Mentoring and Preceptorship supporting staff to a National Standard
Fastest Growing Professional Body in UK

Over 12,500 Members

Average of 18.4% growth year on year for past 7 years

Members:
- 2010: 2,364
- 2011: 3,409
- 2012: 4,379
- 2013: 5,374
- 2014: 6,186
- 2015: 7,816
- 2016: 10,000
- 2017: Over 12,500

2017 Members: Over 12,500
Our aim is to achieve ‘Royal College’ status for paramedics, to equal that of the other health and medical Colleges, such as the Royal College of Physicians and the Royal College of Nursing.

On track for 2019

Royal status will further strengthen our voice of the profession and enhance its prestige.
DEVELOPING PRE REGISTRATION EDUCATION

Version 4 in progress, due for Publication later this year

The *Paramedic Curriculum Guidance* provides higher education institutes with a comprehensive curriculum to ensure student paramedic education provides the knowledge, skills and the competencies, which the profession deems essential.
The was created to provide post-graduate paramedics with guidance regarding the appropriate education, knowledge and expertise to facilitate their development along the paramedic post registration career framework pathways.
THE CAREER FRAMEWORK DIAGRAM

This diagram illustrates the four career pathways through which paramedics may develop and progress their career:

- Clinical
- Education
- Management
- Research
The Post registration paramedic career framework has also proven to be a success, acting as a point of reference and as a road map for career development. This NEW 2017 document clarifies standards and expectations around education and development for specialists, Advanced and Consultant Paramedics.
The Development of Quality Standards for Practice Placements

These Standards were generated so that students, mentors and educational providers would understand their roles responsibilities and entitlements in clinical placement learning. They apply to any structured clinical learning experience offered by NHS Scotland through an approved educational programme.

They are derived from the QAA Code of Practice Precepts for Work-based and Placement Learning (QAA 2001) which applies to all Higher Education Institutions.

Quality Standards for Practice Placements
Revised 2008

Quality practice placement experiences, within a positive learning environment, support the development of healthcare professionals to deliver safe and effective person centred care.

The Quality Standards for Practice Placements have been created so that students and those individuals and organisations who support them understand their responsibilities and expectations in relation to practice placement learning. The Standards apply to any placement learning in NHS Scotland that is accessed by nurses, midwives and associated staff and supported through an educational programme.

Standards to support learning and assessment in practice

NMC standards for mentors, practice teachers and teachers

Protecting the public through quality assurance
Evaluation of Practice Education Facilitator Project

Commissioned and Funded by NHS Education for Scotland

Final Report

February 2006
Recommendations relating to Practice

2.1 There should be a standardised approach to all aspects of education and training for paramedics.

2.2 Embed a whole systems approach to enhance the learning environment for the student paramedic.

2.3 There are a number of areas in the curricular where the education sector and service sectors working in partnership should enhance the curricular and the effectiveness of the learning environment.
So the College, gathered strategic educators and boldly went forth.
CAN YOU FILL OUT FORMS FOR AN FBC, U&E'S, LFT'S, TFT'S, ANA'S, ENA'S, RWF, AND A CXR PLEASE?
Do we speak the same language?
Practice Educator (PED)

- Leader
- Assessor
- Mentor
- Teacher
- Role Model
- Coach

KeyAttributes:
- C Counsellor
- T Trusting
- I Inspirational
- R Respectful
- P Professional
- E Expert
- D Dedicated
- U Understanding
- C Compassionate
- A Autonomous
- O Objective
- T Truthful
- R Reflective
- E Empathy
Theory Practice Chasm

“In theory, there is no difference between theory and practice. But, in practice, there is.”

- Jan L. A. van de Snepscheut
ZIP Model
Fellows & Clarke 2012
Preparing Educators

Level 4 or L5 or L6

Local Delivery or via University

Practice makes PROGRESS, NOT PERFECT
Assessment Methodology

Competencies, Scope of Practice, Sign Off, Hours of Practice?
Failure or Success

Please get in lane
Practice Assessment Documentation

Individual to each Uni or a consensus model based on common standards
Endorsement Process

College of Paramedics
Paramedic Pre Registration
Endorsement Process & Application Form
“Voluntary” Register of Practice Educators
Touchdown.
To train and develop, teach and mentor, educate and inform Allied Health Professionals, students, patients and carers, including the provision of consultancy support to other roles and services in respect of patient independence and functioning.

Department of Health (Nov 2003)

“A Practice Educator (PEd) is a multi-faceted role, whose primary role is as a clinician, with a responsibility to provide high quality patient care” (HCPC, 2016).
The College of Paramedics defines a **Practice Educator** as;

“A **Practice Educator (PEd)** is a multi-faceted role, these include being a **Leader**, **Role Model**, **Coach**, **Teacher**, **Mentor**, and **Assessor**, with a responsibility of ensuring the clinical supervision, leadership and development of a learner (student paramedic) in the practice based education environment”
Coaching is a useful way of developing people's skills and abilities, and of boosting performance. It can also help deal with issues and challenges before they become major problems.

A coaching session will typically take place as a conversation between the coach and the coachee (person being coached), and it focuses on helping the coachee discover answers for themselves. After all, people are much more likely to engage with solutions that they have come up with themselves, rather than those that are forced upon them!
Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person.
Experiential learning

In most cases, the learning that students will engage in during practice education can be described as *experiential learning* - learning from experience. They will have less need for memorising and reproducing facts (a *surface* approach to learning) than for developing understanding, and being able to relate new experience to existing knowledge (a *deep* approach).',

Assessment

outcomes systematic
measurement measurement
rubs mission
alignment analysis
students objectives
improve recommenda
behavoral affective
educational review
results information
goals cognitive
purposes use
development specific
increase surveys
alignment specific
systematic development
curriculum cognitive
map specific
improvement surveys
alignment recommended
affective surveys
objectivs cognitive
results
goals
rubrics
mission
alignment
assessments
measurement
objectives
improvement
behaviors
educational
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behaviors
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assessments
measurement
objectives
improvement
behaviors
educational
Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.”
QUESTIONS ??

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