

## **LEARNING AND ASSESSMENT IN PRACTICE**

The new NMC consultation on a standard to support learning and assessment in practice is welcomed by the CPHVA and it serves to create the basis for discussion on necessary competencies to support learning and assessment in practice.

Consultation on the new NMC standard began in late June (2004) and will continue until October (2004). Teachers, practitioners and stakeholder organisations involved in nurse education are invited to respond to the consultation document by logging <http://www.nmc-uk.org>

The framework for the standard has been influenced by the recommendations of the Practice Educator Project Report, published by the CPHVA in 2002.

The report identified that the Advisory Standards for Mentors offered by the ENB/DoH (2001) were unsuitable and recommended the development a new model for teachers and assessors in nurse education - that of, mentor, practice teacher and practice educator.

Emphasis was placed on the adaptation of the title Practice Teacher (PT) - a 'middle role' for all teachers of specialist practice, with discontinuation of the use of the term 'mentor' as this was more appropriate at pre-registration level.

Lastly, the report recommended that the role of Practice Educator should be a qualified teacher, having a strategic leadership position - working at the interface of Higher Education Institutions (HEIs) and practice. The adaptation of these recommendations within the NMC consultation document recommends four stages for those supporting learning.

Stage 1 Associate mentor

Stage 2 Mentor

Stage 3 Practice Teacher

Stage 4 Qualified teacher

Whilst stages 1 and 2 relate more to mentoring at pre-registration level, stages 3 and 4 are designed for those operating in a teaching role. For those working in primary care settings, the possibility of achieving a mandatory or recordable qualification as a practice teacher, at stage 3, has been alluded to. Achievement of stage 4 competencies may lead to registration, rather than a recorded qualification as a qualified teacher.

Registration enables the NMC to take action, if a teacher is thought to lack competence. The CPHVA encourages all members to respond to the consultation document.

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