



Practice Education Horizon Scanning Bulletin

Edition 1 May 2017

Title: Student engagement forum (Feb 2017)

Summary: At Bolton NHS Foundation Trust the students' voice matters and as such it is high on the pre-registration team's agenda. The Student Engagement Forum has been developed for students to voice their views regarding issues that affect them. The Forum was delivered as a workshop consisting of several activities that were designed to maximise students' participation. The students' opinions were central to all discussions and staff acted mainly as facilitators.

[Link to full text](#)

Source: [eWIN](#)

Title: Preparing student nurses for NMC revalidation (Feb 2017)

Summary: Wrightington, Wigan and Leigh NHS Foundation Trust invests heavily in a Quality Champions initiative. The Trust's Senior Nurse for Professional Practice and Practice Education Facilitator identified an opportunity to become part of the Quality Champions initiative by investing in our newly qualified workforce and increasing the level of support during the transitional period from student nurse to registered practitioner

[Link to full text](#)

Source: [eWIN](#)

Title: Changes to midwifery supervision (Apr 2017)

Summary: Changes to the NMC's legislation for midwifery regulation have now come into force. These involve separating statutory supervision from legislation and mean the NMC is no longer be required to maintain a statutory midwifery committee. The separation comes after a number of critical incidents and independent reports, which the NMC said confirmed that arrangements for midwives were not appropriate for public protection.

[Link to full text](#)

Source: [NMC](#)

Title: Updated revalidation standards and guidance (Apr 2017)

Summary: The Nursing and Midwifery Council (NMC) has updated its revalidation standards and guidance in line with a planned review and stakeholder feedback.

[Link to full text](#)

Source: [NHS Employers](#)

Title: Mentor Toolkit to support Mental Health and Wellbeing (Apr 2017)

Summary: This bitesize case study briefly explains the development and implementation of a Mentor Toolkit designed to provide practical guidance for mentors to support students in practice who may be experiencing emotional distress and/or issues relating to their mental wellbeing.

[Link to full text](#)

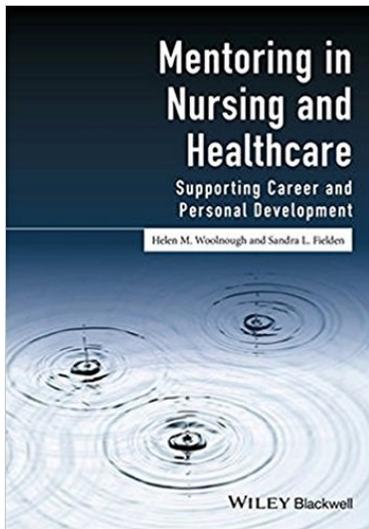
Source: [eWIN](#)

Title: Quality Principles for NHS Apprenticeships (Apr 2017)

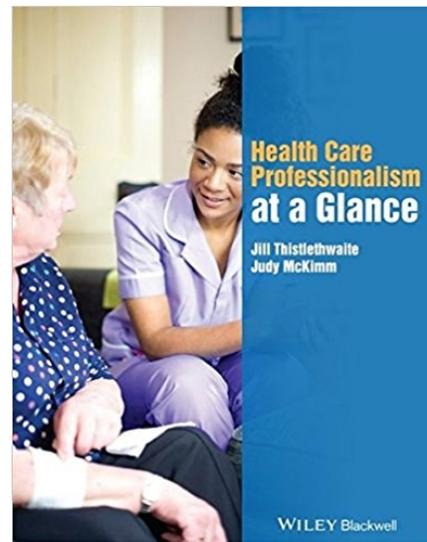
Summary: A new set of principles to ensure excellent practice in apprenticeship provision across UK health care organisations. The 21 principles are structured around three main themes; embedding apprenticeships in your organisation's workforce strategy; securing management commitment; effective learning programmes and processes.

[Link to full text](#)

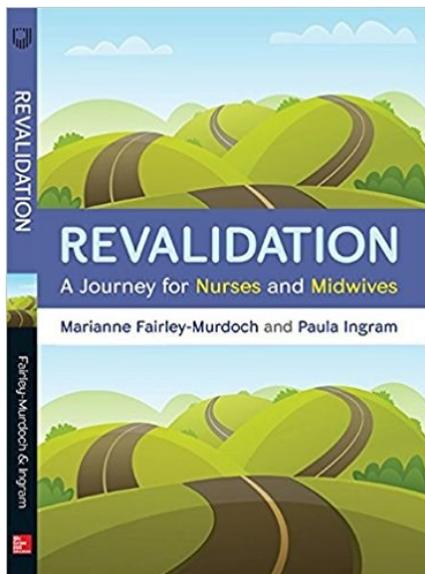
Source: [The National Skills Academy Health](#)



Woolnough, H.M. and Fielden, S.L.
(2017) *Mentoring in nursing and healthcare : supporting career and personal development*

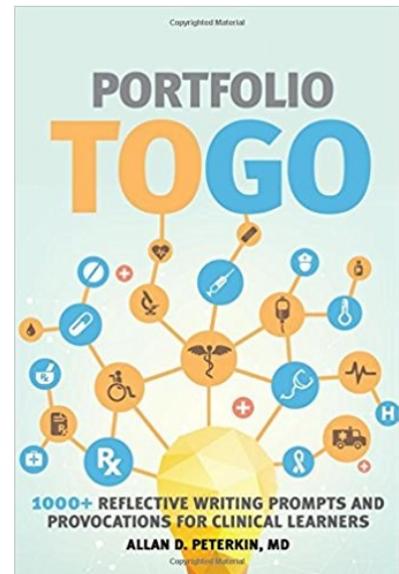


Thistlethwaite, J. and McKimm, J. (eds.)
(2016) *Health care professionalism at a glance.*

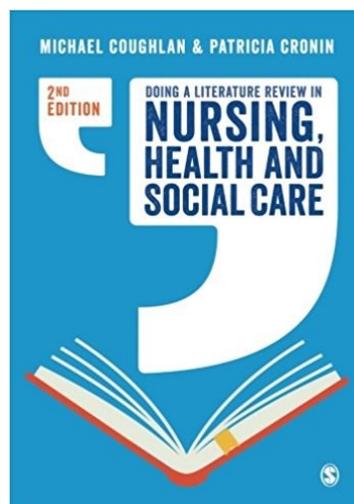


Fairley-Murdoch, M. and Ingram, P.
(2017) *Revalidation : a journey for nurses and midwives.*

Recent additions
to the library.
Any suggestions
for purchases
are always
welcome



Peterkin, A.D. (2016) *Portfolio to go : 1000+ reflective writing prompts and provocations for clinical learners.*



Coughlan, M. and Cronin, P. (2017) *Doing a literature review in nursing, health and social care*

Email: library@mbht.nhs.uk

@UHMBTLibrary

www.uhmb.nhs.uk/our-services/library-and-knowledge-services/

From the journals.....

Please contact library@mbht.nhs.uk for the full text of any of the articles below.

Title: Practice education facilitator roles and their value to NHS organisations.

Summary: This article explores some of the views of PEFs working in a variety of trusts and organisations. There is no consistent job definition and often insufficient support, leading to some PEFs feeling overwhelmed by the work and isolated within the role. It was felt by most post holders that the role remains undervalued and the perception is that these posts are vulnerable to budget cuts. The article considers what effect this could have on pre-registration nurse education. The profile of the role needs to be strengthened through consistent job descriptions and streamlining the number of job titles attached to the role.

[Link to abstract](#) Source: Scott, B. et al. British Journal of Nursing; Feb 2017; vol. 26 (no. 4); p. 222-227

Title: Uncovering degrees of workplace bullying

Summary: This paper compares the experiences of Australian and UK baccalaureate nursing students in relation to bullying and harassment during clinical placement. Nursing students are vulnerable and can question their future in the 'caring' profession of nursing after experiencing and/or witnessing bullying during clinical placement. Bullying requires a zero tolerance approach. Education providers must develop clearer policies and implement procedures to protect students - the future nursing workforce.

[Link to abstract](#) Source: Birks, Melanie et al. Nurse Education in Practice , 25, 14 - 21

Title: Managing support for newly qualified practitioners: lessons learnt from one health care region in the UK.

Summary: The study mapped the support provided for newly qualified practitioners across Kent, Surrey and Sussex. Newly qualified practitioners require support and guidance to facilitate their transition from student to their new role as qualified practitioner. Professional bodies advocate that programmes be provided but the type and intensity of that support is variable.

[Link to abstract](#) Source: Scholes, J. et al. Journal of Nursing Management 25(2), 2017, p.102-109.

Title: Student nurse mentoring: an evaluative study of the mentor's perspective.

Summary: An evaluative study aimed to capture the 'mentor voice' and provide an insight into the mentoring role from the perspective of the nurse mentor. Participants from each of the 4 fields of nursing practice were asked to comment on the satisfying and frustrating aspects of their mentoring role. Given that the landscape of nurse education is set to change, in terms of new standards from the professional bodies and the political drivers, not to mention the changing profile of the student nurse, it is hoped that the findings may help to shape the relationship between the mentor, the student and the higher education institution.

[Link to abstract](#) Source: Rylance, R. et al. British Journal of Nursing; Apr 2017; vol. 26 (no. 7); p. 405-409

Title: 'Failure to fail' in nursing – A catch phrase or a real issue? A systematic integrative literature review.

Summary: 'Failure to fail' is the allocation of pass grades to nursing students who do not display satisfactory clinical performance. This issue can have significant implications for individual students and assessors involved, as well as for nursing professionalism and patient safety. The aim of this review was to determine what is currently known about the issue of 'failure to fail' within undergraduate nursing programs. Five main themes emerged: failing a student is difficult; an emotional experience; confidence is required; unsafe student characteristics; and university support is required to fail students. The results suggest that 'failure to fail' is a real issue in tertiary facilities, with many complex facets.

Source: Hughes, L. J. et al. Nurse Education in Practice; Sept 2016; vol 20; p. 54-63

Email: library@mbht.nhs.uk

@UHMBTLibrary

www.uhmb.nhs.uk/our-services/library-and-knowledge-services/