

# PEF CHEF

## NEWSLETTER

Issue 21: JULY 2022

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## WELCOME

Welcome to the July edition of the PEF/CHEF newsletter!

I have now taken over from Gillian Taylor as the Strategic Lead for Practice Learning (Nursing and Midwifery) in NHS Lothian. I'm really excited to be focusing on pre-registration nursing and midwifery, some of you will know me from Clinical Education and Training where I worked primarily with post-registration staff on the Clinical Decision Making modules.

As a team, we focus on providing high quality learning experiences for our students. To achieve this, our current priorities as a team are meeting NMC requirements for practice learning educational audits and creating new practice learning environments to enhance our learning opportunities for students. You'll find information regarding becoming a practice learning environment later in this edition. If you need information regarding your area's educational audit, please check QMPLE or ask your PEF/CHEF as they will help you to prepare.

Another key strategy to support our students and future colleagues is for all NMC registrants to become Practice Supervisors, you'll see information on how to transition to become a Practice Supervisor in this edition as well as how to become a practice assessor.

I hope you enjoy this edition of the newsletter, I'll look forward to working with you all in this new capacity!



*Kirsten Hood*

NHS Lothian Strategic Lead for Practice Learning

## NEW PRACTICE LEARNING ENVIRONMENTS

### Pre-Operative Assessment at RIE

Pre-Operative Assessment at RIE became a new practice learning environment (PLE) this year, so we asked one of their students to share their experiences of attending this PLE.

"My time in Pre-Operative Assessment at the RIE has been fantastic from start to finish. This is the final week of my first placement. From day one, I have felt welcomed and part of the team. Each and every team member has supported and educated me through every aspect of my time here. I couldn't have asked for a better placement. I have been included in huddle meetings, patient journeys, assessments, team discussions, new defib training, ECG training, blood ordering, theatre experience and working closely with the anaesthetist.

I couldn't speak highly enough about the Pre-Operative Assessment department and what they do for the hospital. Caron, Steph and Becky have been more than supportive as my practice assessor and practice supervisors, as well as the rest of the team. Their work is vital within a patient's journey to ensure patient safety

but also to reduce surgical cancellations and optimising patient expectations. I have had amazing opportunities in Pre-Operative Assessment as well as orthopaedic theatres, recovery, clinical research and ICU. This has broadened my knowledge and my passion for nursing. All staff members within my placement have demonstrated patient centered care to the highest standard - such a fantastic team, which I am very proud to have been a part of."

- Steph, Edinburgh Napier University



With the growing number of students each year it is important that NHS Lothian are able to provide new and exciting places for students to learn and avoid over-allocating where possible. To refer an area, please email your local PEF or CHEF to request a referral form or email [PEFCHEFEnquiries@nhslothian.scot.nhs.uk](mailto:PEFCHEFEnquiries@nhslothian.scot.nhs.uk)

## CARE HOME CONFERENCE

### I feel - I see - I imagine

I was lucky enough to be asked to attend this virtual event on Thursday 12 May for International Nurses Day 2022. Following the event, I have developed an understanding of decisions made and challenges met, having listened to the powerful reflections shared about living and working as social care nurses through the COVID-19 Pandemic.

At the conference the focus was on the data specific to care home nurses' stories which clearly animated the intense pressures and emotional toil felt by those working in care homes over the last 2 years.

It is clear that the role of nursing in care homes is diverse, built on relationships, complex needs, expertise and compassionate leadership. The report by Scottish Care [Nursing Insight - May 22 \(scottishcare.org\)](https://www.scottishcare.org) highlights this, but also that a change in belief, in self-belief, is needed to remove the 'just a care home nurse' stigma. Theresa Fyffe, former Director of RCN Scotland, captured this by saying, "Be yourself, be proud of it, proud of the work and the difference you make".

We heard from two nurses working in care homes who undertook the Queens Nursing Programme. Their career journey has been continuous in social care settings where supportive environments have allowed them to develop professionally, including opportunities to be part of the Queens Nursing programme. Both nurses found the Queens Nursing course empowering, restorative, and inspiring. To find out more about the Queens Nursing Institute of Scotland follow this link: [What we do \(qnis.org.uk\)](https://www.qnis.org.uk). The QNIS are currently developing a care home nurse focused course.

Going forward changing perceptions of what Social Care Nursing is, is essential. Recognising the key role social care nurses play, to ensure lives are well lived, care is relationship based and planned with the residents at the centre.

The final session of the day was a healthy discussion about care homes as PLEs. What learning opportunities for students are available? The answers covered the four pillars of nursing.

To support teams in identifying learning opportunities, the link below has NMC standards mapped to the complex care provided in care homes. So much more than "just a care home placement."

[Registered care home with nursing, physical and mental health, dementia and end of life care \(skillsforcare.org.uk\)](https://www.skillsforcare.org.uk)



Liz McPherson, Care Home Education Facilitator (CHEF), NHS Lothian

## ANTICIPATORY CARE PLANNING in CARE HOMES

A resource for both students and staff

The following link to resources may be useful to share with students when on a care home PLE and relates to Anticipatory Care Planning (ACP). We are aware that your time can be limited to spend with students as you have competing priorities. You may find the following resource helpful to signpost for students to complete some self directed learning which they can then relate directly to the care home practice learning environment.

Although the resource states it is in the context of Covid19, it will still be useful in gaining an understanding of ACP generally. The resource also links to a significant number of platforms & proficiencies which students are required to achieve within their Practice Assessment Document (PAD). The resource can be accessed [here](#)

## RCN SCOTLAND: SENSEMAKER

Share your story of the continued challenges of COVID-19

RCN Scotland has launched a new tool to capture the stories and lived experience of nurses, nursing support workers and nursing students as they face the continued challenges of COVID-19. An innovative new tool "Sensemaker" is being used by the RCN to gather data. This is an ongoing project where data is gathered every week to show a picture of nursing in Scotland. The link below gives you more information about this project and at the bottom of the page in the link there is an opportunity to "share your story on sensemaker". [How is it for you?](#)

## WELLBEING: WORK WELL

New Nook pods

Work Well are working in partnership with NHS Lothian Charity (formerly Edinburgh and Lothians Health Foundation) across sites where possible to improve rest spaces. You may have noticed the new Nook pods in RIE & REH. Early feedback has shown that staff are taking between 5 and 15 minutes to have somewhere comfortable to sit and rest, 100% of those who have been giving feedback say it supports their wellbeing at work.



There is a large Wellbeing wing now open for staff in the WGH site and SJH. REH are designing their wellbeing wings at present and should be available later this year. Smaller sites can also access wellbeing spaces funding through the following link [Permanent Wellbeing Spaces \(scot.nhs.uk\)](https://www.scot.nhs.uk)

## MIDWIFERY STUDENTS

### New Documentation

Midwifery practice assessment documentation (MPAD) and electronic MPAD

The first-year student midwives are coming to clinical areas with new documentation to complete in line with the NMC future midwife standards (2019). The previous documentation will be phased out over the next two year and replaced with the MPAD. There is an introductory [video \(14 mins\) here](#). (Copy and paste to google chrome if necessary)

From July 2022 the first-year masters students will have an electronic version of the MPAD and from Sept 2022 the bachelors students will also be using the electronic version. There is a 45 min video [introducing the eMPAD here](#).

The women's services PEF team of Helen and Elaine are running frequent update sessions on the MPAD and also Edinburgh Napier (ENU) are holding an electronic MPAD session on MS Teams 1.30-3.00pm on 14th July link: [Click here to join the meeting](#)

Any queries, please email Helen or Elaine at [Helen.macgregor@nhslothian.scot.nhs.uk](mailto:Helen.macgregor@nhslothian.scot.nhs.uk) or [Elaine.turnbull@nhslothian.scot.nhs.uk](mailto:Elaine.turnbull@nhslothian.scot.nhs.uk)

## CLINICAL SKILLS TRAINING

### Newly qualified nurses and student nurses

As part of the Future Nurse agenda, we are in a process of transition across our various HEI's (Higher Education Institutions). Many nurses will have completed clinical skills training at their HEI. [Click here](#) for an update on their clinical skills training and follow the flow chart to determine what clinical skills course a newly qualified nurse requires. All clinical skill courses are available on eESS.

As part of the updated NMC standards, final year and final placement student nurses from Queen Margaret University and University of Edinburgh can participate in the checking, preparation, administration and monitoring of IV medicines via **peripheral venous route only**. This must be under the direct supervision of a registered healthcare practitioner who is competent in IV medicine administration. The student should evidence an IV exam pass certificate prior to completion of student IV proficiencies. Check out the above document for more details.

## CPD FOR STAFF

### *Make and record objective, evidenced-based assessments*

If you are the named practice assessor for a student, then it is your responsibility to complete their documentation at the end of their placement. If you will not be able to do that because you are not available this should be escalated to your line manager as soon as possible. If the student is not meeting their proficiencies, then this should be fed back to them at their interim discussion or at the earliest opportunity and if necessary a learning development support plan should be made, neither of these actions should be taken without input from the student's academic assessor. You can also contact the PEF or CHEF for your area (who is there to support you).

The NMC (SSSA, 2018) say the following about assessment:

*practice assessors make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection, and other resources*

*....and from feedback from practice supervisors...*

They also state that there should be *sufficient opportunities for the practice assessor to periodically observe the student across environments in order to inform decisions for assessment and progression.* There is no minimum (or maximum) amount of time a student and practice assessor can work together, so when you are practice assessor for a student, choose to work together as much as you feel necessary to be able to assess them objectively.

If you want to develop your skills for objective student assessment there is a bitesize learning [worksheet on the intranet, click here](#)

## TRAINING FOR STAFF

### Become a new practice supervisor and/or assessor for students

All registered staff are required to supervise students (The Code, NMC 2018) - are you still unsure about how to become a new practice supervisor and/or assessor for students?

NMC Standards for supervision and assessment of students (2018) state

*'All NMC registered nurses, midwives and nursing associates are capable of supervising students, serving as role models for safe and effective practice.'*

If you are not sure what you need to do to get up to date with the new NMC standards for student support and assessment (SSSA) and Future Nurse/Midwife, the first place to look is the newly updated [Future Nurse/Midwife Programme Information](#) page on the NHS Lothian intranet. Or, if you are care home staff please use the external NHS Lothian [internet site](#). Whether you were a mentor previously, or are new to student support, this page should direct you to what you need to do to learn about the new standards and give you ways of keeping up to date. This information is for all registered nurses and midwives and should be done before supervising/ assessing a student, or before your next revalidation.

If you are unsure how to proceed then please contact your local PEF for further advice.

## SUPPORTING STUDENTS IN PRACTICE

### Students require both a Supervisor and an Assessor

During the beginning of the COVID-19 pandemic the NMC created Recovery & Emergency Standards, which temporarily allowed students to have one member of staff to be both a Practice Supervisor and a Practice Assessor. Now this has ended every student must have two separate staff, one as a Practice Supervisor (PS) and one as a Practice Assessor (PA). Staff who are new to supporting students must complete competencies for either of these roles. Staff who were previously trained mentors, should transition their previous competencies to the new competencies of PS and PA. More information can be found on the [Future Nurse/Midwife Programme Information](#) pages within NHS Lothian intranet.

## PAD GUIDANCE

### A guide on completing student documentation

Edinburgh Napier University have produced a guide for Practice Assessors and Practice Supervisors to help them navigate the electronic Practice Assessment Document (PAD). The guide includes information on Practice Assessors/Practice Supervisors roles as well as information on the preparation for practice session run by the university prior to the students starting on placement. The guide then goes on to discuss the sections in the ePAD which includes:

- Pre-placement documentation
- Documentation to be completed at the start of placement
- The interim feedback documentation
- The documentation to be completed at the end of placement
- Any time documentation (documents that can be completed throughout the time of the placement)
- Part specific documentation (this is documentation to be completed at anytime during the year of the programme)
- Skills and Procedures documentation
- Placement hours documentation

This is to supplement the help and support guides held on the Practice Learning Support Hub [https://staff.napier.ac.uk/faculties/fhlss/Practice\\_Learning\\_Support\\_Hub/PracticePartners/Pages/PracticeAssessmentDocuments.aspx](https://staff.napier.ac.uk/faculties/fhlss/Practice_Learning_Support_Hub/PracticePartners/Pages/PracticeAssessmentDocuments.aspx)

There are also Sway documents on the following:

EPAD - Getting Started

EPAD - Documentation Guide

EPAD - Timesheets Guide

EPAD - Mandatory Training & Compulsory Practice Skills Guide

## QMPLE

### Student feedback on their Practice Learning Experience

Student feedback of the practice learning experience is one of the positive features of QMPLE. It means the clinical areas get feedback from students in a timely manner.

#### Why is student feedback important?

Student feedback is really important, to not only those facilitating student learning, but also to senior charge nurses, team leaders and senior nurses as it provides evidence that can be used by both the university and practice to:

- ensure that students' learning needs are being met in a safe environment
- inform planning of future practice learning experiences
- identify areas for improvements and promote areas of excellence which can be shared with others
- provide valuable feedback to practice supervisors and practice assessors on the work they do with students which can be used as evidence for reflection as part of [Nursing & Midwifery Council Revalidation](#) (NMC, 2015).

During the last week of placement students are sent an e mail reminder to complete their feedback form. The clinical area may if they are able give the students some time during the latter part of their last week to complete this form. The form can be completed during the last week of placement or the student has three weeks following the end of placement to complete.

To support anonymity the form will sit in QMPLE until there are three forms completed or a period of 12 weeks have passed before they are released for the PER (Practice Education Role) users in clinical practice to read and discuss with their teams.

Each clinical area will have at least one PER user, an important part of the PER user role is to check QMPLE regularly to see if any feedback is available for review.

If you are a PER user and would like some advice/guidance on how to access your feedback please contact your local PEF/CHEF

## STUDENT SUNRAY/SMART CARD

### How students can get a replacement of a Sunray/Smart card

eHealth confirmed last week, that students can [log a call](#) using the Service portal to request a new Sunray/Smart card. However, this can only be accessed on an NHS Lothian PC and there are PCs that don't require a Sunray/Smart card to log in for the students to use. The replacement card will be posted to the student's PLE.



## GLOSSARY OF TERMS

### Standards for Student Supervision and Assessment (NMC)

We are aware there is a lot of new terminology which comes with the new NMC standards, so here are a few of the main ones in a table which you can keep handy with the student information in your area

Practice education facilitator (PEF)	The PEF assists and updates the clinical staff who support students
Care home education facilitator (CHEF)	The CHEF assists and updates care home staff who support students
Named practice supervisor (PS)	A named member of staff who has achieved the PS skills competency *, allocated to support a student throughout their time in a clinical area
Named practice assessor (PA)	A named nurse or midwife, who has achieved the PA skills competency *, and is responsible for supporting and assessing a student throughout their time in a clinical area
Practice supervisor (PS)	Any registered member of staff other than the named practice supervisor/assessor, who has achieved the PS skills competency *, and is working with a student in clinical area
Academic assessor (AA)	Representative of the university who is assigned to a student to support and assess them throughout a year
Practice learning environment (PLE)	The clinical area that a student attends
Personal development tutor (PDT) at Edinburgh Napier (ENU) Personal academic Tutor (PAT) at Queen Margaret University (QMU) Personal tutor at University of Edinburgh (UoE) Practice tutors at Open University (OU)	Representative from University who provides pastoral support to a student
Practice learning improvement support team (PLIST)	A team of representatives from all Edinburgh universities who carry out audits on PLEs together with PEF and charge nurse/midwife
Quality management of practice learning environment (QMPL)	Digital interface between clinical areas and universities/students where student allocations/student feedback/allocation of named PS/PA and audit happens

## GLOSSARY OF TERMS

### Standards for Student Supervision and Assessment (NMC)

Continued..

Practice education role (PER)	A member of staff from clinical area allocated to be able to access QMPLE for student allocation/feedback and audit purposes (usually charge nurse/midwife and one other)
Future Nurse, NMC 2018	NMC standards of proficiency for registered nurses
Future Midwife, NMC, 2019	NMC standards of proficiency for registered midwives
Proficiencies	Previously called competencies - list of skills the students are working towards achieving
Platforms	Nursing proficiencies are grouped under 7 platforms
Skills annexes A and B	Annexe A specifies the communication and relationship management skills required, and Annexe B specifies the nursing procedures that registered nurses must demonstrate that they are able to perform safely at point of registration
Domains	Midwifery proficiencies are grouped under 6 domains
Practice assessment document (PAD) or electronic (ePAD)	Documentation that student nurse and PS/PA/AA complete during PLE
Midwifery practice assessment document (MPAD) or electronic (eMPAD)	Documentation that student midwife and PS/PA/AA complete during PLE
Standards for student support and assessment (2019) (SSSA)	NMC document that details the new standards for supporting and assessing students

\* The PS and PA skills competencies are detailed on future nurse/midwife programme information page on NHS Lothian intranet

KEEP IN TOUCH

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