

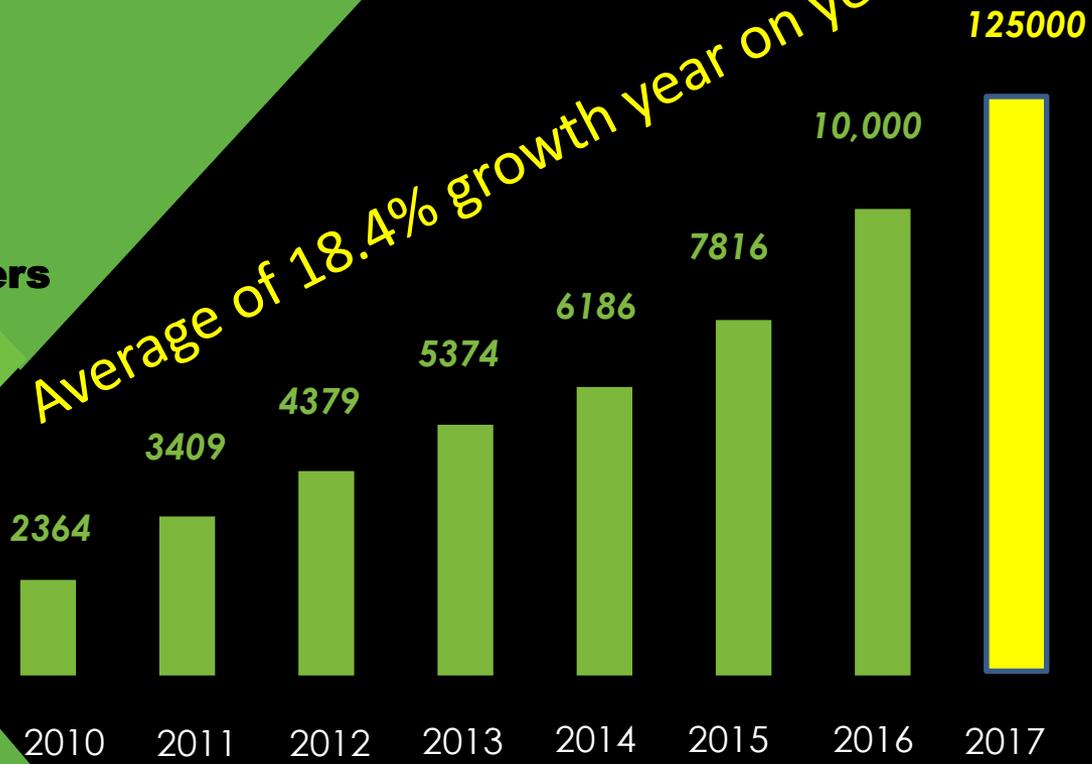


# Mentoring and Preceptorship supporting staff to a National Standard

# Fastest Growing Professional Body in UK

Over **12500** Members

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



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.

**THE 'ROYAL'  
COLLEGE OF  
PARAMEDICS**

**On track for 2019**

**Royal status will further strengthen our voice of the profession and enhance its prestige.**

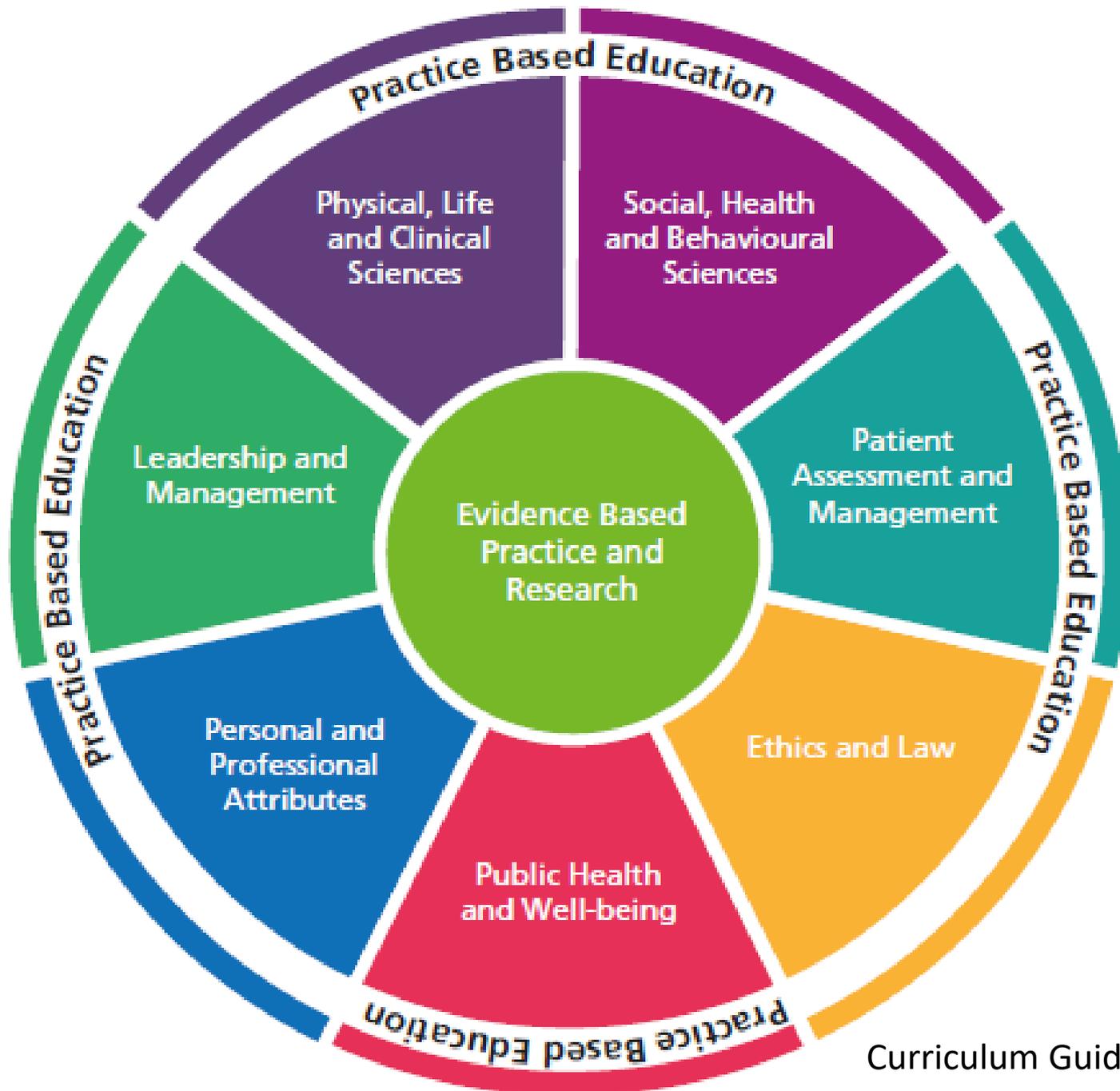
# DEVELOPING PRE REGISTRATION EDUCATION

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.



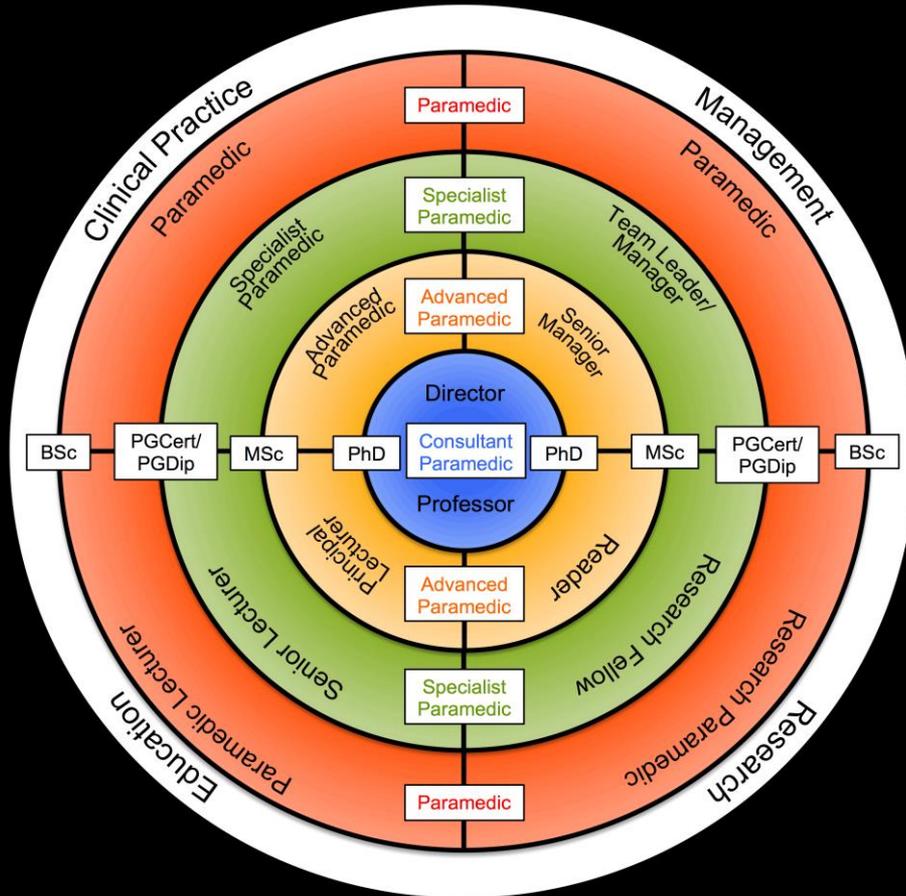




# THE CAREER FRAMEWORK DIAGRAM

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

- Clinical
- Education
- Management
- Research







# 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 in NHS Scotland through an approved educational programme. They are derived from the QAA Code of Practice Precepts for (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 other health professionals and supported through an educational programme.

Precepts for Work-based and Placement Learning (QAA 2001) and are included for reference.

These standards are fully aligned with professional regulatory standards and are fully endorsed by the Health Directorate and NHS Education for Scotland. The Health Professions Council acknowledge the contribution of these standards to enhancing the learning environment.

For more information is available at: [www.nes.scot.nhs.uk](http://www.nes.scot.nhs.uk)

**NURSING & MIDWIFERY COUNCIL**

**Standards to support learning and assessment in practice**  
NMC standards for mentors, practice teachers and teachers

The University of Manchester



# Evaluation of Practice Education Facilitator Project

Commissioned and Funded by NHS Education for Scotland

Final Report  
February 2009



# Nursing and Midwifery in Scotland: Being Fit for Practice

The Report of the Evaluation of Fitness For Practice Pre-Registration Nursing and Midwifery Curricula Project

Final Report September 2008



# National Approach to Mentor Preparation for Nurses and Midwives Core Curriculum Framework



# Health and Care Professions (H&CP) Practice Education Guidance



Association of Clinical Scientists



BSHAA  
www.bshaa.com



THE COLLEGE OF  
RADIOGRAPHERS



ROYAL COLLEGE OF  
SPEECH & LANGUAGE  
THERAPISTS



BOS  
British Orthodontic Society



IBMS  
Institute of  
Biomedical  
Science



NAEP



CHARTERED  
SOCIETY OF  
PHYSIOTHERAPY



BDA  
The Association  
of UK Dietitians



The COLLEGE  
of PODIATRY



College of  
Occupational  
Therapists



BAAT  
art therapists



BAPO



COLLEGE OF  
paramedics  
making the most of the graduate profession



badth.org.uk  
the british association of  
dramatherapists



Council of  
Deans of Health



College of Operating Department Practitioners



# Preceptorship Framework for Newly Registered Nurses, Midwives and Allied Health Professionals

# PEEP Report

## 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.



Paramedic  
Evidence Based  
Education Project  
(PEEP)

End of Study  
Report



August 2013

# Blank Canvas Opportunity

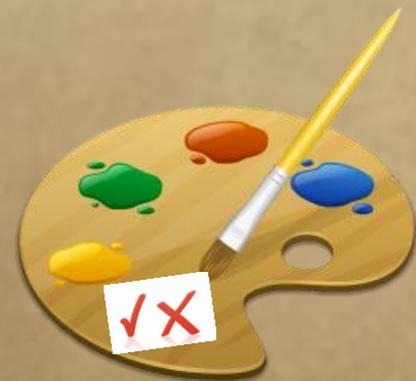
Education and  
Development  
Committee

Curriculum  
Guidance  
V3 rev 1

HCPC Standards of  
Education and  
Training. Section 5

QAA  
Benchmark  
statements for  
Paramedics

Department of  
Health  
Preceptorship  
Framework



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?

*Mentorship*

Coaching

Teaching

Instruction

*Supervision*

Education

Learning

Assessment

*Practice  
Education*

Facilitator

Lecturer

Tutor

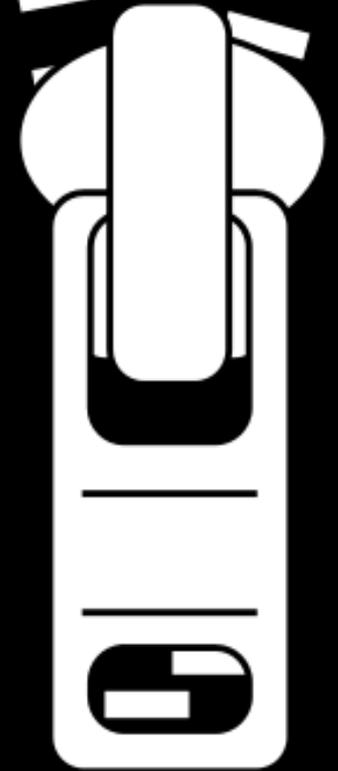


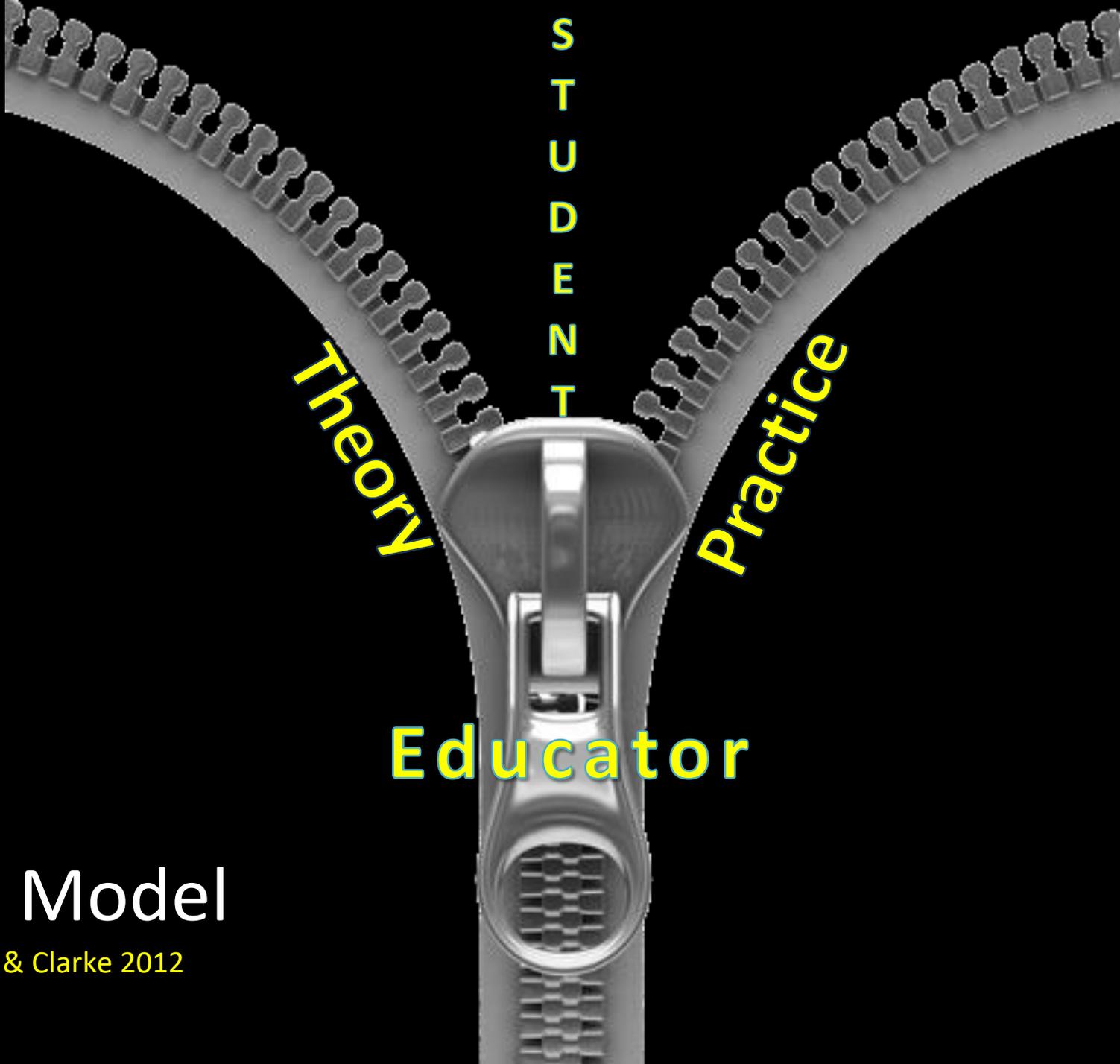
# Theory Practice Chasm



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

- Jan L. A. van de Snepscheut





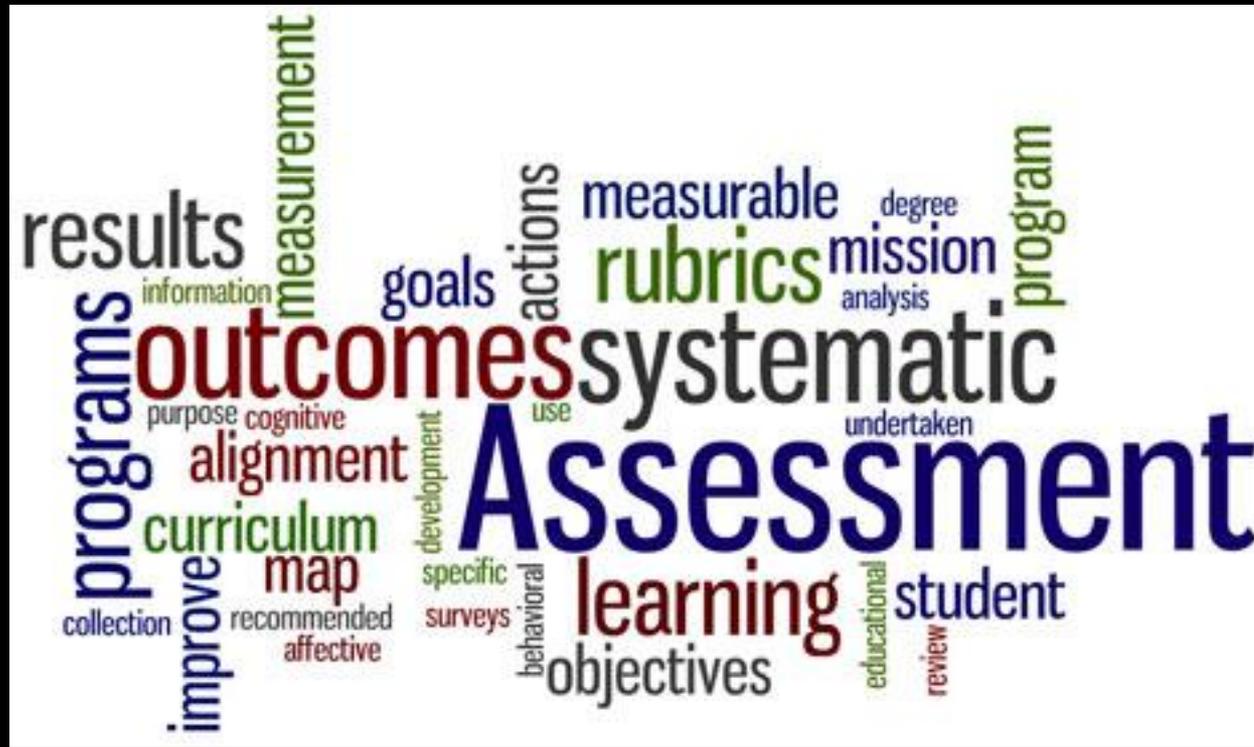
# ZIP Model

Fellows & Clarke 2012



# Assessment Methodology

Competencies, Scope of Practice, Sign Off, Hours of Practice?



# Failure or Success

Please get in lane

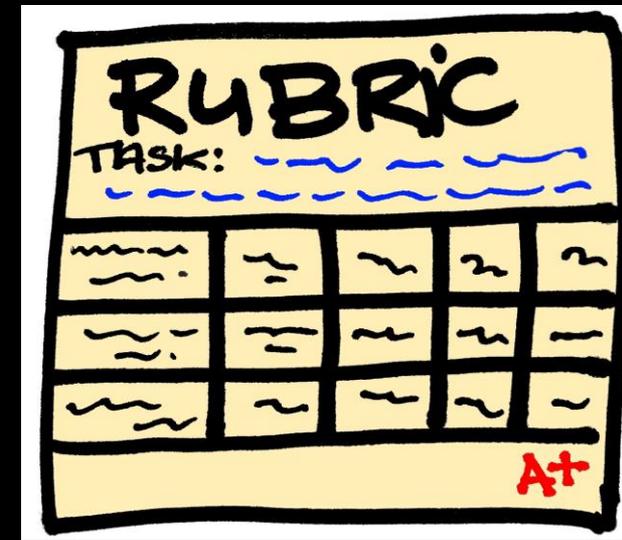


# Practice Assessment Documentation

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

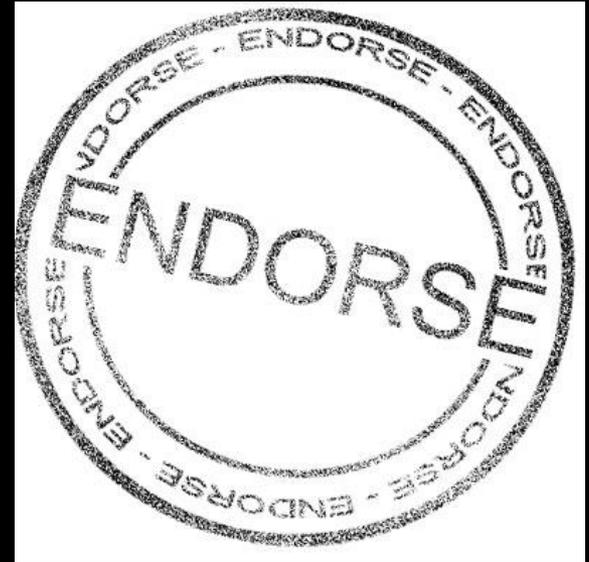


PAD



# Endorsement Process

College of Paramedics  
Paramedic Pre Registration  
Endorsement Process & Application Form



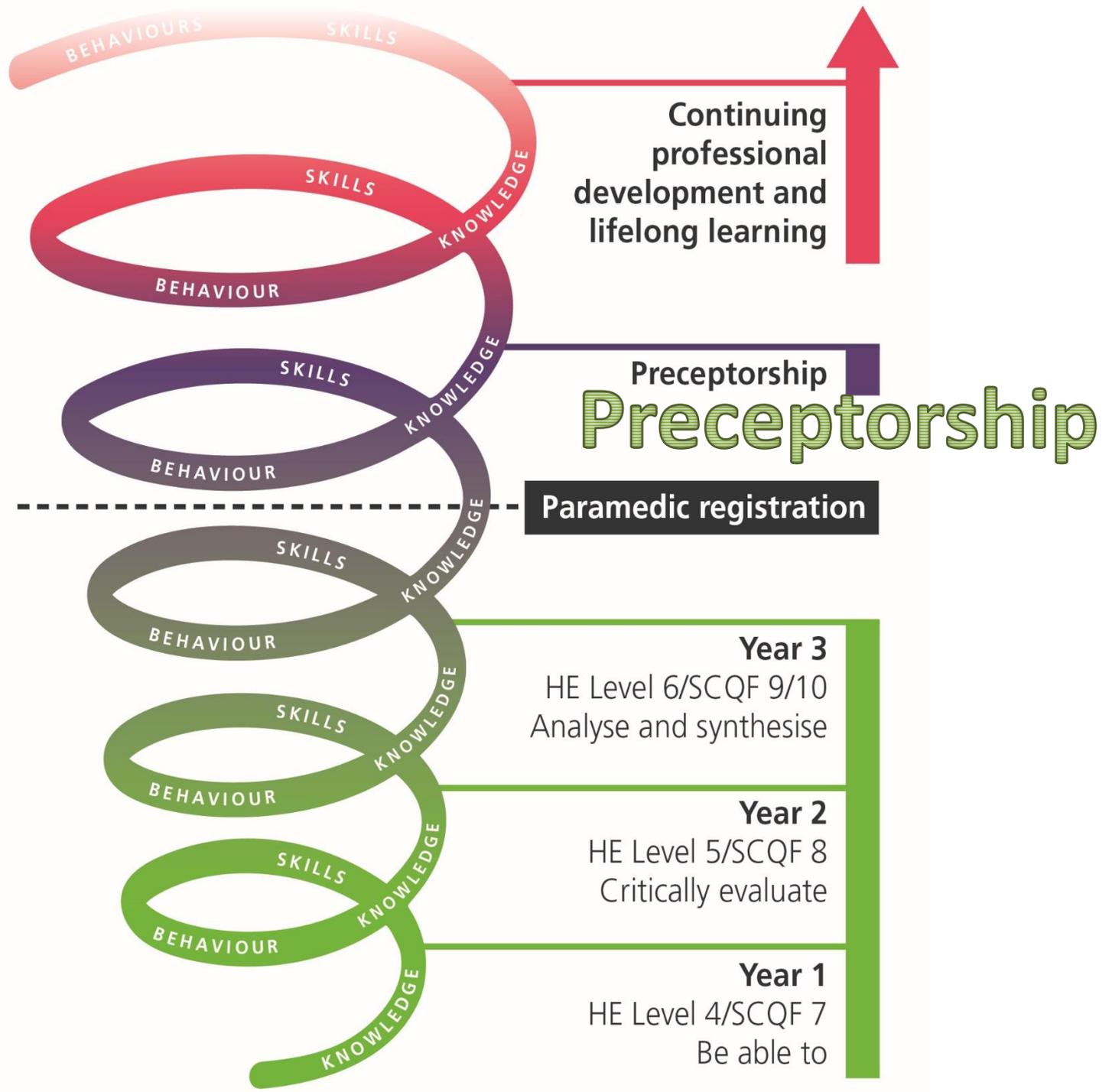
# “Voluntary” Register of Practice Educators



**REGISTER NOW**



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”*



Roles



Values

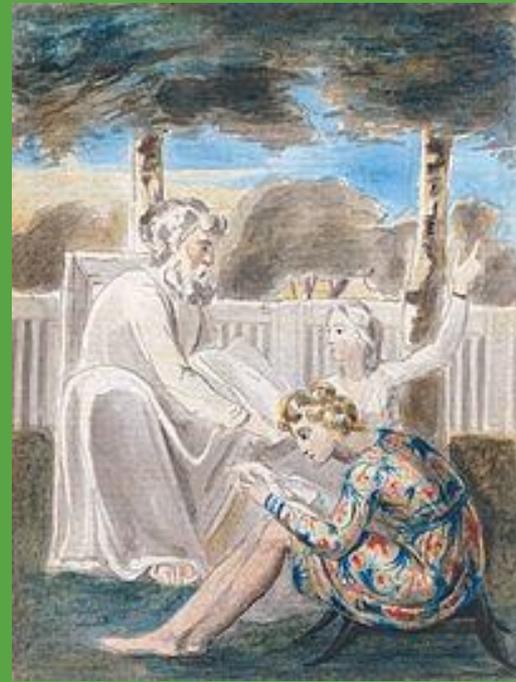


Coaching is a useful way of developing people's skills and abilities, and of boosting performance. It can also help deal with issues and challenges before they become major problems.

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!



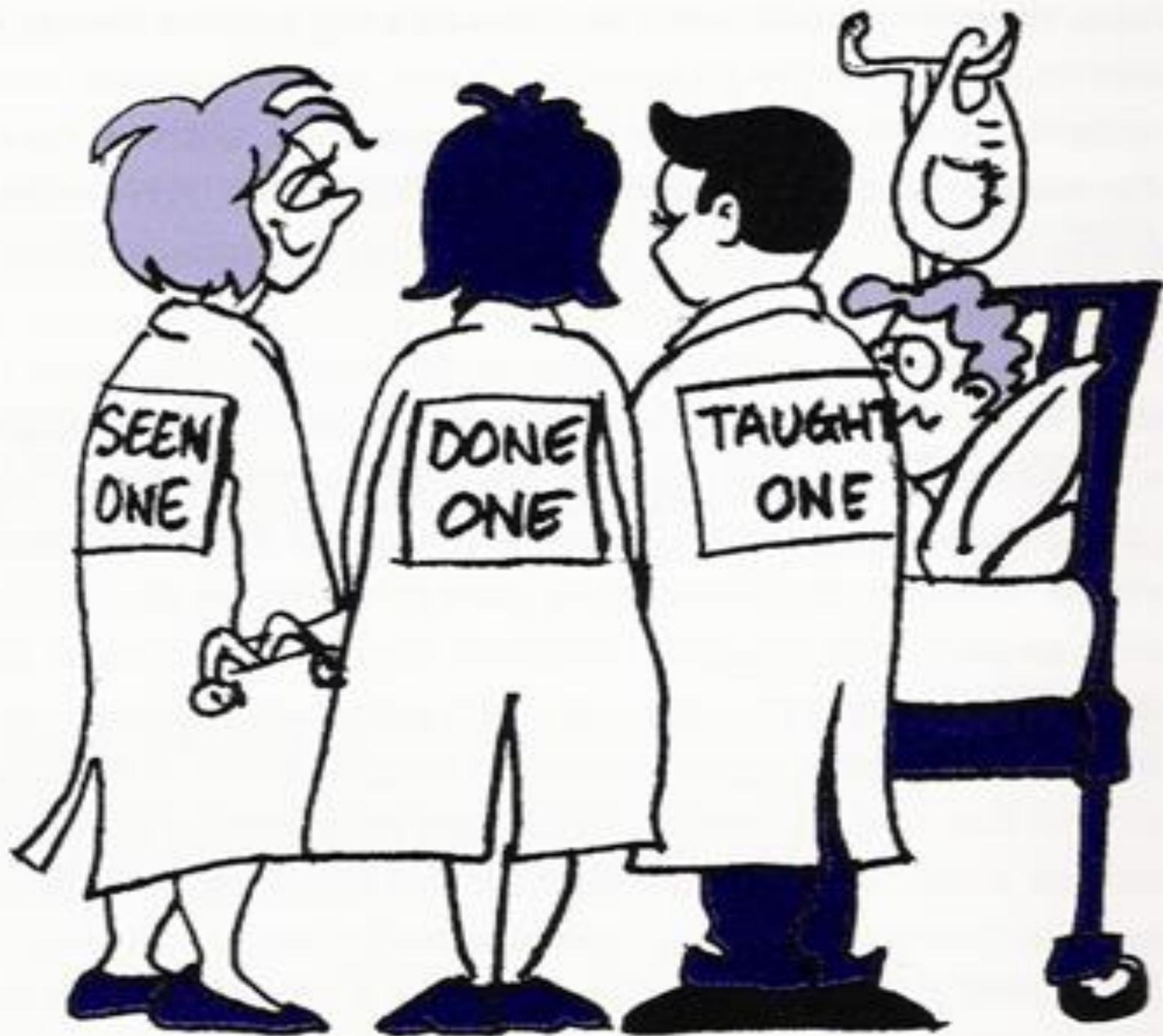
**Mentorship** is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person.



## 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).’,

Jasper (2003).





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.”

R



PRECEPTO



# QUESTIONS ??



@ParamedicsUK  
@TutorParamedic



facebook.com/CollegeofParamedics

[www.collegeofparamedics.co.uk](http://www.collegeofparamedics.co.uk)