A Change in Assessment Strategy now in use as from February 2008 = The Skills Escalator Pre-Registration Nursing Courses (Adapted from Bondy, 1983)

All students now undertaking nurse training (October 2007 cohort onwards) will be continuously observed and assessed against the associated Practice Level 1 to 4 indicators, whilst achieving Outcomes (CFP) or Standards of Proficiency (Branch), in accordance with the NMC (2004) four domains of practice:

- Professional and Ethical Practice;
- Care Delivery;
- Care Management; and
- Personal and Professional Development.

Mentors will assess if the student has met the identified indicators (see Page 2). The Skills Escalator identifies the student’s progress throughout each semester and year of training. They must achieve the required Practice Level before they can progress onto the next year, as stated in the diagram.
Practice Levels to be achieved in each semester - Dip/BSc Curriculum

Semester One:
Practice Level 1 = Essential

Semester Two:
Practice Level 2 = Essential

Semester Three:
Practice Level 2 = Essential

Semester Four:
Practice Level 3 = Essential

Semester Five:
Practice Level 3 = Essential
Practice Level 4 = Desirable

Semester Six:
Practice level 4 = Essential for Registration
Each student nurse (October 2007 cohort onwards) entering practice will be asking Mentors to complete their Continuity of Practice Assessment Record. This is the new document that will follow the student’s progress and development throughout their training programme, and will be used by the sign-off mentor, in the final semester, to verify that progress.

The new document is a compilation of all of the Final Interviews: Assessment Results, Record of Outcomes not achieved, and Record of Professional Progress, for every placement throughout the student’s training. The student must submit their completed document at the end of each semester to the Assessment Clerk (School of Nursing) in accordance with cohort Assessment Submission Schedule, so that it may be sent to the Exams Office.

A random sample with be selected for internal and external moderation. The documents will be returned from the Exams Office to the student’s Personal Tutor before their next placement. The white copy will remain in this document whilst the yellow copy will be removed and retained in the School of Nursing.

**Do you need a face 2 face update?**

It is an NMC requirement that all mentors undertake at least 1 face to face update every 3 years. If you are in need of a face to face update please contact your local Mentor Support Practitioner (MSP) or your PLT Educational Representative.

**What are the NMC essential skills clusters?**

The review of fitness for practice 2005: Recognised a skills deficit in nurses that compromised safe and effective practice and did not meet the public’s and profession’s expectations.

This included skills for practice as well as underpinning knowledge, understanding and values.

**Categories included**

- Care and compassion
- Communication
- Organisation and care
- Infection prevention and control
- Nutrition and fluid maintenance
- Medicines management

**What are they?**

They are generic statements that identify essential skills under broad headings to support the achievement of the outcomes and proficiencies required for entry to the branch and entry to the register.

**Implementation is from September 2008**

Liz Aston
Director for Practice Learning

Further ESC update to be included in the Autumn Mentor Newsletter

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Launch of derby’s reconfigured practice teams

Over 70 Practitioners, covering all Branches and Trusts, and lecturers attended a very successful launch of the reconfigured Derby Centre Practice Learning Teams. The launch was held in the auditorium at the Medical School which is based in the Derby City Hospital. A number of interesting presentations were given including:

- An overview of the reconfigured PLTs (see diagram)
- An update of the NMC Essential Skills Clusters
- The Trent Universities Interprofessional Learning in Practice Project
- Role of the Mentor Support Practitioner
- Helping mentors to support students with a disability in practice
- Counselling services available to support mentors and students

The evaluations indicated those attending had thoroughly enjoyed the afternoon. Each of the presentations were also very positively evaluated, and included comments.

“all useful information in easy to understand bit size pieces”, and, “a very informative afternoon”. Over 90% evaluated the venue and resources as very good or good, and comments included “excellent venue, very nice lunch”. Following the success of the launch the School of Nursing confirmed that this will now be an annual event, with a PLT conference being held at the beginning of each year.

Paula Hallam, Lecturer
Derby Centre PLT Co-ordinator

Practice Learning Team Structure 2008
- Derby Centre

PLT Co-ordinators Group - Cross Centre

PLT Steering Group

Medicine Cancer
Orthopaedic
PLT 1
Surgery &
PLT 2
Acute &
Critical Care
PLT 3
Community
PLT Co-ordinator
Group
Child
PLT 8
Mental Health
PLT 9, 10 & 11
Learning
Disability
PLT 13
Community Hospitals
Care Homes
PLT 4
Amber Valley &
Erewash Community
Nursing PLT 5
City Community
Nursing
PLT 6
Dales & South
Community
Nursing PLT 7
PLT priorities for 2008

The following priorities has been identified and agreed by the PLT Co-ordinating Group for all PLTs.

1. Map learning opportunities within the placement to the NMC proficiencies for the pre-registration programme.
2. Implement effective communication systems to ensure all Mentors/Staff receive PLT information.
3. Disseminate information and support the implementation of the 2006 NMC standards to support learning and assessment in practice.
4. Education Representative to provide Mentor updates on a regular basis, alongside the Mentor Support Practitioners.
5. Ensure all Mentors, Befrienders and Students know how to access support from the PLT.

Q. Do you have any ideas you would like to share on how Mentors can encourage students to attend PLT meetings?

A student’s perspective on attending PLTs

I have been attending the Child PLT meetings for the last year or so.
I found the PLT’s very useful to pass on student views that would not necessary be heard in another forum, and helpful that the staff were able to meet students and hear their views and opinions on certain things.
I also learnt that the Child PLT is a good environment for all practice placement areas to get together and make changes/discuss student issues together.

Rob Bradley
(by email) 0503 Child

6. Demonstrate the development of an action plan within 2 months in response to issues raised in the Student Online Evaluations of Practice and maintain currency of information on the placement database.

A message from the PLT Co-ordinators Group

Sharing Best Practice, sharing ideas

As a co-ordinating group, we are well aware that within PLTs a number of excellent developments have been initiated. If you would like to share your ideas and initiatives with regard to how to develop learning within your placement, please contact

fern.todhunter@nottingham.ac.uk

Fern will then arrange for these initiatives to be put onto the Practice Learning website so other PLTs are aware of what you do and can use your ideas to develop their own PLT. Please contact Fern and share your ideas with everyone. You or your PLT will be acknowledged for your contribution.
Mentor Awards 2008
A request for nominations

Last years overall winner

Sandra Robinson, Day Case Unit, Kingsmill

Students! would you like to nominate a Mentor?

In your capacity as a student, fellow mentor, PLT representative or manager, we invite you to nominate a mentor for the above award. To nominate a mentor you are required to obtain the nomination form from:
www.nottingham.ac.uk/nursing/practice/mentors/index.php
or via the pop-up when completing your Student Evaluation of Practice,
or by requesting a hard copy from Sima at: sima.parmar@nottingham.ac.uk

The winning mentor will received £50 worth of book tokens.

Should your nominee be successful, YOU will also receive a £25 book token.

Entries will be judged by a panel comprising of last year’s Mentor Award winners. There will be a winner for each of the five centres, plus an overall winner. The results will be published in the Autumn 2008 issue of the Mentors newsletter.