Faculty of health and life sciences standards for nursing and midwifery student supervision and assessment

Statement of definition of practice learning hours

This statement is compliant with the Faculty statements on "Recording Nursing, Midwifery, ODP, Paramedic student hours in practice" and "Statement in relation to Supernumerary Status"

Principles

Learning in practice is a dynamic process, which needs to be flexible to accommodate all practice learning opportunities. Models of supervision that are in place can facilitate practice learning in a variety of ways. Examples can include:

- peer dyads
- hub and spoke
- team supervision
- Collaborative Peer Assisted Learning (CPAL) models.

Practice hours enable the student to experience practice learning, which:

- includes engaging in the care of an individual or a group of patients
- involves more than the experience of the provision of direct care
- requires exploration of the evidence base for the care provided
- involves learning from a range of healthcare and social work professionals from the practice setting applied directly to specific care delivery in placement
- enables reflection and/or clinical supervision

The above will enable the student to demonstrate how their learning directly impacts on patient care delivery.

All learning experiences should be discussed and agreed beforehand with the Practice Supervisor/Practice Assessor to ensure appropriate use of practice learning hours.

Examples

Therefore practice learning can take place in a variety of forms and settings, which include (this list is not exhaustive):

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- direct care hours
- placement induction
- placement updates

- attending relevant practice meetings, forums and conferences (virtual or face-to-face)
- reflective practice, action learning sets and/or clinical supervision within practice learning partner settings or virtually
- documenting evidence to support attainment of competencies
- therapeutic interventions
- peer support for practice learning
- conferences and other practice related workshops (virtual or face-to-face).
- preparation for transition to registration
- preparation for practice and in-class (or virtual) placement evaluation.
- audit / research in practice
- eliciting patient experience/listening to patient stories
- exploring quality standards relating to aspects of care

Nursing only

- simulation based education hours