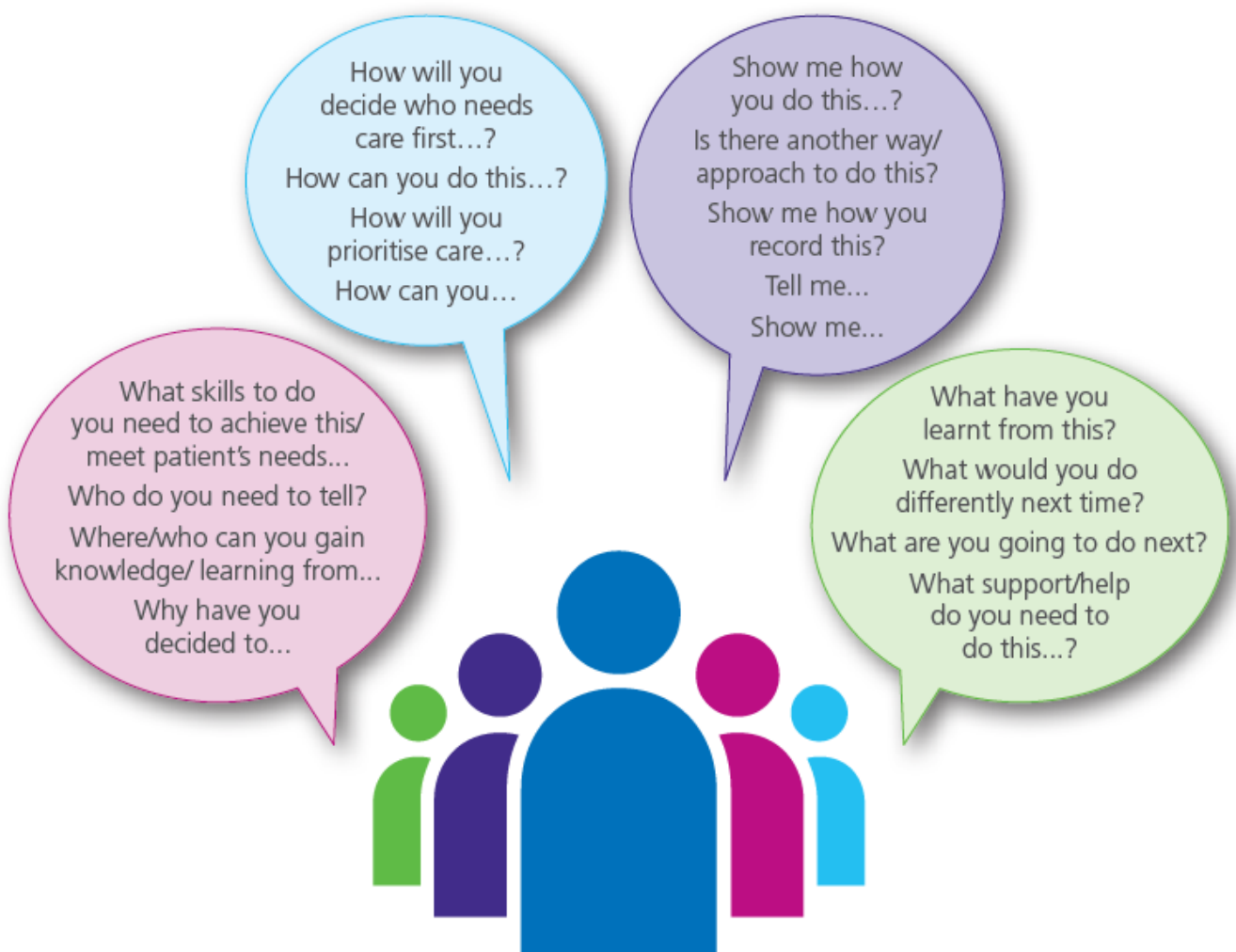
Coaching is... **“Empowering others to find their own solutions by the use of questions.”** Andrews 2019

The idea of coaching is not new and you likely already use this technique without knowing it. Through asking coaching questions you can support learners to find their own solutions, develop their skills and change their attitudes and behaviours. The aim of coaching is to gain a deeper understanding of the learner’s needs and knowledge. Open questions enable the learner to demonstrate their knowledge and understanding and identify their own learning needs

Whether you have one learner in practice or several, coaching conversations supports their learning. Learners who have received coaching as a model of supervision transition to independent decision maker on qualifying.

### Coaching questions...

- Coaching involves a lot of questions
- It can take 3 or more questions for the learner to come up with the answers/ solution.
- Resist the temptation to step in and give them the answers or take over



**These are just a few examples but there are many more!**

Additional coaching resources and courses can be found on the Leadership page of the Trust website.

<https://www.iow.nhs.uk/Working-With-Us/learning-zone/leadership.htm>

## Option 1 -

### Student Bay Approach

The Student bay approach involves using one designated 'student bay' with students taking charge of the care for assigned patients. A registered member of staff **must** oversee all the students in the student bay, the students will adopt a peer learning approach to promote their leadership, management and complex thinking skills in a safe and supportive environment.

Implementation of this framework will allow you to manage students within your clinical area and relieve the pressure off of areas with a small number of supervisors/assessors.

- Moves away from the traditional 1:1 mentoring approach and becomes a team approach with all registered and non-registered staff involved in supporting learners
- Involves one designated 'student bay' with students taking charge of the care for assigned patients overseen by a supervisor **at all times**
- Improved patient experience with a potential to reduce incidents of e.g. falls and pressure ulcers

#### Role of Assessor/Supervisor during shift

The supervisor observes the care the student is providing. It is vital that the supervisor uses coaching questions.

#### However it is important to:

- Allow the student to lead
- Gauge amount of support each student needs – speak to students own supervisor/assessor and other members of the team
- Be available/ be visible to the students – let them know where you will be
- Observation should be continuous
- Give constructive feedback throughout the shift

#### Role of the student

- The student plans the care for the patients/ team as appropriate to their stage of training
- It is important that they share concerns/anxieties with their supervisor
- Keep record of achievements/ learning activities for your portfolio or use the learning log (found in this toolkit)
- Review objectives
- Students need to be proactive and speak up

## HOW TO IMPLEMENT THE STUDENT BAY IN PRACTICE

- Identify your student bay: utilise your 'student bay' sign.
- Please ensure you discuss this with your patients.
- A designated registered member of staff will be allocated to supervise the student bay. This does not necessarily have to be the Practice Assessor or Practice Supervisor but must be a registered Healthcare professional.
- The shift co-ordinator **MUST NOT** be managing student bays.
- The supervisor will be expected to oversee **ALL** students within the bay.
- The student(s) **must receive a handover** at the start of the shift. A copy of the handover sheet is to be provided if used in your area.
- Each student will be allocated 1-3 patients a bay dependant on their stage of training and experience.
- After handover the supervisor must use a coaching approach to support students to prioritise patient care.
- The supervisor **MUST** be available and visible to the student at all times to ensure patient safety.
- Advise members of the multidisciplinary team to liaise directly with the student in the first instance.
- The student will be expected to handover their designated patients at the end of their shift.
- Student and supervisor must create time to complete a learning log (a copy can be found in this document) so that they can use it as feedback/evidence for their assessor.

If you would like support with using this model please contact the Clinical Education Team.



# Student Bay

**Please be advised that nursing students will be working in this bay, closely monitored by a trained member of nursing staff.**

**If you have any questions/concerns please contact the Nurse in Charge.**



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## Option 2 -

### Managing Off Duty and MAPs

We recognise that the volume of learners in Clinical Practice has increased. Please bear in mind that the majority of the learners that access our placements are Island based and will become part of our workforce when they complete their training. Option 2 is about how we can use MAPs to manage our student numbers and support learning.

**Please note that ALL of our Learners from every course and University MUST be recorded on MAPS**

If you cannot find the student on your MAPs please contact [iownt.HRe-Rostering-Team@nhs.net](mailto:iownt.HRe-Rostering-Team@nhs.net) as they are able to add your Student to MAPs.

- Allocate students to work the same shifts if you are able to run Option 1 the Student Bay
- Roster students to work opposite shifts
- Give students opposite days off
- Consider whether long days are appropriate
- Consider placement visit opportunities for students on days when you have several students
- Remember that students can spend time with other registered healthcare professional too.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Student A	EL		EL		EL		
Student B	E	E		L	L		E
Student C		EL		EL		EL	
Student D	L	L		E	E		L
Student E			EL			EL	EL

This example off duty represents 5 students allocated to a clinical area but by varying their off duty you have a maximum of 2 students per shift

## Option 3 –

### Placement Visit Opportunities

Whilst on placement we like to encourage our learners to spend time with other professionals or specialists in their field. This is to enhance the overall learning experience. These visits must be related to the practice learning outcomes.

#### Learner Guidance

- The learning opportunities on your placement can be enhanced by experiencing relevant services and departments for the patient care pathway.
- Placement visits would ideally be undertaken in the latter part of your placement.
- You must agree all placement visits with your Practice Assessor or Practice Supervisor.
- These visits must be aligned with your learning outcomes.
- It is your responsibility to liaise with your Practice Assessor or Practice Supervisor and the Placement Visit area to organise a suitable time and date for your visit.
- If for any reason you are unable to attend you must inform your ward manager and the placement visit area and let them know.

#### Guidance for Practice Assessors and Practice Supervisors

- Discuss placement visits with your learner early in their placement to ensure that there is sufficient time for visits to be organised.
- Ensure that there are agreed learning outcomes for the visits.
- Consider what opportunities there are for your learner to work with AHPs in your own clinical area too.
- Learner visits do not have to be full days but do need to be agreed in advance.
- It is essential that the clinical area has a record of where the learner is, when on placement visits.
- It is the learner's responsibility to arrange these visits.
- As the Practice Assessor/Practice Supervisor it is your role to empower the learner to take ownership of arranging these visits with your guidance, as needed, to ensure that visits are suitable and meaningful to support with their placement.

Within this resource pack you will find suggested Placement Visit Opportunities specific to your clinical area. Trust wide details of suitable placement visit opportunities are available on our internet page.

<https://www.iow.nhs.uk/Working-With-Us/learning-zone/placement-visit-opportunities.htm>

If you visit an area that you think would be beneficial to other learners please tell the Clinical Education Team [iownt.clinicaleducationteam@nhs.net](mailto:iownt.clinicaleducationteam@nhs.net)

<b>Learner Name:</b>	<b>Course Start Date:</b>	<b>University:</b>
<b>Practice Assessor Name:</b>	<b>Practice Supervisor Name:</b>	<b>Practice Area:</b>
<b>Date:</b> <b>Learning Outcome(s) identified by learner:</b>          <b>How will the learning outcome(s) be achieved?</b> <i>(Learner to incorporate GROW Model)</i> <b>Goal. Reality. Options. Way Forward.</b>          <b>Learner Reflection – how has this learning been achieved?</b>          		
<b>Practice Supervisor/Coach Feedback (to include areas of progress and areas identified for further development)</b>  <p style="text-align: center;"><b>PLEASE ENTER YOUR FEEDBACK IN THE RELEVANT SECTION OF THE PRACTICE ASSESSMENT DOCUMENT (PAD) ELECTRONIC / PAPER VERSION.</b></p> <p style="text-align: center;"><b>ENTRIES IN THE PAD WILL BE PERIODICALLY REVIEWED BY THE PRACTICE ASSESSOR AND WILL CONTRIBUTE TO ASSESSMENT DECISIONS RELATED TO PROGRESSION</b></p> <p>Frequency of entering feedback into the PAD is dependent on the time the learner and practice supervisor/coach spend together, and the nature of the learning outcome.</p> <p>Practice Learning period of less than one week/short visits = daily</p> <p>Practice Learning period of one week or more = <b>minimum</b> of weekly</p>		



## Student Progress Welfare and Support in Practice

**TOGETHER WE ARE THE GATEKEEPERS OF THE PROFESSION - EARLY INTERVENTION IS BETTER THAN NO INTERVENTION AT ALL**

**Student has:**

**Placement must:**

**Student should:**

<ul style="list-style-type: none"> <li>∞ Been involved in an adverse or distressing event</li> <li>∞ Raised concerns about an observed aspect of care</li> <li>∞ Witnessed significant incident</li> <li>∞ Prompted serious concern regarding their professional conduct or personal welfare (punctuality, persistent absence, distress)</li> </ul>	<ul style="list-style-type: none"> <li>∞ Debrief and support student</li> <li>∞ Immediately inform: <ul style="list-style-type: none"> <li>• Senior Practitioner</li> <li>• University Security</li> </ul> </li> <li>∞ Also inform: <ul style="list-style-type: none"> <li>• Student Experience Lead</li> <li>• Placement Team</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>∞ Contact Personal Tutor</li> <li>∞ Access support offered by Student Services</li> </ul>
<ul style="list-style-type: none"> <li>∞ Prompted general concern about professional learning and/or development (learning differences, attitude to learning, motivation)</li> </ul>	<ul style="list-style-type: none"> <li>∞ Inform Student Experience Lead and Placement Team</li> </ul>	<ul style="list-style-type: none"> <li>∞ Contact Student Services</li> </ul>
<ul style="list-style-type: none"> <li>∞ Performed particularly well</li> <li>∞ Made positive contributions to patients/people using the service and/or team</li> <li>∞ Introduced/suggested improvements to the care of an individual, group or the service as a whole</li> <li>∞ A health and safety or wellbeing issue (injury at work, bereavement)</li> </ul>	<ul style="list-style-type: none"> <li>∞ Record and feedback to placement team</li> </ul>	<ul style="list-style-type: none"> <li>∞ Record positive feedback in pad</li> </ul>

**Out of Hours Security: (in an emergency) 01962 827666**

**Absence Line:** 01962 627823 (Checked daily – weekdays)

[NursingAdmin@winchester.ac.uk](mailto:NursingAdmin@winchester.ac.uk) (not for emergency use)

**Student Services:** 01962 827341

[studentservreception@winchester.ac.uk](mailto:studentservreception@winchester.ac.uk) (not for emergency use)

# Pre-registration nursing programme

## Managing student issues in practice

### Practice Tutor / Academic Assessor

The OU student will share  
their practice tutor's contact  
details

### Employer Link

Name: Clinical Education Team

Email: -

[iownt.clinicaleducationteam@  
nhs.net](mailto:iownt.clinicaleducationteam@nhs.net)

Telephone: 01983 822099 Ext  
5354/5410

Contact the practice tutor and employer link straight away if your student:

- ◇ gives you cause for concern regarding their conduct or fitness to practise
- ◇ is involved in a complaint made by a patient or relative whether this occurs during their nursing student or HCA roles
- ◇ observes and/or raises issues about poor care or a significant incident

Contact the practice tutor and employer link within 5 days if your student:

- ◇ demonstrates poor attitudes, behaviours or performance
- ◇ has a health concern, work injury or personal issue such as bereavement
- ◇ is failing to progress despite regular feedback and structured support

Complete a feedback form in your student's ongoing achievement record if:

- ◇ you observe a particularly high standard of practice or performance
- ◇ your student suggests ways to improve care delivery whether for individual patients, a group of patients or through effective team working
- ◇ there is evidence of introducing or influencing good practice



# University of Portsmouth

## Principle roles for supporting students in practice

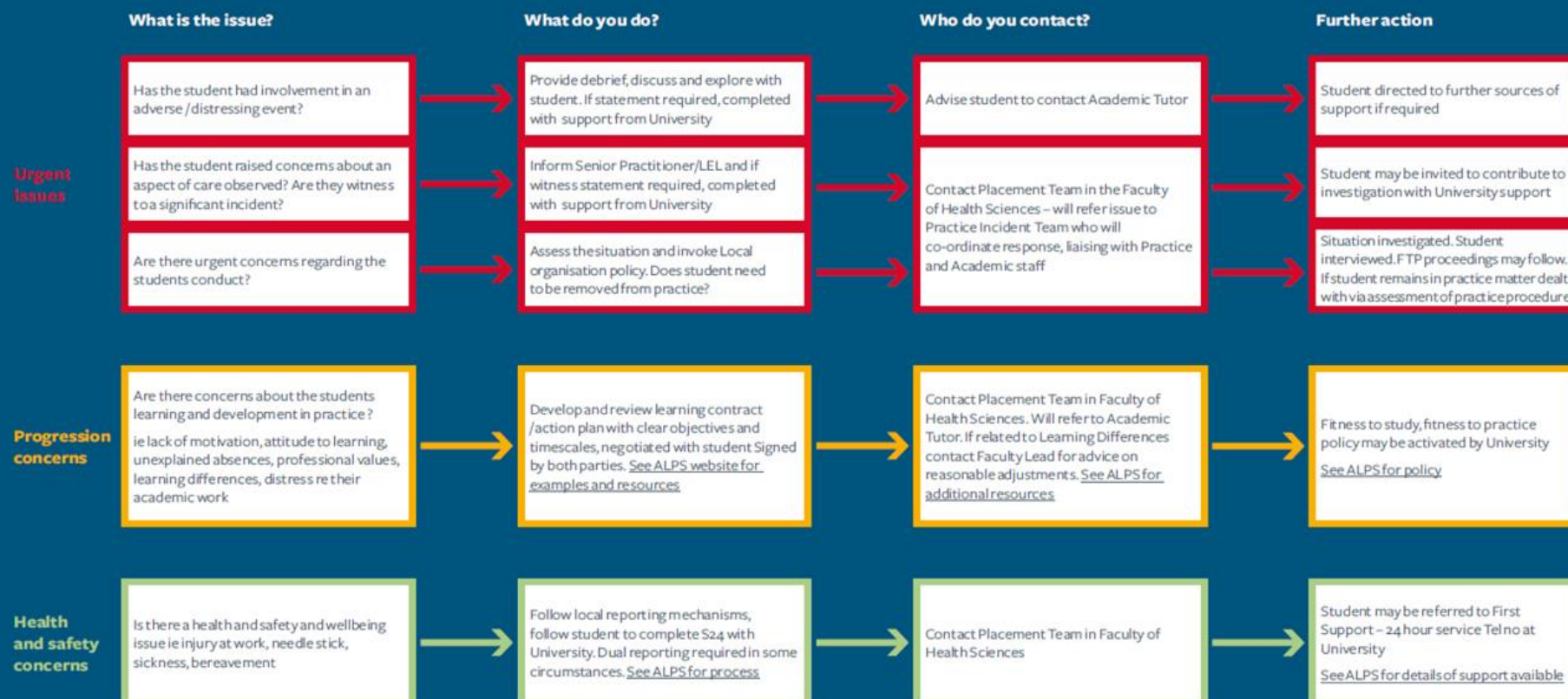
	Personal tutor	Practice supervisor	Practice assessor	Academic assessor (Module coordinator)	Learning Environment Lead/Practice Education Facilitator
Where identified	Identified on front of PLPAD	Identified inside the PLPAD	Identified inside the PLPAD	Identified on front of PLPAD	
Contact with student	Meets student on regular basis, including prior to placement to develop objectives (including practice) and during placement to monitor progress	Daily basis to support student to meet competencies and objectives in practice	Regular observation, assessment of student progress and assessment	Module briefing and key contact for issues in relation to assessment and progression.	
Before placement	Meets student prior to placement to plan and develop objectives (including practice)				
At initial interview		Work with student to review objectives and plan experience.	Liaise with PS and student to review objectives.		
If a concern about knowledge, skills, attitudes and values arises		Contact Practice Educator in first instance, aiming to resolve at the lowest possible level	Contact Practice Educator in first instance, aiming to resolve at the lowest possible level		Support PS and PA
If an action plan is created	Key point of contact for student and Practice supervisor/Practice Assessor.	Contact Personal Tutor (as per PLPAD) to inform action plan	Contact Practice Educator and Personal Tutor (as per PLPAD) to inform action plan	Support PA and PT	Support PS and PA
	Work in collaboration to write/update objectives and update action plan with support of AA and LEL/PEF if required.				
Mid-point interview	Be aware about time-frame for mid-point interview (can be remotely). Be included at mid-point interview if action plan agreed.	Daily basis to support student to meet competencies and objectives in practice	PA to include Personal Tutor and Academic Assessor (and inform Learning Environment Lead) if action plan implemented at mid-point.		
In between mid-point and final interview	If action plan in place, keep in contact with Practice assessor to provide support.	Daily basis to support student to meet competencies and objectives in practice	If action plan in place, Academic Assessor in close communication with Practice Assessor and Personal Tutor.		
Final interview	Meet student for final interview to provide support if "Fail/Refer" is proposed outcome.		If, after objective, evidence based review, decision is "Pass", confirm on PLPAD. If, after objective, evidence based review, decision is "Fail/Refer", link to mid-point action plan, confirm on PLPAD and with Academic Assessor.	In consultation with PA, confirms if "Pass" or "Fail/Refer" on PLPAD for all students (with academic team including Personal Tutors)	Could be involved at final interview if "Fail/Refer" is proposed outcome, to support PA if required.

**Managing Incidents in Practice Flow Chart**  
(Adapted with permission of the University of Southampton Faculty of Health Sciences)



# Managing Student Issues in Practice

For more detail please go to the ALPS website where an interactive resource supports this flowchart, and includes more detail and related policies and FAQs  
[www.southampton.ac.uk/alps](http://www.southampton.ac.uk/alps)



[www.southampton.ac.uk/healthsciences](http://www.southampton.ac.uk/healthsciences)

**Placement Team:** Tel: 023 8059 8648 | Email: [Placements.FHS@soton.ac.uk](mailto:Placements.FHS@soton.ac.uk) **First Support:** Tel (office hours): 023 8059 7488 | Tel (out of hours): 023 8059 2811 | Email: [firstsupport@soton.ac.uk](mailto:firstsupport@soton.ac.uk)

## Useful contacts

Clinical Education Team

Ext 5354/5410

[iownt.ClinicalEducationTeam@nhs.net](mailto:iownt.ClinicalEducationTeam@nhs.net)

UNIVERSITY	CONTACT DETAILS
<b>University of Southampton</b> Adult Nursing Mental Health Nursing Paediatric Nursing Physiotherapy Occupational Therapy Podiatry Respiratory Physiology Cardiac Physiology	Academic Assessor / Personal Tutor Academic Assessor / Personal Tutor Academic Assessor / Personal Tutor Locality Visitor or Jo Kileff <a href="mailto:J.Kileff@soton.ac.uk">J.Kileff@soton.ac.uk</a> Locality Visitor or Karen Witts <a href="mailto:K.J.Witts@soton.ac.uk">K.J.Witts@soton.ac.uk</a> Mark Cole <a href="mailto:mc2a06@soton.ac.uk">mc2a06@soton.ac.uk</a> Sally Sampson <a href="mailto:ses1d14@soton.ac.uk">ses1d14@soton.ac.uk</a> Sally Sampson <a href="mailto:ses1d14@soton.ac.uk">ses1d14@soton.ac.uk</a>
<b>University of Portsmouth</b> Adult Nursing Mental Health Nursing Radiology Respiratory Physiology Paramedic Operating Department Practitioners	Academic Assessor / Personal Tutor Academic Assessor / Personal Tutor Tom Campbell-Adams <a href="mailto:tom.campbell-adams@port.ac.uk">tom.campbell-adams@port.ac.uk</a> Christina Goode <a href="mailto:christinag@porthosp.nhs.uk">christinag@porthosp.nhs.uk</a> Personal Tutor Ashley Neve <a href="mailto:Ashley.Neve@port.ac.uk">Ashley.Neve@port.ac.uk</a>
<b>Open University</b> Registered Nursing Degree Apprenticeships Training Nursing Apprenticeships	Gemma Cherry <a href="mailto:g.cherry@open.ac.uk">g.cherry@open.ac.uk</a> 07841905347
<b>Solent University</b> Adult Nursing Mental Health Nursing	Tom Simons <a href="mailto:tom.simons@solent.ac.uk">tom.simons@solent.ac.uk</a> 02382016321
<b>University of Bournemouth</b> Physiotherapy Midwifery	Nikki Wilkins <a href="mailto:nwilkins@bournemouth.ac.uk">nwilkins@bournemouth.ac.uk</a> 01202 967314 Emma Batson <a href="mailto:ebatson@bournemouth.ac.uk">ebatson@bournemouth.ac.uk</a> 01202 961501
<b>University of Winchester</b> Adult Nursing Physiotherapy	Urgent issues via link lecturer. Progressions issues via Academic Assessor Sarah Harris <a href="mailto:Sarah.Harris@winchester.ac.uk">Sarah.Harris@winchester.ac.uk</a>
<b>University of Surrey</b> Dietetics	Barbara Engel <a href="mailto:b.engel@surrey.ac.uk">b.engel@surrey.ac.uk</a>
<b>University of Reading</b> Speech and Language Therapy	Alison Biddle <a href="mailto:a.biddle@reading.ac.uk">a.biddle@reading.ac.uk</a> 0118 378 4687
<b>University of West England</b> Cardiac Physiology	Victoria Davenport <a href="mailto:Victoria.Davenport@uwe.ac.uk">Victoria.Davenport@uwe.ac.uk</a> 04411732 82178
<b>University of Hertfordshire</b> Learning Disability Nursing	Personal Tutor
<b>AECCUC</b> Radiology	Matthew Southam <a href="mailto:MSoutham@aecc.ac.uk">MSoutham@aecc.ac.uk</a>
<b>University of Salford</b> Orthotics and Prosthetics	Mark McAloon <a href="mailto:M.McAloon@salford.ac.uk">M.McAloon@salford.ac.uk</a>