Dear Students

The following information offers an outline of how Simulated Practice Learning is incorporated within the pre-registration undergraduate nursing programmes from September 2014 and how this can support competency achievement during your clinical 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 your Practice Assessment Documents (PAD) to help guide objectives and set future action plans in the practice setting. These feedback sheets maybe used during your direct care experience with mentors and registrants to help communicate what you have learnt and future learning objectives.

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 4d: Manage Own Development.

Please note that you DO NOT have to achieve ALL the SPLs to achieve the competency 4d: Manage Own Development. The achievement of competency 4d is based around sharing and discussing rather than achieving the objectives that have set yourself. Mentors are advised to review the SPL sheets and your SMART SPL learning objectives to only help guide direct care experiences and further evidence in support of clinical competency assessment.

The following flow diagram offers a guide of how to use the SPL sheets to support your competency achievement.
Student’s guide to using simulated Practice Learning in support of evidence of Clinical competency 4d: Manage Own Development

Step 1:
Discuss with the mentor what simulated practice learning sessions you have attended at this stage of your nursing programme. Read clinical competency 4d.

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

Step 3:
Discuss with your mentor 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 and ask your mentor to sign and date the sheet and perhaps offer any additional feedback or comments of your achievements as indicated.

Step 5: In Placement
Evaluate how you have utilised your SPL action plans and SPL learning objectives to support competency achievement and to meet your personal and professional development.

Step 6: In Placement
Link this to the achievement of competency 4d. Offer evaluation and feedback of competency 4d within the PAD.
Current simulated learning that you might 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. Here are some of the following examples:

- 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:

bricketts@brookes.ac.uk, cmerriman@brookes.ac.uk.

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