

## Enhanced Practice Support Framework

According to the NMC (2008) *Standards to support learning and assessment in practice*, the facilitation of learning is every registrant's responsibility and not the sole remit of a registered 'live' mentor. It is also important that mentors have a role model to support them with their decision making around assessment and the development of mentorship skills. The Enhanced Practice Support Framework provides this support for mentors but proposing three key roles to support practice learning: Lead Mentor; Mentors; Coaches

### Coach

**All registered health care practitioners** will be expected to undertake a coaching role and will participate in a workshop to help prepare them for this role. The coach is responsible for **teaching, supporting and giving feedback** to the student, with the aim to improve the student's performance in clinical competence. Registered practitioners do not need a mentorship qualification to coach students.

On a daily basis, each pre-registration student will be assigned to work with one coach and negotiate a goal for the day that is linked to one of their competencies. The coaching relationship is relatively short term and may only span one shift or a few shifts on a placement.

The student must complete a log each day, which outlines their learning with their coach and the coach is required to sign this to confirm accuracy of the student's entry.

- For **ARU students** this will be documented in a coaching log document.
- For **Essex students** this will be documented on the progress sheets associated with specific skills in the student's practice assessment document.
- The coach **will not** be responsible for the summative assessment of a student or for completing or signing any aspect of practice assessment.

### Mentors

A student will still be allocated to a mentor who will continue to work within the NMC (2008) Standards. According to these standards, a mentor is required to provide

**direct or indirect** supervision of learning for 40% of the student's allocation. Some of this will take the form of allocating a suitable coach to develop their student's experience and learning. Mentors will retain **overall responsibility for planning learning and facilitating, directing and assessing student learning**. They may also undertake the skill of coaching if they have not been allocated a student to mentor at that time. In order to fully assess a student's performance, the mentor is required to consult with the coaches that their student has worked with, and request to see their student's completed coaching logs or progress sheets. This information and feedback provides the basis for assessment discussions between the mentor and their student, and informs their assessment decisions. Mentors will also be required to spend sufficient time working with their student to be able to make an informed judgement related to their level of competency.

- Mentors retain **accountability and responsibility for the assessment** of a student and for completing and signing practice assessments.

To summarise:

- **Students** complete their coaching log (ARU) or progress sheet (UoE).
- **Coaches** sign a student's coaching logs and progress sheets to confirm what the student has documented.
- **Mentors** use these and other sources of information and feedback to complete and sign students' summative practice assessments.

### **Lead Mentor**

The lead mentor is an experienced mentor who has demonstrated excellence in mentorship and will be responsible for helping **to lead and establish a quality learning environment** for students in their area. They will be responsible for ensuring students have been allocated to a 'live mentor' and to a coach on a daily basis and for embedding the principles of the framework. The lead mentor will also act as a support for mentors, sign-off mentors and coaches and a point of communication for Education Managers. It is anticipated that the lead mentor will be in an ideal position to identify registrants with the potential to become excellent mentors so that only those who have the skills and desire to mentor will be put forward for the role.

## **Enhanced Practice Support Framework FAQs**

### **1. What do the students have to do?**

The students will follow the usual process prior to placement – contacting the placement area, introducing themselves, and getting their shifts. When they start the placement, they will have an initial interview with their mentor, where a learning contract is drawn up. The mentor will then allocate the student to a coach in advance of each shift, unless they have specifically chosen to work directly with their student themselves. At the beginning of each subsequent shift, the student will negotiate their goal for the day and document this in their ARU coaching log or University of Essex progress sheet. Before the end of the shift the student will reflect on their learning, receive feedback from their coach and have their entry signed by the coach.

### **2. Who will assess the students in placement?**

A mentor will retain sole responsibility for signing the students' summative assessments, as in any other placement. The students will meet with their mentor at least once per week where possible, as well as at the start, at mid-way point and at the end of the placement, so that the relevant documents can be completed. If they are on their final placement, then they will also meet at regular intervals with their sign-off mentor.

### **3. Should a student on an insight placement be engaging with this process?**

Yes. When all areas are prepared for this framework, insight placements will also adopt the same approach. Students will continue to set a goal each day and target some of the key learning they are expected to achieve on this placement.

### **4. Do students have to work through their practice competencies in order when setting a daily goal?**

No. It is unlikely that students will address their practice competencies in order. This will be dependent on the opportunities for learning that are available on the shift. With their coach/mentor they will identify a goal for the day based on any one of the

practice competencies. It is important that students learn to take responsibility for their learning.

#### **5. Who can sign the student's coaching log/progress sheet?**

Any registered practitioner from any discipline, who has been allocated as a coach, can sign the log/progress sheet at the end of the shift.

#### **6. What if a coach doesn't agree with the student's reflective account?**

To avoid any disagreement, students should have a short discussion with their coach about how their performance related to their goal prior to documenting their reflection.

#### **7. Who can complete a student's practice assessments?**

Only the student's mentor can complete practice assessments.

- **ARU students have two books:** a practice assessment document completed by mentors (or another professional for the interprofessional section) and a coaching log completed by students and signed by coaches.
- **Essex students have a single book:** The formative/summative assessment pages should be completed by mentors; the progress sheets are completed by student and signed by coaches.

#### **8. If the student misses the opportunity to set a goal every day will they fail their placement?**

No. The coaching system is not about passing or failing students. However, it is important that students engage with this aspect of practice learning. Students who have already done so have experienced particularly positive benefits.

#### **9. Can a mentor negotiate a goal with their student?**

Yes. When working with their student, mentors can apply the skill of coaching and therefore will negotiate a goal for the shift with their student. Mentors will then also sign the coaching log at the end of the shift.

**10. Can a health care assistant (HCA) / health care support worker (HCSW) act as a coach?**

No. The role of the coach is undertaken by a **registered professional only**. The coach may decide that their student should spend some time working with an HCA / HCSW as part of their learning experience to achieve their goal but feedback will come from the coach.

**11. Who will be the point of contact for practice staff?**

Please contact your Education Champion (Anglia Ruskin University) or Link Tutor (University of Essex) if you have any queries about this framework.