Introducing the NMC (2010) competencies and Practice Assessment Document for Nurses

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Aims of the session:

• To discuss pre-registration nursing competencies

• To review the key roles of mentors within the associated paperwork

• To identify support mechanisms and importance of keeping evidence of your CPD as a mentor

• To outline some aspects of the ‘Facilitating Workplace Learning’ course - for existing mentors who may be asked to be a practice assessor/observer for course members
Requirements:

- As a mentor or sign off mentor you are REQUIRED by the NMC (2008) Standard to support learning and assessment in practice (SLAiP) to update every year. See [http://www.nmc.org.uk/standards/additional-standards/](http://www.nmc.org.uk/standards/additional-standards/)

You are also required to:

- Complete a triennial review of your mentoring role

See [http://www.hls.brookes.ac.uk/peu/nmc-standards](http://www.hls.brookes.ac.uk/peu/nmc-standards)

for resources you can use such as self assessment and mentor profile and portfolio of evidence
To access the student’s Practice Assessment Documents go to the relevant web pages:

- For Adult Nursing: https://shsc-int.brookes.ac.uk/documents/browse.php?fFolderId=731
  you can select post Sept 12
- For Adult/Mental Health https://shsc-int.brookes.ac.uk/documents/browse.php?fFolderId=803
- For Child branch https://shsc-int.brookes.ac.uk/documents/browse.php?fFolderId=744
- For Child/Mental Health https://shsc-int.brookes.ac.uk/documents/browse.php?fFolderId=802
- For Mental Health https://shsc-int.brookes.ac.uk/documents/browse.php?fFolderId=745
Standards for Pre-registration Nursing Education (NMC 2010)

- Updated to ensure relevant to today’s practice (old ones were dated 2004)

- Nurses from across the country including Brookes and local trusts were involved in developing the standards

- All pre registration nursing courses revalidated to check they meet the new standards

- There are 2300 hours of practice (50%)

- These standards and competencies are adopted by all nursing students who started the program on or after Sept 2012
Changes in emphasis in the new standards

- All fields need to meet the essential needs for all client groups and manage complex needs within own field

- Leadership skills e.g. delegating, planning, decision making, using evidence are emphasised

- Emphasis on developing independence and autonomy as a practitioner (required by end of year two)

- Safeguarding vulnerable groups is added

- Essential skills are all included 42 statements (e.g. privacy and dignity)
Practice documentation:

2 parts (Practice Education Handbook (PEH) and Practice Assessment Document (PAD))

**Practice Education Handbook** (PEH) reference document – how practice is organised and regulated

1. Practice education requirements
2. Structure and content of practice
3. Organisation of practice experience
4. Roles and responsibilities
Practice assessment document (PAD)

Working document used to plan and record learning and competence in practice. The sections are:

1. How to use the document
2. Practice learning and assessment learning record (forms)
3. Competency framework
4. Simulated practice learning (SPL)

- **Standards for student nurse competency** organised into 4 domains:
  - Professional values,
  - Communication and interpersonal skills,
  - Nursing practice and decision making,
  - Leadership, management and team working

[http://standards.nmc-uk.org/PublishedDocuments/Standards%20for%20pre-registration%20nursing%20education%2016082010.pdf](http://standards.nmc-uk.org/PublishedDocuments/Standards%20for%20pre-registration%20nursing%20education%2016082010.pdf)

- These will be used by our students from Sept 2012
Mentoring a student from the initial placement meeting to the final placement meeting

See initial placement interview form
- See section 1 explanation of initial placement meeting

Discuss importance of completing this form/initial placement meeting
- Previous achievements – students should complete before they arrive on placement
- Compete initial checks and discussion record

Ensure you understand each check point
Objective setting

- Importance of clear objective setting for assessing practice and planning learning

- See explanation of SMART in section 1 (how to write objectives)

- Ensure they are stretching and appropriate for the level of the student

- See website below for ideas of words to use
  - [http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm](http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm)
Competency assessment: You need to plan how you will assess your student

- Read the guidance in section 1 on mentor feedback in midway and final feedback

- Read the words of the competency – *it will indicate the actions that the student has to do to demonstrate competency e.g. identify, recognise, accurately monitor etc.*

- Consider the evidence (what have you seen, read, talked about). *Students must show you written reflections on their practice identifying relevant competencies*

- Use of others: client feedback, other colleagues, wider professional team (see form: feedback from others who have contributed to this assessment)
Activity:

Write an **objective** that reflects a learning opportunity in your placement area using the framework given.

Hints:

- Use words that involve the student doing something e.g. discuss, demonstrate, describe, identify, plan etc.

- Consider the stage of the students learning e.g. move from describe for a 1st year, discuss for a 2nd or 3rd year.

Remember: more objectives can be added later as student becomes familiar with opportunities.
Midway review of progress

Read guidance on midway review of progress in section 1 and tips for mentors on giving and final written feedback section 1

Purposes of meeting

- Discuss students progress in relation to objectives and comps
- To give feedback regarding performances including strengths and areas for development
- To agree an revised action plan that will help student achieved competences required by deadline
- Consider involvement of link lecturer (not just when there are problems)
Final assessment of practice

Read section on mentor final assessment in section 1

Read an example final feedback and consider writing your own for a student you have mentored

Check

- Is it specific about how often, how well and how the student performed
- Does it identify strengths and areas for development
- Does it discuss knowledge as well as skill
Assessment should be:

**Reliable** – would all assessors using the same criteria come to the same judgement

**Valid** – do we actually assess what we want to assess? (and are we explicit about it?)

**Relevant** – are we assessing things we want the students to demonstrate? (i.e. why are we assessing this, is it important?)

Rust C (2002) *Purposes and principles of assessment*
http://www.brookes.ac.uk/services/ocsld/resources/briefing_papers/p_p_assessment.pdf
Assessment continued...

Ask them what we teach them! (give notice), ask students to bring in lecture notes, ask students to show you skills books/videos (e.g. clinicalskills.net)

Get them to demonstrate a skill with commentary about rationale/evidence “I’m now doing… because…”

Give them advance notice to prepare: Tomorrow we will discuss…find out all you can about…?, Look up all the drugs on these 3 patients before we administer the medications

Reflective discussions i.e. “tell me about…” or “what happened?”
Assessment continued...

- Discuss what is observed or heard as evidence rather than generalisations.

- Get students to present cases of patient/clients (do a handover with rationale) to you to assess knowledge and attitude.

- Ask more in depth questions about the knowledge part of competencies e.g. why is it important?, what are your priorities? Get to see their thinking!

- Get them to tell you what they have learnt each shift (not just what they have done!)
Assessment continued...

- Get students to summarise what they have learnt in university about a topic (*use SPL sheets as a trigger or competency statements*). If they say they haven’t done it, ask your link lecturer.

- Consider if you like the student and how that influences your assessment of them (are you kinder to nice students! or harder on students you don’t click with?).

- Discuss what students learn from role modelling your practice (ask for critical comment and feedback).

- Get more feedback from patients/clients and colleagues.
Failing to fail

- It is the student’s responsibility to provide evidence of competency - if they do not then they cannot pass.

- It is **not you** who fails them - it is they that fail to demonstrate that they meet the criteria.

- You are **accountable** for your actions. Don’t sign if you don’t think they are competent.

- Don’t take personal/health issues into account when you assess competency.
Failing to fail (continued...)

- Seek support of more experienced peers/Link Lecturer

- Encourage the student to set new SMART goals for the area that is not yet demonstrated (i.e. what do they need to do to achieve the expected level of competency)

- Avoid discussing problems with other people if you have not discussed them constructively with the student.

- Keep the professional behaviour competency (1b) unsigned until the final day.
Finding information/ support

• Ensure you know who your Link Lecturer is and that they know how to contact you

• Identify any educational lead nurses experienced Sign off mentors in your area

• Use the Practice Education Unit (PEU) website to access policy/guidelines
  • http://www.hls.brookes.ac.uk/peu/resources-for-supporting-students

• Ask for support if you need it
Keeping evidence for your CPD and revalidation requirements

- See mentor profile and portfolio of evidence http://www.hls.brookes.ac.uk/peu/nmc-standards

- Keep records of numbers and the year of your students

- Keep any feedback, reflections, self-assessments

- Remember your triennial review and self-assess and provide evidence against the NMC (2010) 8 domains for mentors http://www.hls.brookes.ac.uk/peu/nmc-standards
Facilitating workplace learning module

- Recent re-approval of the course requires that we have specific monitoring and evidence that the NMC (2008) Standard to support learning and assessment (SLAiP) is being met...

- Once you are an experienced mentor you may be asked to support someone doing the course and validate their achievements in the workplace.
Entry requirements for the module:

- be a NMC registrant
- have a minimum of 9 months’ post-qualifying experience and have developed their own knowledge, skills and competence beyond registration
- be currently in practice within a health or social care setting
- have access to a learner who is a NMC student on the same part of the register and same field of practice
- be supported in practice by a qualified mentor who has ‘due regard’ *(this is an NMC term and means to be on the same part of the register and field of practice)*
- have 5 days protected learning time and 5 additional days in the workplace
Facilitating workplace learning module requirements (continued)

There is:

- A manager’s supporting statement (specific)
- A learning log (to record 10 days learning in practice and academic settings including 5 days protected)
- Guidance on the role of practice assessor (previously called observer)
  - Experienced, enhanced role in passing practice element ) results in technical fail if not passed before final deadline) ? LL support?
- PAD including evidence of meeting stage 2 of framework (Pass/refer) and for midwives SOM criteria.

Additional assessment for those doing accredited version a session facilitating learning in the workplace (not a power-point session) and recognition of practice learning (on going with team) )
Useful sources:

- For setting goals see Blooms taxonomy [http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm](http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm)


Oxford Brookes Practice Education Unit (see drop down menu on left hand side for options) [http://www.hls.brookes.ac.uk/peu](http://www.hls.brookes.ac.uk/peu)
Additional information:

- NMC (2010) Standard for Pre-registration nurse education available at
  [http://standards.nmc-uk.org/Pages/Welcome.aspx](http://standards.nmc-uk.org/Pages/Welcome.aspx) accessed on 5/7/13