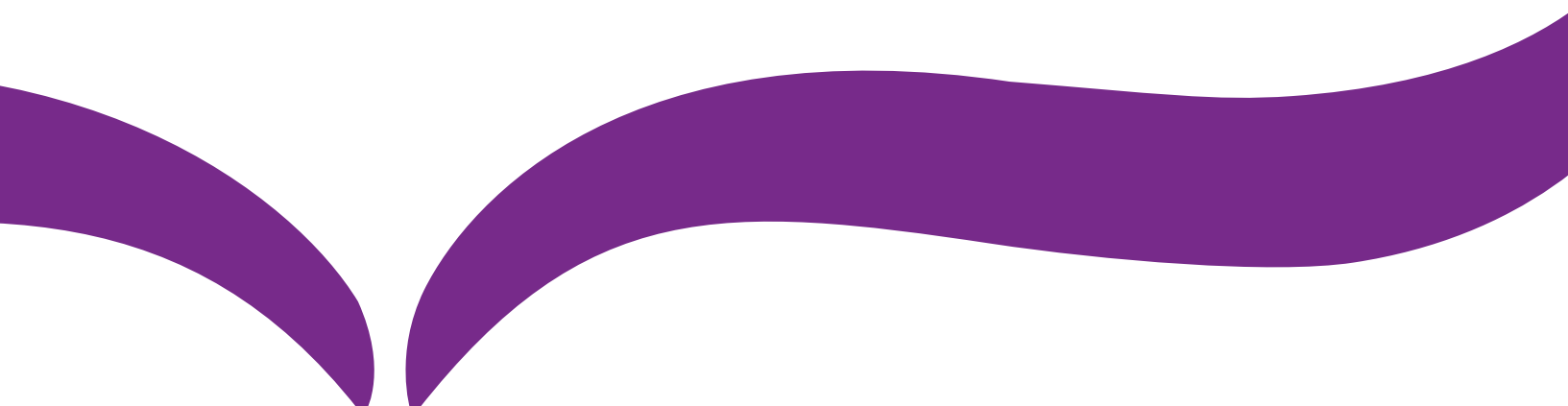


National Guidance for Practice Teacher Preparation in Scotland

A Principles Based Approach



Contents

1. Introduction	3
1.1 Background and context	4
1.2 Underpinning beliefs about practice teachers	4
1.3 Guiding principles	5
1.4 Specific requirements	5
1.5 Flexible elements	6
2. Core Elements	7
2.1 Core elements related to the Nursing and Midwifery Council competencies and outcomes for a practice teacher	9
2.2 Suggested references/resources	17
3. Evidence of achievement of Nursing and Midwifery Council's Practice Teacher Outcomes	19
3.1 Evidence of achievement	21
3.2 Achievement of sign-off status	21
4. Transitional and Implementation Guidance	23
4.1 Transitional guidance	25
4.2 Implementation of the Nursing and Midwifery Council's Practice Teacher standard	26
5. Appendices	31
5.1 Glossary of terms	33
5.2 Steering and working group members	36

1. Introduction



1. Introduction

This document offers Scotland-wide guidance to Higher Education Institutions, service providers/employer and practitioners for a National Approach to the Preparation of Practice Teachers and builds on the development of the National Approach to Mentor preparation. The content is designed to guide programme providers and service colleagues in meeting the requirements of the Nursing and Midwifery Council's (NMC) Standards to support learning and assessment in practice (2006)¹ and in particular the outcomes of the practice teacher standard.

The guidance incorporates a statement of beliefs which underpin the role of the practice teacher including guiding principles for programmes of preparation, specific requirements, flexible elements and core elements. Suggested guidance for transitional and implementation processes is also incorporated.

1.1 Background and Context

In the summer of 2006, regional events facilitated by NHS Education for Scotland (NES), in partnership with the Scottish Executive Health Department (now Scottish Government Health Directorates), demonstrated a desire amongst stakeholders to have national consistency in programmes of preparation for practitioners who support learning and assessment in practice. This resulted in a collaborative venture between representatives of all stakeholders in Scotland to produce a Core Curriculum Framework for a National Approach to Mentor

Preparation for Nurses and Midwives² (2007). The framework is designed to facilitate robust mentor preparation which is consistent and transferable across Scotland while providing flexibility to meet local needs. The content is informed by best practice and meets the requirements of the NMC mentor standard (2006). The working group agreed that it would be appropriate to extend this approach to the next stage of the NMC's developmental framework which is the practice teacher standard.

To address this recommendation, a working group was established with representation from the HEIs, NHS Boards and NHS Education for Scotland.

In order to provide continuity, and build on the National Approach to Mentor Preparation for Nurses and Midwives, representatives from the mentor working group were involved in this development.

As practice teachers work in a wide variety of settings, the working group agreed that a core curriculum framework would not be appropriate. Rather, guidance would be developed to meet the needs of service providers, while retaining an overall consistent national approach.

1.2 Underpinning beliefs about practice teachers

Practice Teachers as defined by the NMC (2006)³ lead, support and enable teaching, learning and assessment of learners in collaboration with other practitioners within practice settings. They are integral to the development and facilitation of learning to enable the achievement of competency

1 Nursing and Midwifery Council (2006) Standards to support learning and assessment in practice. London. NMC.

2 NHS Education for Scotland (2007) National Approach to Mentor Preparation for Nurses and Midwives. Edinburgh. NES.

3 Nursing and Midwifery Council (2006) Standards to support learning and assessment in practice London. NMC.

in practice. Practice teachers contribute to the protection and well-being of the public by leading the development of evidence based practice through education and facilitating the provision of a high quality learning environment. They are responsible and accountable for ensuring that students who are undertaking the practice based element of an award achieve the required professional standards. Practice teachers will normally have previously fulfilled the NMC requirements to become a sign-off mentor, and will have received further preparation to achieve the knowledge skills and competence required to meet the NMC defined outcomes for a practice teacher (NMC 2006:para 2.2).

1.3 Guiding Principles

Programmes of preparation must adhere to the requirements set out within the *Standards to support learning and assessment in practice* (NMC 2006) and should achieve the following outcomes:

- enable practice teachers to plan, implement and evaluate programmes of teaching, learning and assessment in the practice teacher's area of practice;
- equip practice teachers to recognise the value of effective teaching and learning in the workplace;
- build on existing knowledge, skills and expertise to engage others in best practice and lead practice developments;
- enable practice teachers to develop a range of complex skills required to ensure work based learning is aligned

to the needs of both learners and service provision;

- adopt the principles of adult learning and encourage self-development;
- accept responsibility for confirming that students are safe and fit for practice at registration and beyond.

1.4 Specific Requirements

These requirements are based on the NMC Standard for practice teachers as presented in section 2.2.2 and section 3.3.1 (NMC 2006).

Programmes of preparation should:

- reflect the competence and outcomes for a practice teacher in section 2.2.2 of the Standards to support learning and assessment in practice;
- address the core elements identified in section 2.1 of this guidance document;
- be delivered at a minimum of Scottish Credit and Qualifications Framework (SCQF) level 10⁴;
- facilitate Recognition of Prior Learning (RPL) for the content of a previous mentor programme. Comparable programmes of preparation can also be assessed for RPL (NMC 2006 p. 7,35);
- incorporate 30 days protected learning time which may be reduced where recognition is given for prior learning;
- lead to annotation on local practice registers as a practice teacher recognised throughout Scotland;
- normally attract academic credit;
- normally completed within six months or pro-rata.

⁴ The Scottish Credit and Qualifications Framework (2004) SCQF Handbook:Appendix 2 The level descriptors. Edinburgh. SCQF.

1.5 Flexible Elements

It is recognised that education providers require flexibility in designing and delivering programme of practice teacher preparation to meet local needs in relation to:

- the nature and mode of delivery;
- interpretation and application of the core elements identified in 2.1 of this guidance document;
- the organisation of protected learning time;
- the academic level of programmes which may be offered at a level higher than SCQF level 10;
- the need for access by other professional groups, e.g. Allied Health Professionals (AHPs).

2. Core Elements



2.1 The following core elements were identified using a broad evidence base, including existing programmes of preparation, as being central to programmes of practice teacher preparation throughout Scotland. The elements have been aligned to the NMC outcomes for practice teachers and are presented below in relation to the NMC competencies to be achieved. (NMC 2.2.2)

NMC Competency	NMC Outcomes	Core Elements
Establishing effective working relationships	Have effective professional and interprofessional working relationships to support learning for entry to the register, and education beyond initial registration.	<ul style="list-style-type: none"> • Stakeholders and stake holder roles. • Identification of inter-professional support and networking. • Dynamics of professional /interprofessional working relationships.
	Be able to support students moving into specific areas of practice-or a level of practice beyond initial registration, identifying their individual needs in moving to a different level of practice.	<ul style="list-style-type: none"> • Systematic approach to learning and teaching. • Identification of learning needs. • Contextualising local programmes for practice. • Supporting learners at different levels.
	Support mentors and other professionals in their roles to support learning across practice and academic learning environments.	<ul style="list-style-type: none"> • Application of educational theory to practice. • Assessment of knowledge underpinning practice. • Identification of supportive learning environments.

NMC Competency	NMC Outcomes	Core Elements
Facilitation of Learning	Enable students to relate theory to practice whilst developing critically reflective skills.	<ul style="list-style-type: none"> • Reflective practice. • Critical appraisal. • Challenges of applying theory to practice.
	Use effective communication and facilitation skills to foster professional growth and personal development.	<ul style="list-style-type: none"> • Facilitating individuals and groups: qualities and skills of a facilitator. • Generation and dissemination of learning materials. • Motivational skills.
	Facilitate and develop the ethos of interprofessional learning and working.	<ul style="list-style-type: none"> • Appraise contemporary strategies at national and local levels. • Use the best evidence to support interprofessional/ agency practice. • Team working skills. • Recognition of potential for, and utilisation of, shared learning.

NMC Competency	NMC Outcomes	Core Elements
Assessment and accountability	Set effective professional boundaries whilst creating a dynamic and constructive teacher-student relationship.	<ul style="list-style-type: none"> • Recognition of professional boundaries. • Valuing contributions from a range of professional perspectives. • Establishing and maintaining professional responsibilities through learning contracts. • Promoting equality and diversity.
	In partnership with other members of the teaching team, use knowledge and experience to design and implement assessment frameworks.	<ul style="list-style-type: none"> • Application of principles and methods of assessment. • Methods of assessing learning. • Assessment of, and assessment for, learning. • Inter-professional assessment. • Higher Education Institution/Service user relationships.
	Be able to assess practice for registration, and also at a level beyond that of initial registration	<ul style="list-style-type: none"> • Assessment of fitness to practice and supporting decisions in relation to fitness to practice at registration level and beyond. • Significance of effective documentation of student performance. • Knowledge of professional standards required for registration. • Contribution to creation of assessment tools. • Knowledge of assessment strategies and tools. • Assessing practice performance and eliciting competence.

NMC Competency	NMC Outcomes	Core Elements
	<p>Provide constructive feedback to students and help them identify future learning needs and actions. Manage failing students so that they may either enhance their performance and capabilities for safe and effective practice, or be able to understand their failure and the implications of this for their future.</p>	<ul style="list-style-type: none"> • Principles of constructive feedback including debriefing. • Debriefing and feedback provision in standards-based assessment. • Indicators of failure, early recognition and strategies for interventions. • Strategies for monitoring student progress. • Support for practice teachers in the identification and management of failing students. • Record keeping and reporting mechanisms.
	<p>Be accountable for confirming that students have met, or not met, the NMC standards of proficiency in practice for registration-and at a level beyond initial registration-and are capable of safe and effective practice.</p>	<ul style="list-style-type: none"> • Criteria for making sign-off decisions. • Accountability of the practice teacher in relation to signing off. • Data Protection Act. • Record keeping and reporting mechanisms.

NMC Competency	NMC Outcomes	Core Elements
Evaluation of learning	Design evaluation strategies to determine the effectiveness of practice and academic experience, accessed by students, at both registration level and those in education at a level beyond initial registration.	<ul style="list-style-type: none"> • Principles and processes of evaluation. • Design of evaluation tools. • Audit of practice placements. • Quality standards for practice placements.
	Collaborate with other members of the teaching team to judge and develop learning, assessment and to support appropriate practice and levels of education.	<ul style="list-style-type: none"> • Communication in a learning society/organisation. • Scoping and commissioning education. • Involvement of all stakeholders in curriculum development.
	Collect evidence on the quality of education in practice, and determine how well NMC requirements for standard of proficiency are being achieved.	<ul style="list-style-type: none"> • Quality assurance and enhancement. • Educational audit. • Quality standards for practice placements. • Evaluation of practice placements.

NMC Competency	NMC Outcomes	Core Elements
Creating an environment for learning	Enable students to access opportunities to learn and work within interprofessional teams.	<ul style="list-style-type: none"> • Identification of learning needs and opportunities. • Networking, negotiation and facilitation skills.
	Initiate the creation of optimum learning environments for students at registration level and for those in education at a level beyond initial registration.	<ul style="list-style-type: none"> • Perceptions and expectations of learning environments. • Creating, maintaining, and supporting optimum learning environments.
	Work closely with others involved in education-in practice and academic settings-to adapt to change and inform curriculum development.	<ul style="list-style-type: none"> • Understanding learning organisations. • Recognise and address the opportunities and challenges presented by the theory-practice gap. • Working in partnership to overcome the theory-practice gap. • Education and practice role development and opportunities. • Evidence base for practice. • Change Management.

NMC Competency	NMC Outcomes	Core Elements
Context of practice	Recognise the unique needs of practice and contribute to development of an environment that supports achievement of NMC standards of proficiency.	<ul style="list-style-type: none"> • Political and professional perspectives including policy strategy and development. • Practice Development. • Continuing Professional Development. • Managing the learning environment.
	Set and maintain professional boundaries, whilst at the same time recognising the contribution of the wider interprofessional team and the context of care delivery.	<ul style="list-style-type: none"> • Professional regulations. • Changing context of healthcare. • Referral systems.
	Support students in exploring new ways of working, and the impact this may have on established professional roles.	<ul style="list-style-type: none"> • Role development. • Contemporary policy drivers.

NMC Competency	NMC Outcomes	Core Elements
Evidence based practice	Recognise the unique needs of practice and contribute to development of an environment that supports achievement of NMC standards of proficiency.	<ul style="list-style-type: none"> • Political and professional perspectives including policy strategy and development. • Practice Development. • Continuing Professional Development. • Managing the learning environment.
	Set and maintain professional boundaries, whilst at the same time recognising the contribution of the wider interprofessional team and the context of care delivery.	<ul style="list-style-type: none"> • Professional regulations. • Changing context of healthcare. • Referral systems.
	Support students in exploring new ways of working, and the impact this may have on established professional roles.	<ul style="list-style-type: none"> • Role development. • Contemporary policy drivers.

NMC Competency	NMC Outcomes	Core Elements
Leadership	<p>Provide practice leadership and expertise in the application of knowledge and skills based on evidence.</p> <p>and</p> <p>Demonstrate the ability to lead education in practice, working across practice and academic settings.</p>	<ul style="list-style-type: none"> • Leadership behaviour. • Manage and lead the educational environment. • Leading professional teams through change.
	<p>Manage competing demands of practice and education related to supporting different practice levels of students.</p>	<ul style="list-style-type: none"> • Delegation of responsibility. • Accountability and responsibility. • Prioritisation of workload. • Negotiation skills. • Development and utilisation of clinical support mechanisms.
	<p>Lead and contribute to evaluation of the effectiveness of learning and assessment in practice.</p>	<ul style="list-style-type: none"> • Practice placement audit.

Suggested References/Resources

Establishing effective working relationships

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Facilitation of learning

Boud, D., Cressy, P., Docherty, P. (2005) *Productive reflection at work*. London: Routledge, Flamer.

Bulman, C. and Schutz, S. (2004) *Reflective Practice in Nursing - 3rd edition*. Edinburgh: Blackwell Publishing Ltd.

Dainton, M., Zeeley, E.D. (2005) *Applying communication theory for professional life, an introduction*. California: Sage Publications.

Ghaye, T. and Lillyman, S. (2006) *Learning Journals and Critical Incidents: Reflective Practice for Health Care Professionals*. 2nd ed. London: Quay Books.

Hollyforde, S., & Whiddet, S. (2002) *The motivation handbook*. London: Chartered Institute of Personnel and Development.

Martin, G.W. and Mitchell, G. (2001) A study of critical incident analysis as a route to the identification of change necessary in clinical practice: addressing the theory-practice gap, *Nurse Education in Practice*. 1: 27-34

White, S., Fook, J., Gardner, F., (2006) *Critical reflection in Health and Social Care*. Maidenhead: Open University Press.

Assessment and accountability

Duffy, K., (2001) *Failing to fail*, London: Nursing and Midwifery Council.

Leiba, T. (2004) *Interprofessional Post Qualifying Education for Nurses: Working together in health and social care*. UK: Palgrave MacMillan.

O'Connor, A. B., & Wright-Maher, M. (2006) *Clinical Instruction and Evaluation: A Teaching Resource*. London: Jones & Bartlett Publishers.

Stuart, C.C. (2007) *Assessment, Supervision and Support in Clinical Practice 2nd ed*. Edinburgh: Churchill Livingstone.

Evaluation of learning

Brown, R. (2004) *Quality assurance in higher education*. London: Routledge Falmer.

Freeman, H.E., Rossi, P.H., Lipsey, M.W. (2004) *Evaluation a systematic approach*. London: Sage Publications.

Creating an environment for learning

Mackey, D., Livsey, S. (2006) *Transforming training: a guide to creating flexible learning environment*. London: Kogan Page Ltd.

Papp, I., Makkanen, M and von Bonsdorff, M. (2003) *Clinical environment as a learning environment: student nurses' perceptions concerning clinical learning experiences*. Nurse Education Today, 15 196-203

Context of Practice

Bishop, V. (2007) *Clinical supervision in practice: some questions answers and guidelines for professionals in health and social care*. Basingstoke: Palgrave Macmillan.

Driscoll, J. (2006) *Practising clinical supervision: a reflective approach for healthcare professionals*. London: Bailliere Tindall.

Garbett, R., Manley, K. and McCormack, B. (eds.) (2004) *Practice Development in Nursing*. Oxford: Blackwell Science.

Joyce, P. (2005) A framework for portfolio development in postgraduate nursing practice. *Journal of Clinical Nursing*. 14: 456-463.

McSherry, R. & Bassett, C. (eds.) (2002), *Practice Development in the Clinical Setting: A guide to implementation*. Cheltenham: Nelson Thornes Ltd.

Swage, S. (2005) *Clinical governance in Health Care Practice (2nd edition)*. Edinburgh: Butterworth Heinemann.

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Walsh, M. (2000) *Nursing Frontiers: Accountability and the Boundaries of Care*. Oxford: Butterworth Heinemann.

Ward, C. and McCormack, B. (2000) *Creating an adult learning culture through practice development*. Nurse Education Today. 20: 259-266.

Evidence based practice

Parahoo, K. (2006) *Nursing Research: Principles, Process and Issues. 2nd ed*. London: Macmillan Press.

Pearson, A., Field, J., Jordan, Z., (2007) *Evidence based clinical practice in nursing and healthcare*. Oxford: Blackwell Publishing.

Race, P. (2005) *Making learning happen. A guide for post-compulsory education*. London: Paul Chapman Publishing.

Leadership

Hyde, J. and Cook, M.J. (eds.) (2004) *Managing and Supporting People in Healthcare*. Edinburgh: Bailliere Tindall.

Hyde, J. and Cooper, F. (eds.) (2001) *Managing the Business of Health Care*. Edinburgh: Bailliere Tindall.

Laverack, G. (2005) *Public health: Power, empowerment and Professional practice*. Hampshire: Palgrave MacMillan.:

Young, P. and Cooke, M. (eds.) (2002) *Managing and implementing Decisions in Health Care*. Edinburgh: Bailliere Tindall.

3. Evidence of achievement of NMC Practice Teacher Outcomes and assessment of sign-off status



3.1 Evidence of Achievement

To meet the requirements of the NMC practice teacher standard, student practice teachers must demonstrate evidence of achievement of the NMC practice teacher outcomes. Programme providers will determine the most appropriate method of achieving this requirement for local programmes of preparation.

In relation to preparation for sign-off status the NMC (2006)⁵ state that “all practice teachers will be deemed to have met the NMC additional criteria for signing off proficiency (paragraph 3.3.6) at the end of a programme by virtue of, where relevant, their previous mentor experience and the preparation they have undertaken for their practice teacher role” (paragraph 3.3.5).

For Specialist Community Public Health Nurses (SCPHN) at least one supervised sign-off assessment must take place during the programme of preparation. All SCPHN practice teachers must then complete a period of preceptorship which would normally last one year but can be determined locally taking into account previous experience e.g. previous sign off mentor status. This period should not exceed the date of the first triennial review. During this time, further supervised sign-off's of SCPHN students should be undertaken and when the preceptor is satisfied that the practice teacher is competent in signing off proficiency, the preceptee can be annotated as a sign-off practice teacher (NMC Circular 27/2007).

Currently for specialist practice qualification (SPQ) and advanced nurse practitioner (ANP) programmes, where student practice teachers have previously fulfilled the NMC requirements for sign-off mentor status, approved educational institutions may use their own RPL processes to determine the nature and level of supervision for signing-off.

3.2 Achievement of sign-off status

To achieve sign-off status, the student practice teacher must fulfill the following criteria:

- be a registered nurse with the same part/mark of the register as the student they are signing off;
- understand the NMC registration requirements and the contribution made by practice teachers to meet these requirements;
- understand the specific programme the student is following;
- understand their professional accountability in relation to the decision to pass, defer or fail a student when assessing proficiency requirements at the end of a programme;
- demonstrate the use of a range of evidence to make safe judgments about a student's capability for safe and effective practice without supervision;
- provide constructive feedback including, where appropriate, the management of failing students.

5 Nursing and Midwifery Council (2006) Standards to support learning and assessment in practice. London. NMC.

- complete assessment documentation in line with HEI and NMC guidelines;
- understand the support available for sign-off practice teachers in making decisions around assessment of proficiency;
- understand the support available to students in relation to decisions made around their proficiency.

The supervising sign-off practice teacher requires to verify that these criteria have been met by the student practice teacher for each supervised practice undertaken.

For SCPHN practice teachers, a record should be made of the preceptor's verification of completion of the period of preceptorship and competency as a sign-off practice teacher.

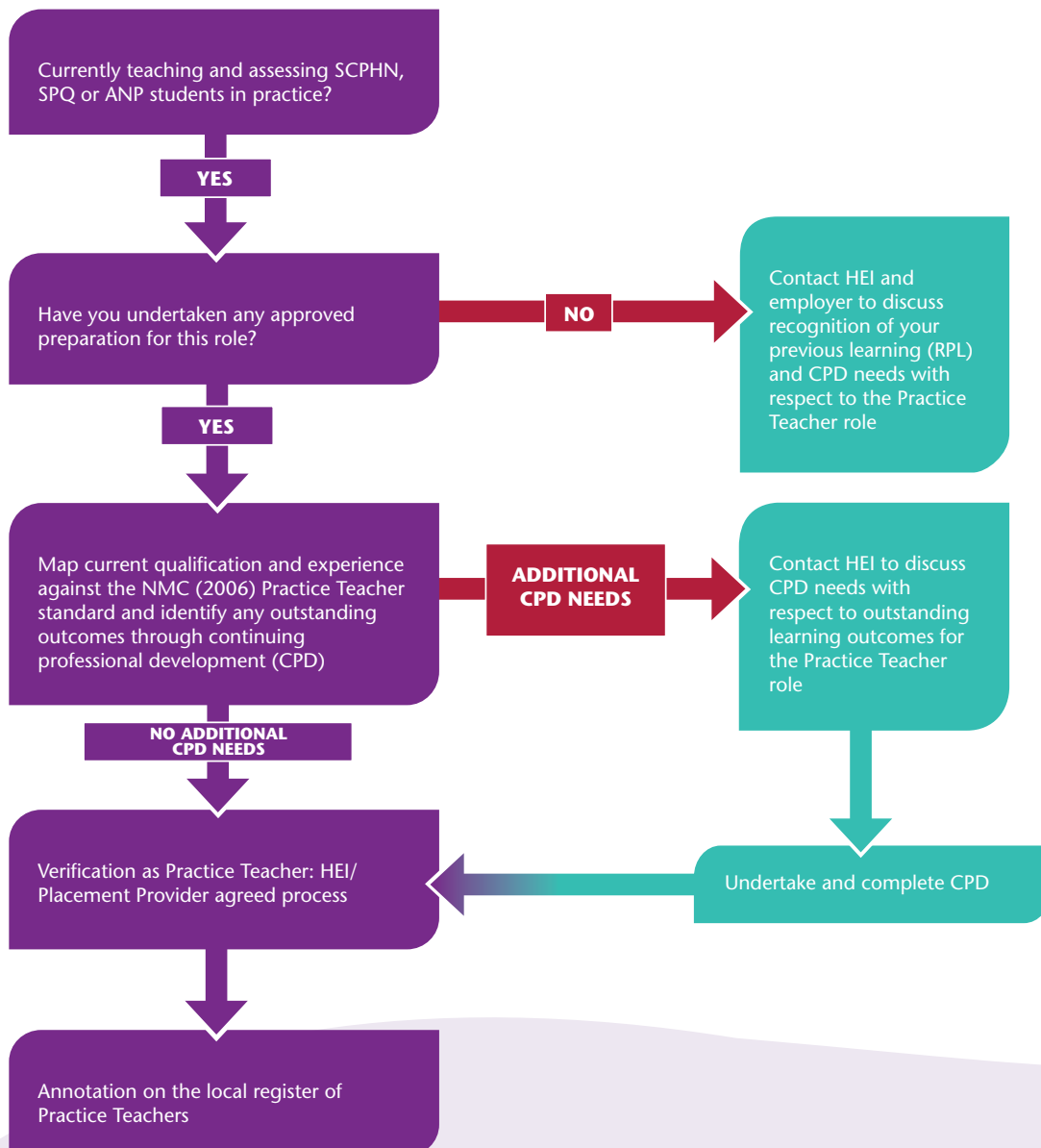
4. Transitional and Implementation Guidance



4.1 Transitional Guidance

The following algorithm is presented as guidance to aid practitioners and service providers in the identification and verification of practice teachers from the existing pool of registrants who currently teach and assess on Specialist Community

Public Health Nursing Programmes, Specialist Practice Programmes or Advanced Nursing Practice Programmes. All practice teachers require to have met the NMC additional criteria for signing off proficiency in practice at the end of a programme (NMC para 3.3.6).



4.2 Implementation of the NMC practice teacher standard

The implementation of the NMC Practice Teacher standard requires collaboration between a range of stakeholders.

The responsibilities of each of these stakeholders is identified and presented as a template which can be

used by educational institutions and service providers to guide and support implementation and maintenance of the NMC practice teacher standard (2006) and inform practice teacher preparation.

Guidance for Implementing the NMC's Practice Teacher Standard to Support Learning and Assessment in Practice ⁶

Indicators	HEIs have a responsibility to:	Practice teachers have a responsibility to:	Service providers have a responsibility to:	NES have a responsibility to:
1. Practice Teacher Preparation	<p>Provide Practice Teacher preparation in partnership with service providers and deliver programmes where appropriate.</p> <p>Seek programme approval with the Nursing and Midwifery Council.</p> <p>Collaborate with service providers to support RPL⁷ process.</p>	<p>Undertake a minimum of 30 days of protected learning time during a programme of preparation. This includes learning in both practice and academic settings (to normally be completed within 6 months or pro-rata).</p> <p>Supervise a Student Practice Teacher in signing off a SCPHN student at the end of a final placement on at least one occasion during their preparation programme.</p> <p>Supervise Specialist Practice Qualification (SPQ) and Advanced Nurse Practitioner (ANP) Student Practice Teachers in signing-off proficiencies. For students who are not already sign-off mentors this should be on a minimum of three occasions.</p>	<p>Support and provide a minimum of 30 days protected time for Practice Teacher preparation or less where RPL applies.</p> <p>Support supervision by an existing Practice Teacher.</p> <p>Support SCPHN Student Practice Teachers undertake a minimum of one period of supervision of sign-off ability during the programme of preparation.</p> <p>Collaborate with education providers to determine nature and level of supervision for Student Practice Teachers who sign-off proficiencies in Specialist Practice Qualification (SPQ) and Advanced Nurse Practitioner (ANP) programmes and is currently a sign-off mentor.</p>	<p>Facilitate guidance to support the development of programmes of Practice Teacher preparation.</p> <p>Publish and Disseminate National Guidance for Practice Teacher Preparation in Scotland.</p> <p>Facilitate collaborative approaches to the implementation of guidance.</p>

⁶ Nursing and Midwifery Council (2006) Standards to support learning and assessment in practice. London. NMC.
⁷ Recognised Prior Learning.

Guidance for Implementing the NMC's Practice Teacher Standard to Support Learning and Assessment in Practice

Indicators	HEIs have a responsibility to:	Practice teachers have a responsibility to:	Service providers have a responsibility to:	NES have a responsibility to:
2. Practice Teacher support	<p>Liaise with service providers to support ongoing Practice Teacher activity.</p> <p>Support effective mechanisms which will ensure every Specialist Practice/SCPHN/ANP Student has a Practice Teacher with the same mark/part of the register and where appropriate supported by a Specialist Placement Supervisor⁸.</p> <p>Seek Practice Teacher feedback as part of the annual Practice Placement audit cycle.</p>	<p>Support new sign-off Practice Teachers until first triennial review.⁹</p> <p>Actively engage in local support networks.</p> <p>Highlight areas of concern with service managers and/or HEI.</p> <p>Support only one Specialist Practice/SCPHN /Specialist Practice/ANP student at any point in time.</p> <p>Keep sufficient records to support and justify decisions on student proficiency.</p> <p>Confirm that students have met, or not met, the NMC standards of proficiency in practice.</p>	<p>Support a period of preceptorship for SCPHN Practice Teachers which would normally last 1 year but can be determined locally in response to previous experience. This should not continue beyond the date of the first triennial review¹⁰.</p> <p>Ensure Practice Teachers support only one Specialist Practice/SCPHN/ANP Student at any point in time.</p> <p>Protect and support clinical leaders e.g. Sister/Charge Nurse to implement and develop the NMC Practice Teacher standard.</p> <p>Provide a support mechanism for ongoing Practice Teacher activity.</p>	<p>Provide access to resources through the e- library, Practice Education section of the NES website and the Practice Education 'Shared Space' on the e-library.</p>

⁸ Nursing and Midwifery Council Circular 26/2007 Applying due regard to learning and assessment in practice.

⁹ Nursing and Midwifery Council Circular 27/2007 Sign-off status and Preceptorship for Practice Teacher students.

¹⁰ *ibid.*

Guidance for Implementing the NMC's Practice Teacher Standard to Support Learning and Assessment in Practice

Indicators	HEIs have a responsibility to:	Practice teachers have a responsibility to:	Service providers have a responsibility to:	NES have a responsibility to:
3. Practice Teacher register	<p>Collaborate with service providers in order to confirm that there are sufficient Practice Teachers who meet the NMC standards to support the number of students undertaking NMC approved programmes.</p> <p>Assume responsibility for some smaller scale placement providers by holding and maintaining an up to date local register of current mentors/ Practice Teachers. Regularly review the register and add or remove names of registrants as necessary.</p> <p>Notify service providers when the student Practice Teacher for SCPHN programmes has successfully completed the programme of preparation.¹¹</p>	Supervise at least one student within a three-year period to remain on the Practice Teacher register.	<p>Hold and maintain an up to date local register of current mentors/Practice Teachers. (for some small scale placement providers HEIs will take responsibility).</p> <p>Ensure Practice Teachers are aware of the local systems and processes for holding and sharing information held on the mentor register.</p> <p>Collaborate with education providers to enter SCPHN Practice Teachers Students on the local register as a Practice Teacher following successful completion of the programme of preparation.</p> <p>Annotate the SCPHN Practice Teacher as a sign-off Practice Teacher following successful completion of the period of preceptorship.</p>	<p>Facilitate collaboration and co-ordination in the production of Practice Teacher fields within the 'SWISS' Human Resources IT system.</p> <p>Communicate information to territorial NHS Boards on how to engage and align with the SWISS database.</p>

11 Nursing and Midwifery Council Circular 27/2007 Sign-off status and Preceptorship for Practice Teacher Students.

Guidance for Implementing the NMC's Practice Teacher Standard to Support Learning and Assessment in Practice

Indicators	HEIs have a responsibility to:	Practice teachers have a responsibility to:	Service providers have a responsibility to:	NES have a responsibility to:
4. Sign-off requirements for final placements	Identify the part/mark of the register that the student is intending to enter when allocating to clinical areas.	Identify time for reflection, providing feedback to, and record-keeping in the final period of practice learning - the equivalent of one hour per student per week. Sign-off achievement of practice outcomes, competencies and final proficiency.	In collaboration with HEIs, ensure Practice Teachers when signing off are on the same part and have the same mark on the register as their student. Where appropriate ensure support from a Specialist Placement Supervisor or registrant. ¹² Ensure allocated practice teacher time equivalent of one hour per week, in the final period of practice learning to reflect, give feedback and keep records of student achievement.	Support local approaches designed to meet the sign-off Practice Teacher requirements. Support sharing - at local, regional and national levels - of best practice practice initiatives.

¹² Nursing and Midwifery Council Circular 26/2007 Applying due regard to learning and assessment in practice.

Guidance for Implementing the NMC's Practice Teacher Standard to Support Learning and Assessment in Practice

Indicators	HEIs have a responsibility to:	Practice teachers have a responsibility to:	Service providers have a responsibility to:	NES have a responsibility to:
5. Practice Teacher updates and Triennial review	Participate in annual updates in collaboration with service providers which includes the opportunity to meet with other practice teachers.	<p>Undertake an annual update and triennial review including evidence of having:</p> <ul style="list-style-type: none"> • supervised at least one student with due regard within the three year period¹³. • mapped ongoing development in their role against the current NMC Practice Teacher standard. • explored issues of assessment and supervision with other specialist supervisors/ registrants including the validity and reliability of judgements in challenging circumstances. 	<p>Participate in annual updating with HEIs which includes the opportunity to meet with other Practice Teachers.</p> <p>Undertake triennial review and verify eligibility for the local register as a Practice Teacher.</p>	<p>Support local approaches in meeting the NMC requirements for updates and triennial review.</p> <p>Support sharing - at local, regional and national levels - of best practice initiatives.</p>

¹³ Extenuating circumstances permitting (NMC).

5. Appendices



Glossary of terms	
Advanced Nursing Practice Programmes	NMC approved programme which leads to registration on the sub-part of the nurses' part of the register. ¹⁴
Fitness for Practice	Requirement on the practitioner to demonstrate that they are practicing safely and effectively, have met standards of proficiency and all other requirements to become registered or maintain registration.
Higher Education Institution (HEI)	An academic institution which awards qualifications at degree level or higher.
Implementation Process	Guidance in the form of a template which can be used by Educational Institutions and Service Providers to support implementation and maintenance of the NMC Practice Teacher standard and inform Practice Teacher preparation.
Local Register of Practice Teachers	A register - held by placement providers - of all Practice Teachers who have met NMC outcomes for this role, and additionally have met NMC requirements for maintenance on the register.
National Guidance for Practice Teacher Preparation	A principles-based approach designed to offer Scotland-wide guidance to Higher Education Institutions/service providers/employers and practitioners for a National Approach to the Preparation of Practice Teachers which meets the requirements of the Nursing and Midwifery Council's Standards to support learning and assessment in practice (2006).

¹⁴ Nursing and Midwifery Council (2006) *Standards to support learning and assessment in practice*. London. NMC. Footnote 4. p.9.

Preceptorship Period	Following programme completion, all Specialist Community Public Health Nursing practice teacher students must undertake a period of preceptorship to develop proficiency in signing-off. This period which would normally last one year but can be determined locally taking into account prior experience e.g. previous sign off mentor status.
Programme Provider	An educational institution recognised by the NMC to provide approved programmes, in partnership with a Service Provider.
Protected Learning Time	Time agreed by employer, used by the individual to address identified learning needs. Practice teacher preparation programmes must have a minimum of 30 days protected learning time or less where RPL applies. (NMC 3.3.1. p34).
Quality Assurance	The process of determining that programmes, developed to meet NMC requirements, are capable of being delivered effectively and implemented according to the terms of approval.
Scottish Curriculum and Qualification Framework (SCQF)	A nationally recognised system bringing together all Scottish mainstream qualifications into a single unified framework. Developed in partnership by the Scottish Qualifications Authority, Universities Scotland, Quality Assurance Agency Scotland and the Scottish Executive.

Specialist Community Public Health Nursing (SCPHN) Programme	NMC approved programme which leads to registration on the specialist community public health nurses of part of the register.
Specialist Practice Programmes	NMC approved programme which leads to a recordable qualification on the nurses' part of the register.
Student Practice Teacher	A practitioner in the process of undertaking a NMC approved practice teacher preparation programme.
Supervising Practice Teacher	An experienced practice teacher who will supervise a student practice teacher undertaking a preparation programme and verify achievement of sign-off status.
Sign-off Mentor	Only sign-off mentors that are on the same part and in the same field of practice may confirm to the NMC that students have met the relevant standards of proficiency for the particular programme leading to registration. (NMC 2.1.3. p.20).
Triennial Review	A review conducted every three years by placement providers to ensure that only those practice teachers who continue to meet the NMC's requirements remain on the local register. (NMC p.31).

Steering Group

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