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Guidance for the Assessment of Proficiencies for Pre-Registered Nurses

Aligned to the Scottish Practice Assessment Document.



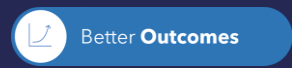
Better **System**



Better **Prepared**



Better **Experience**



Better **Outcomes**

Background



Situation / Background

Student Nurses are required to achieve a range of proficiencies and competencies across fields in accordance with the Nursing and Midwifery Council Future nurse: Standards of proficiency for registered nurses (2018). However, numerous barriers have been recognised that prevent achievement of the annexe B proficiencies which can potentially impact on student nurses progressing and completing programmes of study. These challenges have the potential to increase risk of increased student anxiety and attrition which can negatively impact the learner experience and also create subsequent workforce implications. Whilst Clinical Practice and Higher Education Institutes are working collaboratively and innovatively to facilitate achievement of the proficiencies for nursing students, there appear to be some challenges identified in the teaching, learning and assessment of the proficiencies.

A key issue that has been raised by learners and practice learning partners is that the language is ambiguous and open to interpretation and requires further guidance and agreement as to what level of expertise and knowledge is required in relation to the fields of practice.

In response to this, a Cheshire and Merseyside annexe collaborative with practice and Higher education institute leads was established which is currently led by the University of Chester. This collaborative working group have recently developed a set of guidance in collaboration with learners that student nurses can use to support achievement of the proficiencies by offering suggestions how these can be achieved in practice and the guidance also offers links to theoretical support and available E-Learning to support achievement of the proficiencies in clinical practice.

The guidance toolkits have been extremely well received by learners across Cheshire and Merseyside. Moving forward a workstream was developed, alongside colleagues from the University of Dundee and practice partners, to develop a similar resource for learners in Scotland, aligned to the Scottish Practice Assessment Document.



Aim of the document

The collaborative has been driven to ensure that the guidance document be supportive in contributing to a number of key areas;

- Supporting Pre-Registration Nurses with regards to planning for placement and relating their experiences in practice to the proficiencies.
- Provide clarity for both learners and educators with regards to the proficiencies (as per the learner's assessment document).
- Support the development and maintenance of a supportive learning culture across Cheshire and Merseyside.
- Supporting Practice Assessors / Supervisors in being able to identify methods of assessment and support conversations with learners during the assessment period, with regards to the proficiencies.
- Support the reduction of risk due to ambiguity in expectations of Pre-Registration Nurses within practice.
- To provide a supportive toolkit with long term applications and support the development of the future nursing workforce.
- To develop and support high-quality work-based learning experiences, for all learners and provide guidance on how these experiences and opportunities can be recognised, assessed and completed, in line with the proficiencies.
- To support a consistent approach to how learners are assessed and reduce the impact of potential inconsistencies in assessment.



Introduction

The guidance for the assessment of proficiencies for pre-registered nurses, has been created by stakeholders across; practice (Practice Education Facilitators), nursing educators (across fields of nursing) and nursing students. The purpose of the guidance is to support nursing students and their practice assessors and supervisors during the nursing assessment period on placements.

The guidance offers suggestive actions to support evidence of completion of each specific proficiency, across the three parts. It should be noted by all users of this guidance, that **the student nurse does not need to demonstrate all the suggestive actions in order to meet the proficiency**, these should be utilised as suggestions. In addition, the document provides links to eLearning opportunities for nursing students, to support their learning, increase knowledge and support evidence of meeting the proficiency.

The guidance also offers suggestive assessment methods that could be utilised in the assessment of proficiencies and further information on the use of spoke opportunities. In addition, information is provided regarding the supervision of student nurses, governed by the NMC (2018) Standards of Education, with specific regards to invasive clinical skills.

Please note:

The following guidance offers suggestions, regarding potential actions and methods of assessment, to support the completion of proficiencies. This is general guidance; considerations will have to be applied based on the placement area and the policies and procedures that govern practice, specific to that trust, organisation or clinical area.



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Click the links below:

- Introduction
- Navigating this document
- Level of Skill: Information and Guidance
- Suggested Methods of Assessment
- NMC Key Statements
- Guidance for the Supervision of Student Midwives
- Utilising Spoke Opportunities
- Myth Busters
- Proficiency Clustering
- Glossary of Terms
- Service User Videos

Click the tabs below to navigate Sections of the guidance



Document Content



The Guidance for Assessment of Proficiencies for Pre-Registration Nurses, is an electronic document, which contains a range of information and links to supportive resources for learners and educators to utilise during the assessment process.

All information within the guidance is easily navigated to, this being due to the design and embedded navigation tools, to ensure the end user can navigate to information within 2 to 3 clicks.

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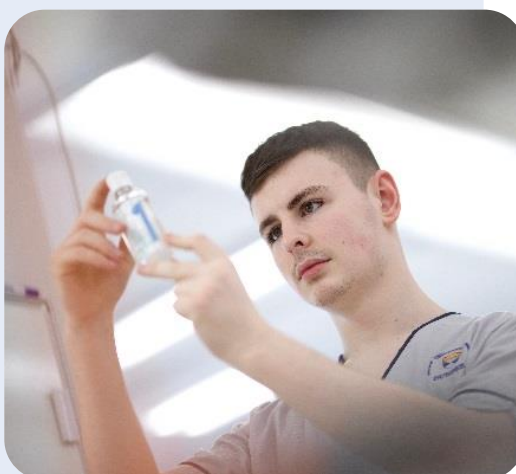
Guidance for the Assessment of Pre-Registration Nurses.

Click below to navigate through the information provided

1. Supporting Information

2. Guidance Regarding Proficiencies

3. Service User Interviews



1. Supporting Information

With the introduction, learners will find links to useful information and resources, this include;

- Information on suggestive methods of assessment (i.e. simulation, direct observation).
- Information surround NMC Key Statement, (i.e. four field impact)
- Guidance for the supervision of student nurses (i.e. supernumerary status, observation).
- Utilising spoke placements / short visits
- Myth busting (i.e. accountability when signing the practice assessment document).
- Proficiency clustering (linking nursing interventions with proficiencies)
- Glossary of terms



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2. Guidance Regarding Proficiencies



With regards to proficiencies the document offers a range of information and links to supportive resources. All proficiencies appear as they do in the learners practice assessment document. The guidance offers.

- Suggested methods of assessment linked to the specific proficiency.
- Guidance of actions learners could undertake to support development of their knowledge with regards to the proficiency.
- Suggestive actions, learners and educators may consider in order to demonstrate and achieve the proficiency.
- Links to e-learning courses and supporting information

Assessment of Proficiencies – Platform one: Being an accountable professional

Platform and Proficiency: P1	Part	Suggestive methods of assessment	Guidance and suggestive actions for meeting proficiency	E-learning Opportunities & Resources
P1.1 Understand and act in accordance with The Code (2015): Professional standards of practice and behaviour for nurses and midwives, and fulfil all registration requirements	Part One, Part Two, Part Three	Direct Observation	<p>Gain an understanding of The NMC Code, information sharing, ethical and legal parameters, the promotion of the NMC 4 P's (prioritise people, practise effectively, preserve safety and promote professionalism and trust) and their relationship to the provision of care.</p> <p>Gain an understanding of the legal and ethical aspects of information sharing.</p> <p>Gain an understanding and demonstrate the importance of professionalism in the clinical setting.</p> <p>Gain an understanding of the importance and value of clear, accurate record keeping</p> <p>Explore the Promotion of infection control and prevention.</p> <p>Suggested actions, not limited to (considering the expected level of engagement for assessment – Part One: Dependent, Part Two: Developing Independence, Part Three: Independent)</p> <ol style="list-style-type: none"> 1. Observed practicing effectively, using evidence-based practice guidelines and demonstrate risk assessment of the situation to ensure patient safety is preserved 2. Observed and supported using the documentation of records and assessments 3. Demonstrate uniform adherence to infection prevention and control measures 4. Participate in Information sharing, confidentiality of all patients, relatives, clinicians, and with 3rd party i.e. social work, police unless in the interests of public/ individual safety. Demonstrate under supervision the ability to act honestly and with integrity, and ensure that you do not discriminate. 	<p>E-Learning for Health</p> <p>Online Learning for Students (ELFH – E-learning for Health)</p> <p>TAURAS https://learn.nes.nhs.scot/</p>
		Demonstration of proficiency through discussion		
		Feedback		
Part 1: Dependent		Part 2: Developing Independence		Part 3: Independent

Platform One: Being an accountable professional

Introduction to the Guidance	P1: Being an accountable professional	P2: Promoting health and preventing ill health	P3: Assessing needs and planning care	P4: Assessing needs and planning care	P5: Leading and managing nursing care	P6: Improving safety and quality of care	P7: Coordinating care
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3. Service User Interviews



3. Service User Interviews

Within the guidance toolkit end users can access interviews with service users. The videos, discuss service user experience of specific procedures, these include;

- Cannulation
- Venepuncture
- ECG
- Blood Transfusion
- Nasogastric Tube Insertion
- Catheterisation

Learners can access these by clicking the  icon.



Supporting Resources

Service User Videos, discussing experiences in healthcare settings regarding procedures.

Venepuncture

- Carole's experience of venepuncture (click icon to listen)
- Daniel (age 11), talks about how he feels before he has his bloods taken (click icon to listen)
- Daniel (age 11), talks about how he feels after he has his bloods taken (click icon to listen)
- Mark, talks about his experience of venepuncture (Click icon to listen).

Blood Transfusion

- Audrey's experience of having a blood transfusion (click icon to listen)
- Andrew's experience of having a blood transfusion (click icon to listen)

ECG

- Peter's ECG experiences (click the icon to listen)
- Lily shares her experience of having a ECG (click icon to listen).

Cannulation

- Lily's experience of cannulation(click icon to listen)
- Harriet's experience of cannulation(click icon to listen)
- Jodie's experience of cannulation(click icon to listen)

Nasogastric Tube (NGT)

- A patients experience of Nasogastric tubes (click the icon to listen)
- Lily shares her experience of having a NGT (click icon to listen).
- Jodie shares her experience of having a NGT (click icon to listen).

Catheterisation

- Phil's experience of having a urinary catheter (click the icon to listen)
- Jodie's experience of having a urinary catheter (click the icon to listen)

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We would like to extend a huge thank you to all those who participated in supporting the development of these videos and for support the development of the future nursing workforce.

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Evaluations

Following the launch of the 'Guidance for the Assessment of Proficiencies for Pre-Registration Nurses', we are now seeking feedback from our learners and educators. This being to explore the effectiveness of the toolkit and recommendations for further development.

We would really appreciate your feedback, links to the surveys can be found below:

Learner Survey

The survey can be assessed via the link below, or scan the QR code.

<https://forms.office.com/Pages/ResponsePage.aspx?id=bj6EGEYYbEWgXFAPCu4S9oiDQjGwb2RHlvK1RgXYVP1UNE1ZWVZKTUU3QVBaRExENE9JWkNZVVIOTi4u>



Educator Survey

The survey can be assessed via the link below, or scan the QR code.

<https://forms.office.com/Pages/ResponsePage.aspx?id=bj6EGEYYbEWgXFAPCu4S9oiDQjGwb2RHlvK1RgXYVP1URDQ5NVdCQVRHNTJPRFUzVURDOVZUVUE4QS4u>



Contacts

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