

# Practice Learning News

Supporting Nursing and Midwifery students in practice

Issue 29: September 2024

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## USEFUL LINKS

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[Future Nurse/Midwife Programme Information](#)

## KEEP IN TOUCH



*Welcome to this edition of our newsletter!*

These regular newsletters aim to help support good communication between practice and our local Higher Education Institutions, as well as developing staff skills and knowledge in supporting our student nurses and midwives.

Talking of communication -

### What's up with WhatsApp

WhatsApp, and other IM platforms, are considered social media and therefore fall under NHS Lothian's Social Media Policy. WhatsApp is not approved within NHS Lothian (Digital Communications Guidance, 2024). Do not use WhatsApp or text messages to arrange shift cover or to discuss placement related business. All sickness reporting must be discussed by phone as per NHSL and university policies. More information can be found [here](#).

In other news, here is a little taster what we have in this issue -

### Page 3: Bitesize CPD Webinars

The PEF/CHEF team are pleased to announce the release of a brand-new rolling programme of webinars for Practice Supervisors & Practice Assessors. These will be 30-minute sessions.



### Pages 5-7: Student Perspective

Three Edinburgh Napier University students write about their GRIP (Guided Reflective Independent Practice) hours. Read their blog and find out more about GRIP hours on pages 5 - 7.

## **NHS Lothian Induction Agreement**

For the attention of Senior Charge Nurses and Team Leaders

The Nursing and Midwifery Professional Leaders have agreed a standard for the induction of newly qualified registrants and all new to role nurses and midwives. It is expected that all areas will comply with this standard. The induction agreement is between the Executive Nurse Director and each of the Nursing and Midwifery Leaders.

The document can be accessed using the following link [Corporate and Clinical Induction for Newly Recruited Nurses and Midwives: Newly Qualified Registrants and New to Lothian](#)

The purpose of the agreement is to ensure an equitable and consistent induction programme for all Registered Nurses/Midwives who are newly qualified and/or new to NHS Lothian.

Within the agreement there are details of the core requirements that Senior Charge Nurses and Team Leaders should follow. These include ensuring that all newly qualified registered nurses & midwives recruited into NHS Lothian have access to the Newly Qualified NMC Registrant Programme, Flying Start and a named preceptor.

How you can implement this support is mentioned below.

## **Newly Qualified NMC Registrant Programme**

Sessions now available on eESS

All Newly Qualified Registered Nurses/ Midwives, including international nurses, should attend the Newly Qualified Registered Nurse and Midwife Transition to Registered Practice study day. There are dates available throughout the year, all dates will be 0900-1600 delivered via MS Teams which can be booked via the link below. This study day is available to staff who are within their first 12 months of registered practice and have not attended any previous Newly Qualified Registered Nurse Programme. This is can be booked through eESS [Click this link](#)

## **Flying Start**

Flying Start NHS is the national development programme that is designed to help Newly Qualified Practitioners make the step from student to confident and capable, registered health professional in their first year of practice.

Flying Start NHS is a work-based learning programme. All the resources and materials that support the programme can be found online at [flyingstart.nes.nhs.scot](http://flyingstart.nes.nhs.scot)

## PRECEPTORSHIP

The NMC recommend that all new registrants receive a period of preceptorship to support their transition to their new role and to becoming an accountable practitioner. Preceptorship embraces the values of NHS Scotland, and provides a safe, supportive, and trusting environment that supports nurses and midwives to adapt to and develop the required knowledge and skills to work confidently in their new role, culture and/ or environment.

To find out what is expected of manager, preceptor and preceptee go to [Preceptorship pages](#) on the intranet

## BITESIZE CPD WEBINARS

### For Practice Supervisors and Practice Assessors

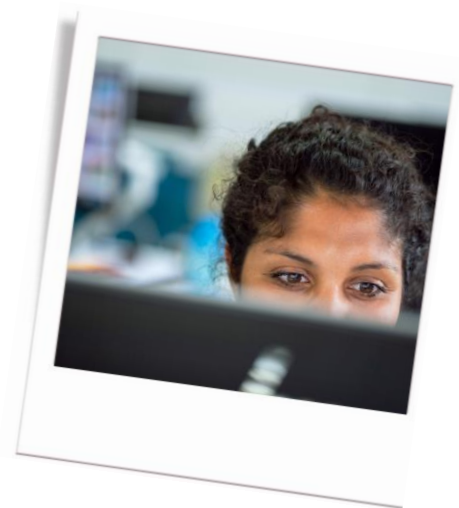
The Practice Education Facilitator (PEF) and Care Home Education Facilitator (CHEF) team are pleased to announce the release of a brand-new rolling programme of webinars for Practice Supervisors & Practice Assessors. These will be 30-minute bitesize learning sessions. At the end of the webinars there will be an opportunity for a Q&A session with a PEF or CHEF.

Please note that the Webinars will not be recorded. The sessions will run between 2pm -2.30pm and will cover the following topics:

- Supporting the underperforming student.
- 10 Key Steps to starting a student in practice.
- Practice Supervisor, Practice Assessors and Academic Assessor Roles and Responsibilities.

Dates will be regularly added to our Future Nurse/Midwife Programme Information page within the bitesize resources section [Practice Supervisor Practice Assessor - Bitesize Resources \(scot.nhs.uk\)](#) with more dates coming soon.

Please email [loth.pefchefenquiries@nhs.scot](mailto:loth.pefchefenquiries@nhs.scot) or speak with your local PEF/CHEF if there are any topics related to practice learning you would like to see included in future webinars.



## CONTINUED PROFESSIONAL DEVELOPMENT

### Practice Supervisor and Practice Assessor roles

Did you know that practice supervisor (PS) and practice assessor (PA) roles are now part of your appraisal?



Discuss the role of PS or PA with your line manager at your personal development plan appraisal and consider providing evidence of CPD, feedback or reflection relating to your role of supporting students at revalidation.

Watch this short video about becoming a practice supervisor/assessor [here](#) or use QR code below:

All NMC registrants are to become Practice Supervisor within 1 year of joining NHS Lothian, with plan to upskill to Practice Assessor. To complete self assessment and declaration or to find out how to become a practice supervisor or assessor click [here](#) Once completed and discussed with your line manager, ensure that you are added onto Healthroster as a practice assessor and/or supervisor.



For CPD or further information, including details from the higher education institutes look at the future nurse/midwife information page on the intranet [here](#), or if not accessing on an NHS computer click [here](#).

## TURAS

### Professional Portfolio

TURAS Professional Portfolio is an online tool, developed by NHS Education for Scotland for healthcare workers in NHS Scotland. You can access it through the TURAS platform, and it's a great way to save evidence of your learning and professional development in one place. Your information is stored securely, and it is tablet, laptop and mobile friendly so it's accessible anywhere with internet access.



If you would like to find out more about using TURAS Professional Portfolio, There are face-to-face interactive workshops at the Comely Bank Centre on the following dates: Wednesday 16th October and Tuesday 10th December. There is also an online workshop that will be delivered over MS Teams on Tuesday 12th November. Book a place on any of these sessions discuss with your line manager, who can book you via eESS. The course is titled: TURAS Professional Portfolio Workshops

# GRIP HOURS

## Guided Reflective Independent Practice learning

In September 2023 following feedback from practice, students and academics Edinburgh Napier University introduced the weekly reflective practice time for the BN students. The reflective practice (GRIP) constituted 8 hours per week during the 40 hours of placement learning. Reflective practice as we all know forms the foundation of safe nursing practice and should be closely aligned to the Nursing and Midwifery Council (NMC) code and standards for registered nurses. We envisage that the GRIP hours would allow student nurses to be critical thinkers who are empowered and proactive in their practice learning, which the NMC also advocate as part of the [revalidation process](#).

NMC (2024) have recently provided guidance for utilising protected time specifically for students to reflect on practice placements, which can be found [here](#). The key message from the NMC is the protected practice learning time for reflection should be purposeful and agreed and supported by the practice supervisor (PS) or practice assessor (PA). The GRIP experience is enhanced through reflective discussions with PS/PA and the student. The reflective discussions can allow the PS/PA to develop a clinical supervision relationship to enrich the student learning experience. As a minimum the reflective discussions would occur at orientation/preliminary meeting, interim and final assessment. The reflective discussion can help to inform the placement assessments and completion of the required elements of the part. The students should record their reflective learning and discussions in a weekly log, which will be authorised by the PS/PA email via their e-PAD. Thus, the students are responsible for arranging and organising their GRIP time and reflective discussions with the guidance, agreement and support from their PS/PA.

Following the introduction of GRIP, we requested feedback from all the stakeholders in August 2024. Thank you for taking the time to provide your comments. Your feedback was extremely informative to help us to develop reflective practice for the pre-registration Bachelor of Nursing students. We would like to share the key headlines from the feedback and the actions we plan to take forward in collaboration with you and your PEF/CHEF team.

### What Worked Well

#### Practice:

- Provides focused time for practice learning - students have more depth to their practice learning
- Opened meaningful discussions for feedback- we can support students to learn and develop using their GRIPs as a basis
- Sharing knowledge - found we shared knowledge and good practice, learning from each other.
- Provided structure for practice learning and empowering independent learning

#### Student:

- Grow in confidence - the reflective discussions challenge you to feel empowered in your nursing knowledge and skills gained
- A sense of achievement - opportunity to recognise my abilities and track/ celebrate my learning
- Enhanced learning experience - valuable time to identify gaps in knowledge and develop actions in practice to bridge the gap with guidance from your practice supervisor.

## GRIP HOURS (continued)

### Guided Reflective Independent Practice learning

#### What Could be Improved

##### Practice:

- Student communication on the use of GRIPs was not always clear
- The varying levels of student reflective writing and linking to the platforms and proficiencies
- Could the reflective hours the students utilise for the agreed reflective activities be better completed in practice
- Would like confirmation on the role of the PS/PA in the reflective process

##### Student:

- Reflection hours can be an added pressure for additional learning during a busy placement
- Can be difficult to find time for reflective discussions with PS/PA
- PS/PA were not always aware of the reflective discussions

#### Actions to take forward from the pilot project in collaboration with practice partners

- Develop and advise the students, academics and practice of the expectations/standards for completing the 8 GRIP hours following the NMC guidance referenced above.
- Develop resources to support practice with use of GRIP time and reflective discussions. For example, using spoke opportunities and tools such as clinical supervision or a coaching approach to develop reflective discussions, which can challenge the students critical thinking in a positive supportive environment
- As a minimum the formal time for reflective discussions should occur at the preliminary meeting/orientation, midway and final assessment point. However, reflective discussion can occur more frequently were possible and if the student would benefit from learning development support plan it may be beneficial to review the frequency of the reflective discussions to monitor progress.

If you have any comments or questions, please do contact: [sighthill.placements@napier.ac.uk](mailto:sighthill.placements@napier.ac.uk)

## STUDENT PERSPECTIVE

### Attending a conference as part of GRIP hours

Three Edinburgh Napier University students received funding from their university to attend the recent Nursing and AHP Critical Care Conference as part of their GRIP hours to help enhance their PLE6 placement. The students had an excellent day and learnt a great deal, which they have presented in a short blog.

'Our visit to the Edinburgh Critical Care Research Group was incredibly enlightening and inspiring. We were immersed in a world of advanced medical research aligning with compassionate care, and we learned so much about critical care and its benefits for patients and their families.'

## STUDENT PERSPECTIVE (continued)

### Attending a conference as part of GRIP hours

*(continued from page 6)*

One of the highlights was learning about extracorporeal membrane oxygenation (ECMO). This life-saving technology helps patients with severe heart or lung failure when regular treatments aren't enough. ECMO not only keeps patients alive but also gives families hope and more time with their loved ones during tough times.

Another important topic was early intervention with Speech & Language Therapy (SLT). SLT helps protect and care for the voice box (larynx) in ICU patients before and after they are put on ventilators. Getting SLT involved early can prevent long-term voice and swallowing problems, improving patients' lives after they leave the ICU.

We also learned about the benefits of ICU gardens and green spaces. These peaceful areas help patients recover by providing a break from the hospital environment. Research shows that being in nature reduces stress, promotes healing, and improves overall well-being for patients and their families as well as staff.

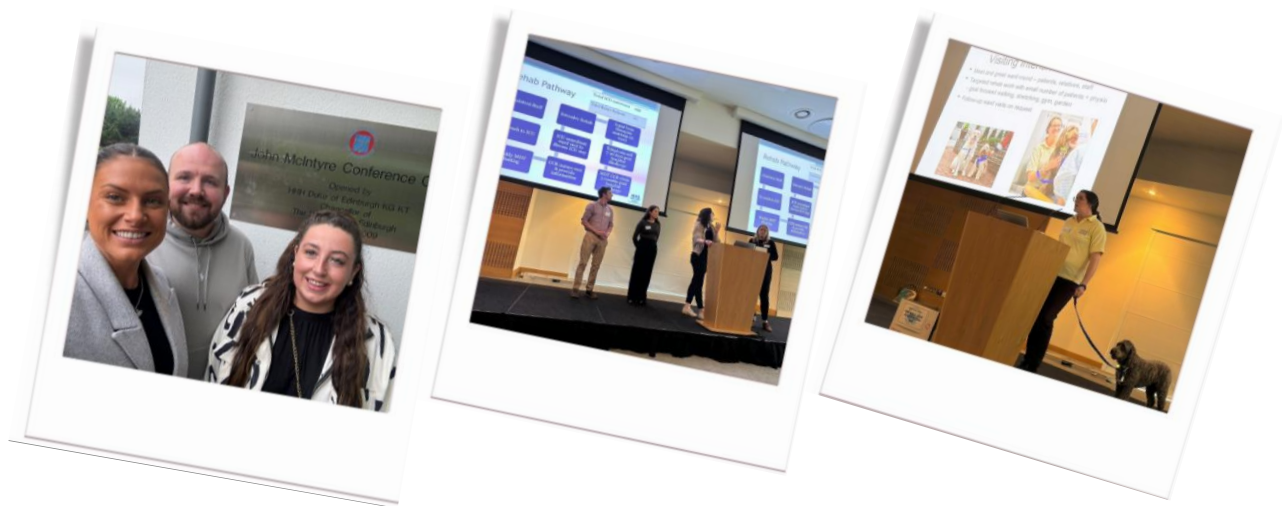
A touching moment was hearing from a Senior Army Reserve Nurse about their role as an Advanced Critical Care Practitioner. Their experiences, both in deployment and in the ICU, showed the adaptability and resilience needed in critical care environments.

The day ended with a heartwarming visit from Maggie, an ICU therapy dog. Supported by a dedicated charity, Maggie has had a huge impact on ICU patients, helping them stay motivated to recover and reminding them of life beyond the ICU.

Our time at the Edinburgh Critical Care Research Group was incredibly rewarding. It was amazing to hear professionals speak passionately about their careers in a room full of like-minded people. We thank Napier for this invaluable experience, which will benefit us as we start our careers in & around critical care.'

Penny, Kerris and Michael.

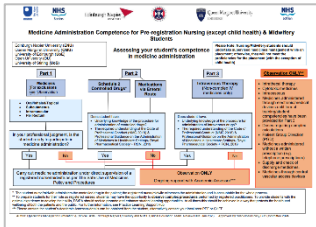
Student nurses at Edinburgh Napier University



# STUDENTS & MEDICATION ADMINISTRATION

## Guidance for Practice Supervisors and Practice Assessors

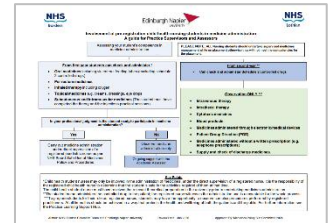
Ever wondered what students can do when administering medication on placement? Information can be found on the NHS intranet on the Future Nurse/Midwife Programme pages in section 'Higher Education Institutes'. Links are also below:



[All nursing students \(excl. Child Health\)](#)

[Child Health nursing students](#)

[Midwifery students](#)



# STUDENTS UNDER 18 YEARS OLD

## Considerations when on placement

Higher Education Institutions and placement providers work collaboratively to support all students according to the Management of Health and Safety at Work Regulations 1999. Some groups of student nurses/midwives must be aware of particular hazards in the placement setting. Students who have not attained the age of 18 (Young workers) and those who are pregnant or breastfeeding may need additional consideration to ensure that they are not exposed to undue risk. If required, a risk assessment is completed in the clinical practice area to which the student is allocated.

Consider if the following Risk Assessments are required. If so, download the form below, complete and upload.

	Required	Not Required
Student Nurses/ Midwives as young workers	<input type="radio"/>	<input type="radio"/>
Student Nurses/ Midwives who are pregnant or new mothers	<input type="radio"/>	<input type="radio"/>

The risk assessments are now within the Orientation and Preliminary Meeting form within every student's electronic PAD.

# STUDENTS & RESTRAINTS

## Prevention and Safe Management of Violence and Aggression

Pre-registration nursing and midwifery students are not to be involved in any planned restraints. In an emergency, a pre-registration student may be asked to intervene or assist under Common Law, however, they will be removed from the situation as quickly as possible by staff trained in restraint.



## OPEN UNIVERSITY FOR HCSW's

Want to study nursing without leaving your job?

This Scottish Government funded nursing degree programme is available to Health Care Support Workers within NHS Lothian and Care Staff within private Care Homes across Lothian. Most of the time you will continue to work within your contracted workplace but sometimes you will be released to attend student placements across Lothian. During this time, your manager will receive some funding to employ Bank/Agency Staff to replace you. We are offering an online Awareness Session for staff and managers on 9th October. To find out more go the NHS Lothian intranet pages at [Open University BSc Honours Nursing Programme \(scot.nhs.uk\)](https://openuniversity.scot.nhs.uk) or if you work in a private Care Home contact [loth.lothianou@nhs.scot](mailto:loth.lothianou@nhs.scot)

## NEURODIVERGENCE

Adapting to different learning styles

Neurodivergence is common in our workforce and student population, and we should celebrate this as it allows us all to work and support each other in different ways. Maybe you have attended a PS/PA workshop or completed CPD regarding learning styles. With this in mind, and thinking about individual learners, we must support neurodivergence and styles of learning. The support that we share will very much be unique. In many cases, we already know what works for us and this may have come from assessments and reports already in place or life experience. A fantastic 7 minute video describing neurodivergence and its impact on people is [available here](#)

NHS Lothian intranet has a page regarding this [Neurodivergence \(scot.nhs.uk\)](https://scot.nhs.uk)

The RCN also has [this resource](#) to use to help support Staff and Students. When you click on each box, it gives you further information and ways to support learning.



# NEW CLINICAL SUPERVISION FRAMEWORK

From NHS Education for Scotland

Participating in clinical supervision is fundamental to supporting the nursing and midwifery workforce to develop and thrive in their roles. In Scotland, it is a national ambition that nursing and midwifery staff have access to clinical supervision whatever their role and wherever they work. In September 2023 the [Clinical Supervision National Framework for Nursing in NHS Scotland](#) was published. The [Clinical Supervision National Framework for Midwifery in NHS Scotland](#) was published in May 2024.



The frameworks include a definition of the Scottish model of clinical supervision. They describe 3 interlinked components of practice, professional and restorative supervision as well as detailing core principles and essential criteria that apply to the model.

The Scottish frameworks are distinctive in that they ensure the quantity and type of supervision you access is determined by your individual needs.

The Scottish model of clinical supervision is the first to distinguish these 3 components to ensure they are all available to you.

To see what this looks like, in practice you can access [animated case studies](#). There is also an interactive learning resource [Clinical Supervision: supporting you to develop and thrive in your role](#) that provides an overview of the Scottish model and how to apply the model in practice. [NES clinical supervision for the nursing and midwifery workforce](#) TURAS learn pages contain additional supporting resources.

Whatever your role within the nursing and midwifery workforce in NHS Lothian you can participate in clinical supervision. We would encourage you to start a conversation in your area about how you can prepare for and implement clinical supervision.

If you would like to discuss any part of this article please get in touch at [christine.strange@nhs.scot](mailto:christine.strange@nhs.scot) or [beth.turner@nhs.scot](mailto:beth.turner@nhs.scot)

## KEEP IN TOUCH

PEF CHEF TEAM [loth.pefchefenquiries@nhs.scot](mailto:loth.pefchefenquiries@nhs.scot)

Sighthill Placement Team: 0131 455 5300 [sighthill.placements@napier.ac.uk](mailto:sighthill.placements@napier.ac.uk)