Dear Mentors

The following information offers an outline of how Simulated Practice Learning is incorporated within the pre-registration undergraduate nursing programmes from September 2011 and how this can support competency achievement during the students’ placement.

Following publication of the Nursing and Midwifery Council (NMC) Simulation and Practice Learning project in December 2007 (NMC 2007) simulated learning opportunities have been incorporated across all 4 branches of the pre-registration undergraduate nursing programmes.

The aim of simulated learning is to provide students with learning opportunities to develop professional practice skills and to help increase student’s confidence during practice learning. Simulated practice learning can enhance practice learning by supporting the application of knowledge, skills and attitude when providing future direct care in the practice setting.

During simulation learning, all Undergraduate Pre-registration Nursing students are given the opportunity to receive feedback and provide written reflections on their performance. This is achieved through the completion of the Simulation and Practice Learning feedback sheets (SPL sheets).

These completed SPL feedback sheets are then held within the student’s Practice Assessment Documents (PAD) to help guide objectives and set future action plans in the practice setting. These feedback sheets maybe used during the student’s direct care experience with mentors and registrants to help communicate what they have learnt.

The SPL sheets may also provide evidence to support the assessment of clinical competency and reference to these SPL sheets is given in competency number 5 – Personal and Professional Development.

Please note that students DO NOT have to achieve ALL the SPLs to achieve the competency 5- Professional and Personal Development. The achievement of competency 5 is based around students sharing and discussing rather than achieving the objectives that they had set themselves. Mentors are advised to review the SPL sheets and the students SMART SPL learning objectives to only help guide direct care experiences and further evidence in support of clinical competency assessment.
Mentor’s guide to using simulated Practice Learning in support of evidence of Clinical competency 5 - Professional and Personal Development

The following flow diagram offers a guide of how to use the SPL sheets to support competency achievement:

**Step 1:**
Discuss with the student what simulated practice learning sessions they have attended at this stage of their nursing programme. Read clinical competency 5.

**Step 2:**
Read any completed SPL feedback sheets held within Practice Assessment Documentation (PAD).

**Step 3:**
Discuss with the student any available learning opportunities that may support the SMART SPL learning objectives.

**Step 4:**
Following completion of any learning objectives, complete the SPL feedback sheet by signing and dating and perhaps offering any additional feedback or comments of the student’s achievements as indicated.

**Step 5:** In Placement
Evaluate how the student has utilised their SPL action plans and SPL learning objectives to support competency achievement and to meet their personal and professional development.

**Step 6:** In Placement
Consider linking this to the achievement of competency 5. Offer evaluation and feedback of competency 5 within the PAD.
Current examples of simulated learning that students undertake in the Department of Clinical Health Care may include many of the Essential Skills Clusters (ESC’s) (2010) that complement the existing Nursing and Midwifery Council pre-registration proficiencies and may include some of the following:

Vital signs
Verbal and nonverbal Communication skills
Standard infection Control Precautions
Wound care and principles of asepsis
Moving and Handling principles and Hospital life support
Nutrition and fluid management
Medicines management
Urinary Catheter Care
Respiratory Care
Cardiac Care
Neurological assessment
Diabetes Care
Rapid Tranquillisation
High Dependency care
Medicine Management
Break away skills Training
Advanced Counselling skills

If you would like further information regarding any of the simulated teaching and learning opportunities within the Undergraduate Pre-registration Nursing curriculum, please contact your Link Lecturer or contact

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Nursing and Midwifery Council (2010) Essential skills Clusters (ESCs) for Pre-registration Nursing Programmes