

Of Partnerships, Professionalism and Competences

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From sea to lakes and mountains

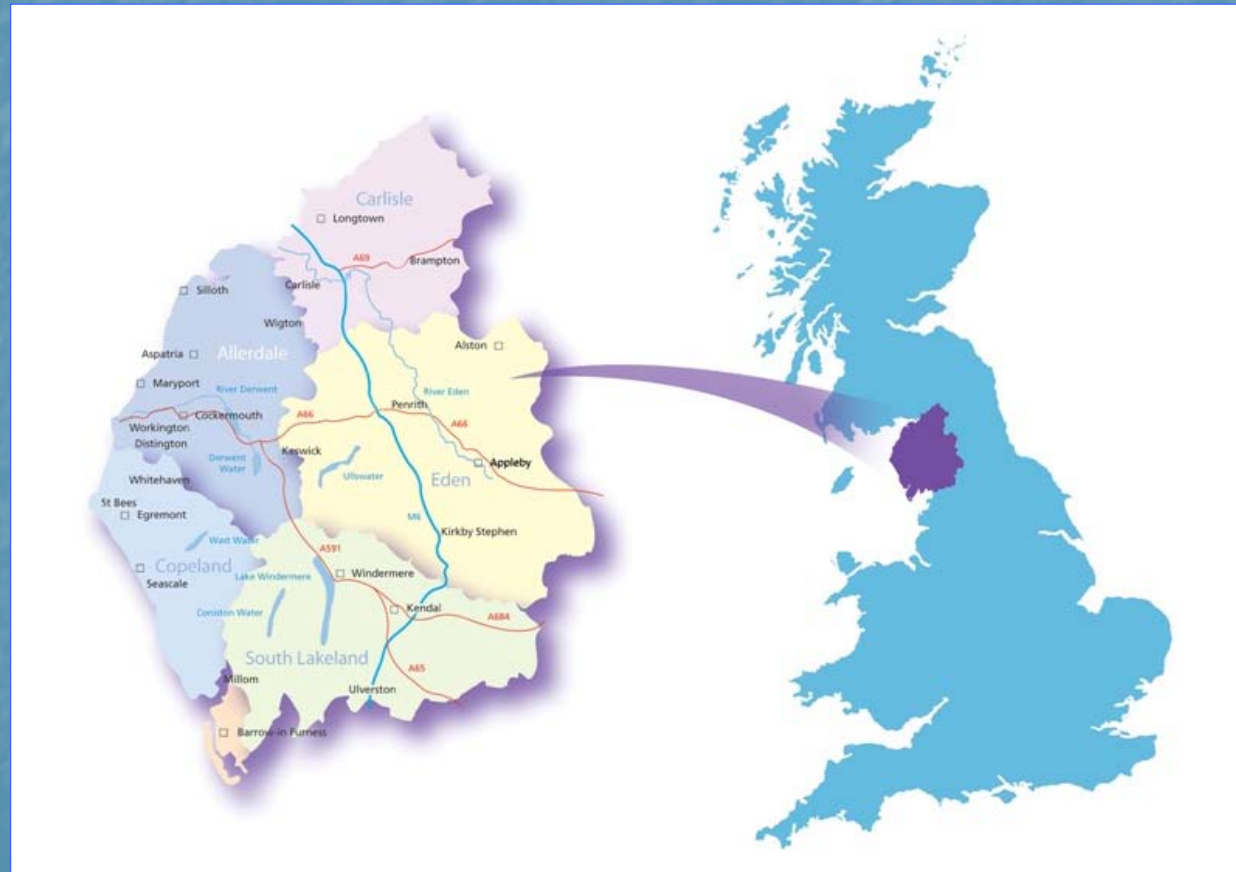


Whitehaven



Lake District

Nearly in Scotland, but not quite!



Leading in Practice & Specialist Experience



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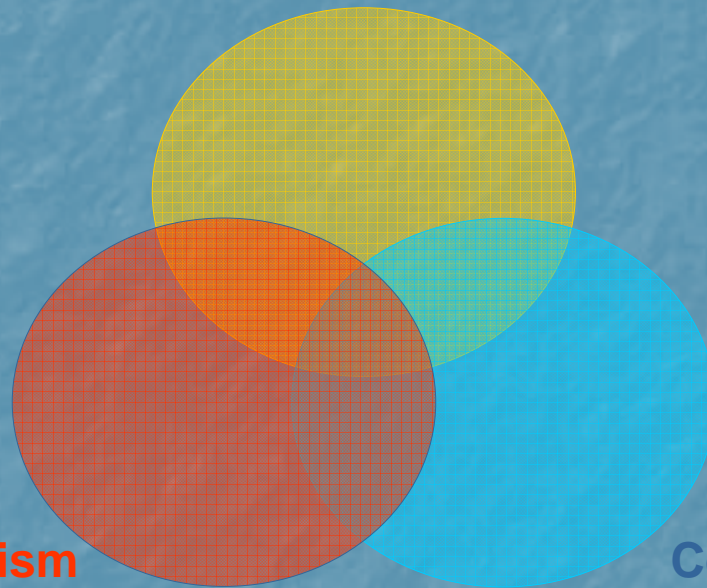


Thought for today...

"If we want to change the world around us, we have to combine internal strength with external focus".

A concept of Interdependency

Partnerships



Professionalism

Competencies

About interdependency



Key themes of presentation:

1. The envelope of professionalism
2. The role of partnerships in education
3. The assurance of competencies of educators within practice settings

▣ The envelope of professionalism

Where values relating to nursing practice are clearly articulated they must be equally applicable to clinical nurses as to nurse educators in academic settings as well as in clinical placements.

NMC code of conduct, performance and ethics

- Make the care of people your first concern
- Work with others to promote the health and wellbeing of those in your care
- Provide high standards of practice and care at all times
- Be honest, act with integrity and uphold the reputation of your profession
- Deliver care based on best available evidence or practice

▣▣ The role of partnerships in education

- To retain a balance between academic based learning and acquisition of skills, quality assured practice placements are required.
- This requires the establishment of partnerships in order to meet needs of students and organisations.

Pre-requisites for effective partnerships

- Be explicit about **expectations** from each other
- Consider **implications** of failure
- Seek **assurances** that adequate controls are in place.

An example from Reykjavik



Reykjavik contd.: the impact of their partnership

- Nursing is recognised as an academic discipline in the hospital
- Academic disciplines in N & M are established within the Faculty of Nursing
- Joint appointments & clinical lecturer posts have been established
- Improved clinical teaching & regular student satisfaction surveys
- Postgraduate studies up to doctoral level
- Evidence-based nursing expertise is growing

Reykjavik cont.: the collaborative agreement

The agreement covers two areas:

1. Formal collaboration between the two institutions re. development of teaching of health sciences, research & development of clinical practice
2. Elaboration of areas of mutual priorities, e.g. clinical teaching of postgraduate students, optimal use of resources for research & building of a new hospital.

Inter-professional partnership: an example from the UK

Principles of a 3-dimensional learning model:

- Strengthen the practice educational process
- Enhance the continuity of assessment in the mentorship/supervisory processes for hub & spoke/long arm methods of placement allocation
- Ensure compliance to the NMC standards to support learning & assessment in practice

What do stakeholders want?

- Clear criteria and robust assessment of placements were seen as more important than the amount of time spent in practice
- Changes must be resourced to ensure that sufficient high quality placements are available with effective supervision
- Links must be optimised between education and placement providers.

▣▣▣ Mentors in practice: assurance of competencies

There has to be a balance in the preparation of educators in academic settings and those who support students in practice.

Meeting expectations...

The Quality Assurance Agency for Higher Education states that awarding institutions must ensure that:

Staff involved in placement learning are appropriately qualified, resourced and competent

Work-based partners have effective measures in place to monitor and assure the proficiency of their staff involved in the support of placement learning.

Mentors in Practice are required to:

- Communicate and develop working relationships that are enabling to the student
- Facilitate learning and have an understanding of the student's programme
- Understand and implement approved assessment procedures



Additional expected outcomes:

- To being a role model and contribute to the development of an environment in which effective practice is fostered, implemented evaluated and disseminated
- To create an environment for learning that implements strategies for quality assurance and quality audit
- To contribute to course developments and/or review of courses

Rationale for mentorship programme

- *Central to the role (of mentor) is the understanding that it is the mentor who decides on the fitness of the student to practise*
- *This responsibility is also owned by professionals in fields across health and social care sector*
- *The award focuses on the protection of the public and the need for practitioners to make informed decisions which enable or prohibit access to the professional register.*

Summary of learning outcomes:

- Demonstrate effective working relationships
- Critically apply professional accountability and responsibility
- Critically discuss learning & teaching theories
- Critically analyse the principles of assessment & apply diverse assessment methods
- Model appropriate evidence-based practice using a critically reflective approach

Workload for Supported Distance Learning module (Mentorship)

The individual student workload is 200 hours in total

Contact hours: 5 hrs induction; 4x2 hours workshops; 0,5 hrs tutorial

Directed study: 80 hours

Private study: 106,5 hours

Assessment: 3,750 word portfolio and competence profile.



Conclusion



- The preparation of educators to work in academia as well as in practice requires careful consideration and appropriate resources
- This conference gives us an opportunity to share experiences and learn from each other.
- We set our sights high in order to create and maintain a nursing workforce that is competent, caring and professional.

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