

CASE STUDY: REAL LIFE LEARNING – A PRACTICE BASED LEARNING SUPPORT PROGRAMME FOR STUDENT NURSES

Recently tariff monies have been released with the intention of maintaining existing standards of learning environments (Tariff clarification letter, Health Education Yorkshire and the Humber July 2013) for pre-registration nursing students.

This presents Sheffield Health and Social Care NHS Foundation Trust with an opportunity to build on and develop current good practice initiatives as well as introduce innovative strategies to support and facilitate the learning of student nurses.

Tariff clarification letter

The tariff clarification letter is explicit as to how this money should be used: 'The overarching principles of payments made are that these are utilised to provide education and training across all students placed within organisations as the payments should assist in the release of trainers and mentors with the required expertise to support students as they acquire the necessary skills and knowledge to meet curriculum requirements.

However, the placement setting is also where students form their impressions of delivering NHS funded services, so they will be impacted upon to a large extent by the culture and values they see exhibited within training organisations.'

Real Life Learning

SHSC currently accommodates 120 students per annum hosted by 34 adult and 8 learning disability placements settings. Placements range from both inpatient and community settings to day care, respite and specialist services.

Real Life learning is a programme designed to support student nurses whilst on placement in the Trust. It aims to offer supervision and mentoring from a values driven perspective and will be delivered by service users, registered mental health nurses and qualified educators.

This combination of service user; practitioner and education perspectives will enable a meaningful translation from text book and theory to what it feels like to be on the receiving end of the services we provide.



Real life learning will be delivered over two days a week by a team of three people. Two teacher/ practitioners and one service user mentor.

The team will facilitate and enhance the student nurses' learning in relation to the taught curriculum by using a model of values based supervision which is currently being developed by the Recovery Education Unit.

This model will offer an alternative to traditional models of clinical supervision and replace the current focus on symptoms and deficits to that of service user strengths and aspirations.

The recent recommendation by Don Berwick (2013) in his letter of address to the NHS workforce encourages all staff to 'engage, empower, and hear patients and carers throughout the entire system, and at all times.'

Students are often last to be involved in a whole systems approach and this programme offers an opportunity for students to be informed and involved in developing values based practice in their practice and placement settings.



For more information contact:

Recovery Education Team
Sheffield Health and Social Care NHS Trust
Lynne.walker@shsc.nhs.uk
0114 2263068

