



**Midlands, Yorkshire, North East  
+ East Practice Learning Group**



# Midlands, Yorkshire, North East and East Practice Assessment Document (MYE PAD) for Pre-Registration Nurse Education

A collaborative Practice Learning Group of 34 Approved Education  
Institutions across the Midlands, Yorkshire, North East & East of England  
(MYNEE PLG)

Project Lead: Dr Abbie Fordham-Barnes

# The aim of the project

- To implement a collaborative practice assessment document for nursing in line with the new NMC Standards of Proficiency for Registered Nurses (2018)
- Established PAN Midlands and East Practice Learning Group in 2016
- Now grown to 34 HEIs in the Midlands, Yorkshire, North East and East of England in 2021
- HEE funding to support this work



# The Future of Nurse Education

- At NMC Council on 28<sup>th</sup> March 2018 new NMC standards approved:
  - Standards of proficiency for registered nurses
  - Standards framework for nursing and midwifery education
  - Standards for student supervision and assessment (SSSA)
  - Standards for pre-registration nursing programmes
  - Standards for nurse and midwife prescribing programmes.
- These standards replaced the previous 2010 nursing education standards including the standards for pre-registration nursing education, requirements of approved education institutions and standards for learning and assessment in practice (SLAIP).

# 2 elements to this presentation:

## Standards of Proficiency for Registered Nurses

Development of PAN Midlands and the East Practice Assessment Document (MYE PAD); focusing on: 7 Platforms; Emphasis on early leadership; Wider skill set; Teaching and learning.



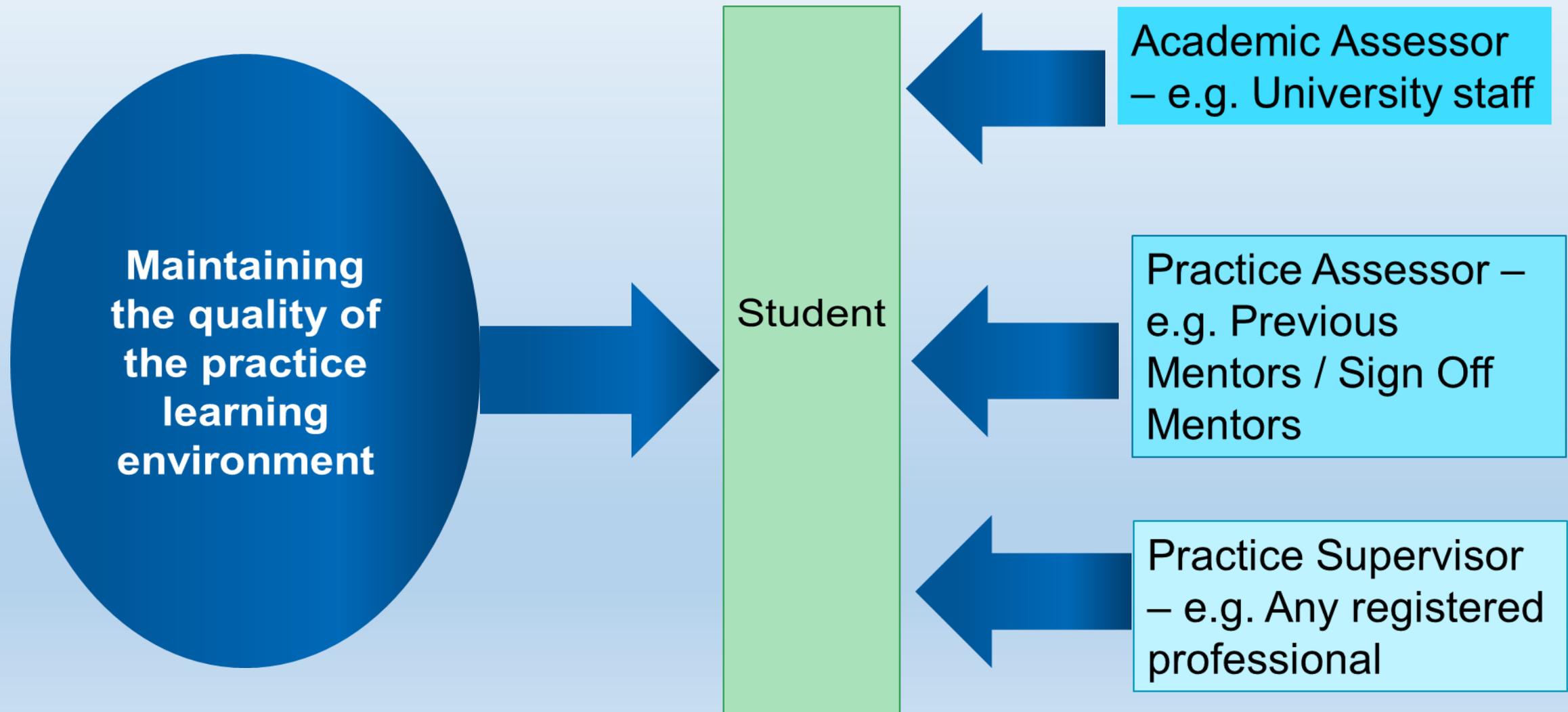
## Standards for student supervision and assessment

Introduction of new roles to replace mentors of:

- Practice Supervisor
- Practice Assessor
- Academic assessor



# Standards for student supervision and assessment



# Supervising and assessing the future workforce

**Role of Practice supervisor** - any registered professional

Suitability prepared for role supporting and supervising student in practice setting. Act as role model.

No NMC approved programme for preparation.

**Role of Practice Assessor** -Initially this would be existing mentors who were used to assessment.

Student assigned Practice Assessor for a series of placements or individual placement within the programme

Practice Assessor to conduct assessment to confirm progression, training requirements for the assessor role outlined in SSSA by NMC.

The Practice Assessor will work in partnership with Academic Assessor

**Role of Academic Assessor** – usually a university staff member

Assigned Academic assessor. Work in partnership with Practice Assessor.

Academic assessor is allocated to the student for each part/year of the programme.

# Considerations in the Standards for Student Supervision and Assessment

## Student

Exposure to simulation, concerns over student sense of belonging. assessor anxiety, expectations

## Practice Supervisor

- Nominated person/commitment to student/continuity
- Designated time
- Assess skills
- Feedback - PAD & to PA
- Inter professional role

## Practice Assessor

- Nominated person/commitment to student
- Designated time
- Working in collaboration with AA
- midpoint or end point?
- Team assessment
- Assess skills, professional values, episodes of care

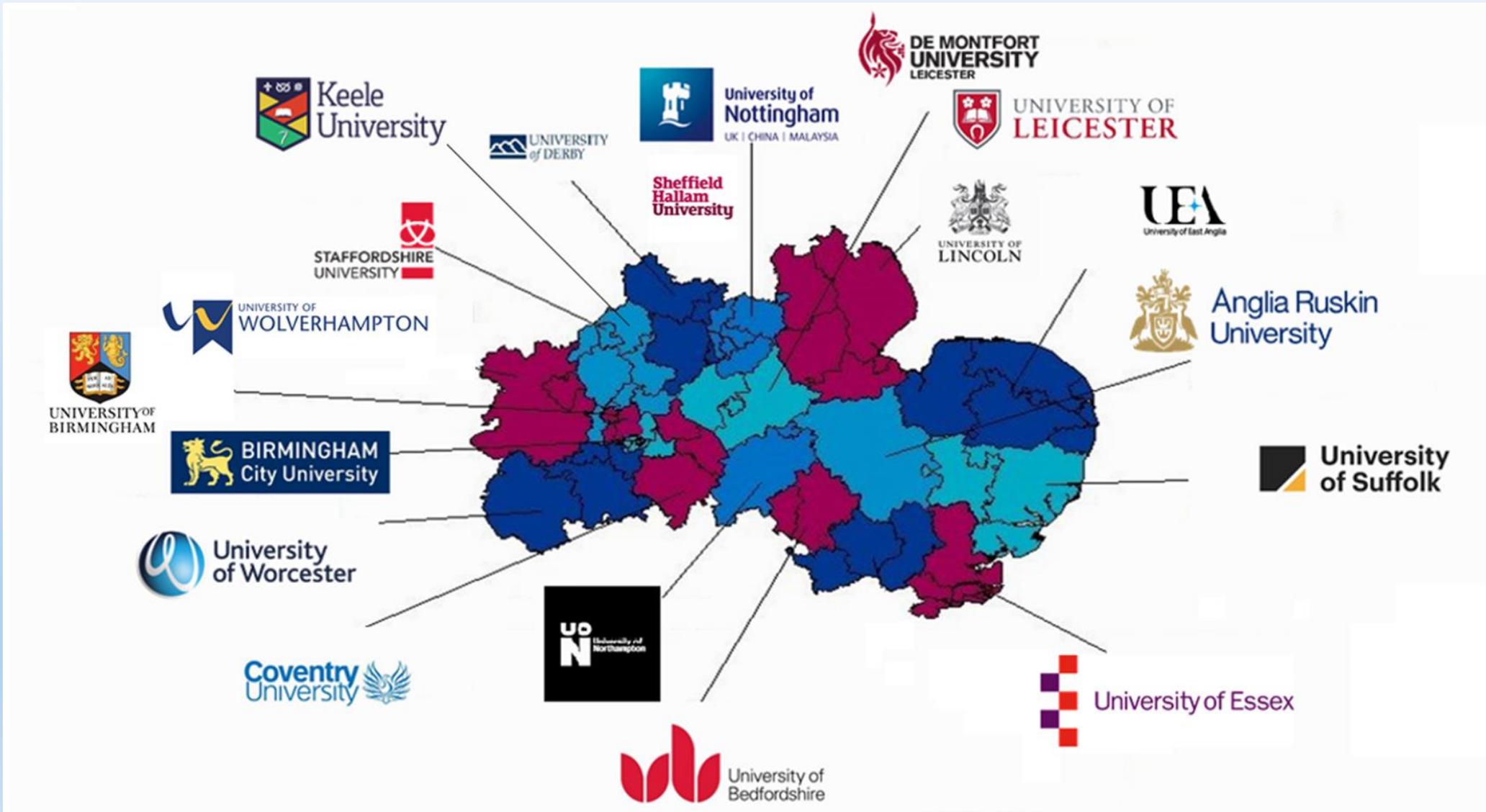
## Academic Assessor

- Team approach
- Frequency of contact and when?
- Develop new roles
- Time and logistics
- Face to face or electronic contact
- Keep it simple/practical
- Awareness of students academic progress in theory?
- Confidentiality?

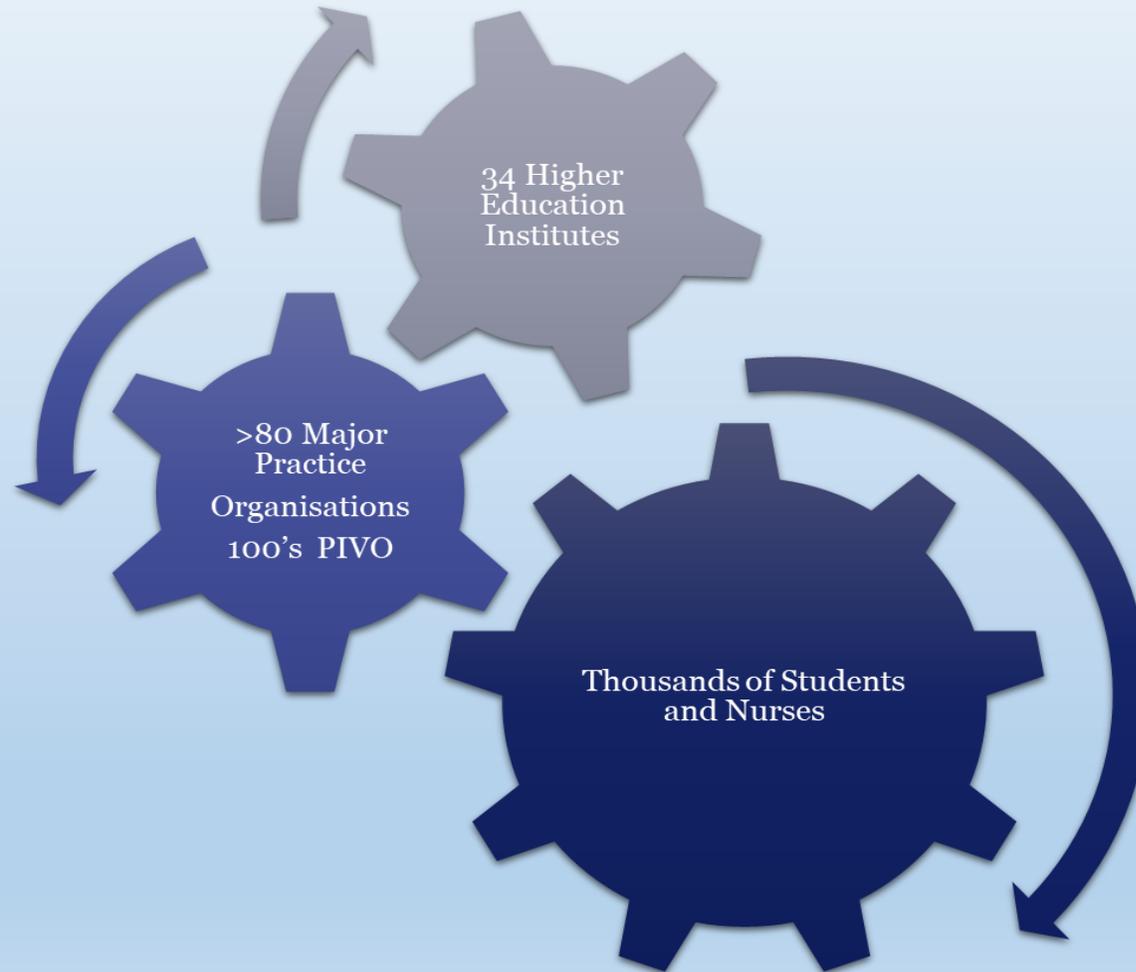
# Regional approach to preparing for the new roles



# Partnership working –members in 2018



# The scale of the project



# Why should we work in partnership?

- This is a natural step forward....
- Other regions/countries have already successfully implemented a collaborative PAD
- Collaborative approach to the implementation of the NMC Standards and Education Framework
- Opportunities for further collaborative working
- Shared resources
- Shared audit processes

There is a lack of collaborative development of the mentorship role (National Nursing Research Unit 2012 and RCN 2015)

Cross-organisation working is required to provide a strategic and collaborative approach from HEI, providers and NMC

# Assessment documents before the MYEPAD – what we already knew.

## Assessment

“mentors may ‘fail to fail’ because of their lack of knowledge of the assessment process and documentation”

“**Mentors lack confidence or feel inexperienced in the assessment process**”

“**We need to improve the quality of the assessment process**”

“are not effective at measuring all the attributes of clinical Competency”

## Time

“**We lack time to complete student documentation**”

“**Processes breakdown due to staff shortages, time management and workload**”

## Documentation

“what mentors want, if you ask them, is how to use the practice assessment document”

“Documentation needs to be improved to make it more user friendly.”

There are inconsistencies between HEI which are open to differing interpretation”

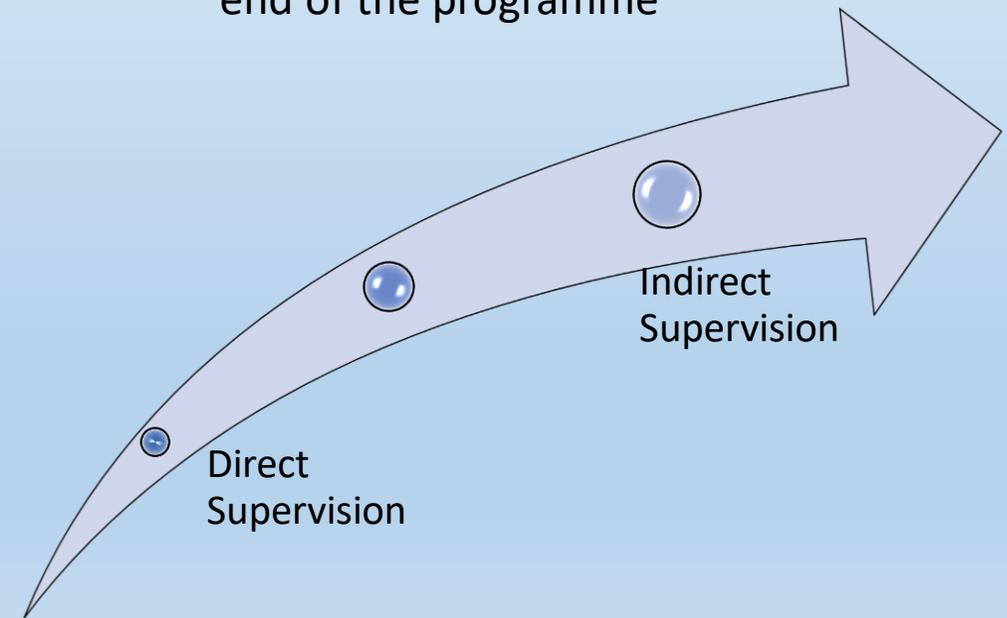
# Why did we need a collaborative assessment document?

- When all student nurses use the same MYE PAD, regardless of which university they are from, the aim is to improve
- Validity and reliability of assessment
- Improve efficiency and saves time in document completion
- Improve the quality of assessment – overall quality assurance
- Student, supervisor and assessor experience is aligned
- Improve the quality of our future workforce
- Impacts on future employment, recruitment and retention,

# Practice assessment document



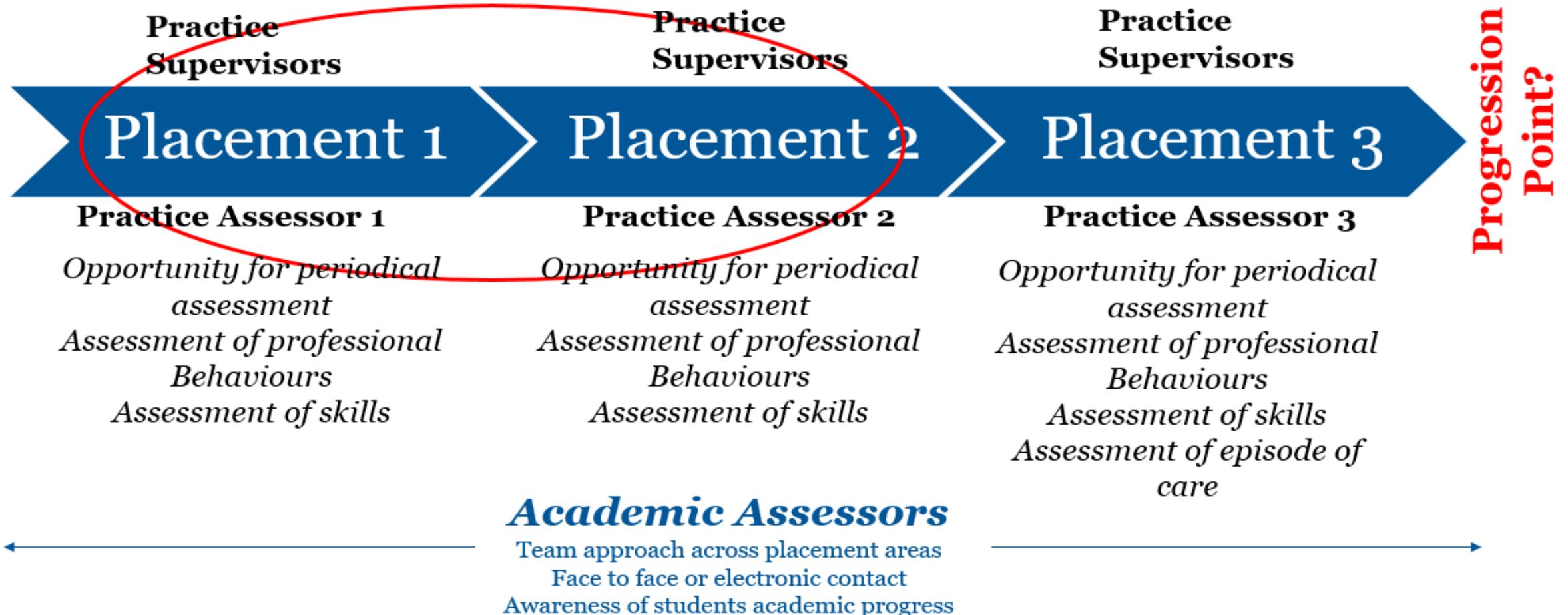
The **assessment framework** moves from direct supervision at the start, to indirect supervision, achieving proficiency, at the end of the programme



# Standards for student supervision and assessment and the MYE PAD

*Continual feedback – written in PAD*  
*Assessment of skills*  
*Assessment of formative episode of care*

*Nominated  
Supervisor per  
placement*



# Stakeholder involvement in the MYEPAD development

We gained feedback.....

Over 1050 people had already been involved through the PAN London PAD group (PLPAD)

1st PAN Midlands and the East of England regional stakeholder event March 2018 -

Over 180 students, practitioners and academics provided feedback

We held 2 further stakeholder events regionally and locally and 2 webinars with more planned

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# Ongoing work

- Involvement in National Nursing Associate PAD approval
- Stakeholder engagement
- Continue to work in partnership with PAN London practice learning group
- Develop regional resources and newsletters
- Regional approach to SSSA implementation and ongoing support
- Ongoing development of MYEPAD and moves onto electronic platforms
- Projects on quality and placement expansion
- Collaborative network for support and Practice Learning advice during Covid