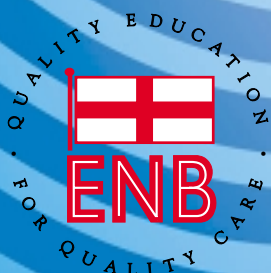


Developments in multiprofessional education

# Preparation of Mentors and Teachers

A new framework of guidance



Published by

**English National Board  
for Nursing, Midwifery  
and Health Visiting**

and



*Department  
of Health*

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# Foreword

Mentors and teachers are vital to the preparation of the next generation of practitioners. The Government is committed to ensuring that health care students are taught by those with practical and recent experience of their professions.

In 1999, the Board identified the need to undertake work to facilitate the implementation of the new standards of the United Kingdom Central Council for Nursing, Midwifery and Health Visiting for the preparation of teachers.

Following the publication of *Making a Difference* the Department of Health commenced a work programme with the ultimate aims of stepping up the pace of appointments to teaching and improving teacher support for students on practice placements.

As aspects of the work of the Board and the Department of Health converged, it was agreed to produce a joint document, with a multiprofessional Working Group.

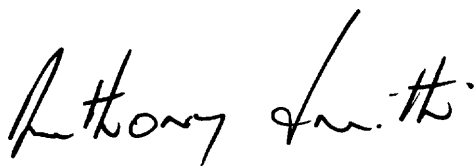
Although this publication is primarily for nursing, midwifery and health visiting, it will be of direct interest and assistance to other health and social care professions and represents a first step in the provision of multiprofessional guidance for mentor and teacher preparation. Many of the principles underpinning the preparation of mentors and teachers will apply across a range of health and social care professions. It is important for teachers to be prepared in a multiprofessional context, with increasing shared learning, to enable them to teach their students in that context and to facilitate team work.

We are delighted that Julia Henderson, Chair, Health and Care Professions Education Forum welcomes this publication as an exciting initiative which will have a significant impact on the development of multiprofessional shared learning and collaboration in the workplace.

The framework for the preparation of mentors and teachers within the guidance is based on the principles of flexibility in education provision and accreditation of previous learning, ensuring optimum use of resources.

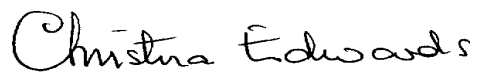
The publication has undergone consideration and critical reading by a wide range of stakeholders in health and social care, facilitating its potential wide application.

We are confident that the implementation of this guidance will strengthen mentor and teacher preparation, especially in relation to the teaching and learning of practice. We are committed to maintaining the momentum set by this publication. The kind and quality of future mentors and teachers will have a major impact on the quality of future practitioners and hence the quality of patient and client care provided by them.



**Anthony P Smith, CBE**

Chief Executive  
English National Board for Nursing,  
Midwifery and Health Visiting



**Christina Edwards**

Regional Nurse Director/  
Director of Workforce Development  
NHS Executive,  
Northern and Yorkshire



## 1

# Introduction

The purpose of *Preparation of Mentors and Teachers: A new framework of guidance* is to provide practical, contemporary guidance for the development of mentor and teacher preparation programmes. This guidance is relevant to all those with responsibility for developing, providing and evaluating programmes designed to prepare mentors and teachers of nursing, midwifery and health visiting and allied health professions.

While this guidance has been prepared primarily for nursing, midwifery and health visiting, we anticipate that it will also be of direct interest and benefit to those preparing mentors and teachers of other health and social care professions.

We recommend that this document is shared with those in higher education institutions (HEIs) and their partner organisations who are responsible for the education of the allied health professions and particularly those offering shared and multiprofessional programmes.

A number of statutory and professional organisations have worked with the Department of Health as part of a national working group to develop this new publication.

## Mentors, lecturers and practice educators

For nurses, midwives and health visitors, this guidance relates to the *Standards for the Preparation of Teachers of Nursing, Midwifery and Health Visiting* of the United Kingdom Central Council for Nursing, Midwifery and Health Visiting (UKCC) (UKCC, 2000a).

The new standards for the preparation of mentors and teachers of nursing, midwifery and health visiting focus on the different roles undertaken by mentors, lecturers and practice educators. We provide a description of each of these roles and have reproduced the advisory standards for mentors and mentorship and the programme outcomes for lecturers and practice educators from the UKCC.

## Commencement of new programmes

New programmes commence  
from 1 September 2001

The advisory standards for mentors and mentorship and the programme outcomes for practice educators and practice education, and for lecturers and education, will apply to the new mentor and teacher preparation programmes commencing from **1 September 2001**. From that date no further students will be admitted to the current ENB 997/998 Teaching and Assessing in Clinical Practice programmes, the Community Practice Teacher programmes or the current teacher preparation programmes.

The Board will approve the mentor and teacher preparation programmes through the approval process for new programmes (ENB, 1997). The teacher preparation programmes will lead to a teaching qualification recordable on the Professional Register.

This document supersedes the Board's current requirements pertaining to ENB 997/998 programmes (ENB, 2000), the Community Practice Teacher programme and teacher education programme (ENB, 1999).

## Existing qualifications

Nurses, midwives and health visitors who hold the ENB 997/998 Teaching and Assessing in Clinical Practice or the Community Practice Teacher qualification, or their equivalent, or a teaching qualification recorded on the Professional Register will not be required to undertake the new mentor or teacher preparation programmes in order to act as mentors or teachers.



## 1.1 The aims

The aims of the publication are to:

- clarify the educational framework for mentor and teacher preparation
- provide guidance for institutions planning and offering mentor and teacher preparation programmes
- provide guidance for individuals wishing to undertake a mentor or teacher preparation programme
- indicate ways in which health care professionals can plan for and obtain a teaching qualification
- share approaches supporting the development of teachers
- identify the link with membership of the Institute for Learning and Teaching in Higher Education (ILT).

See Section 5 for further information about the ILT.

This guidance will contribute to ensuring that national standards are observed and that mentors and teachers receive *comparable preparation in all parts of the country*. The guidance will also inform existing teachers and practitioners qualified to facilitate learning and supervise and assess students in the practice setting about the new preparation.

## 1.2 Target audiences

This publication provides information for those responsible for commissioning, planning, developing, providing, evaluating and quality assuring mentor and teacher preparation programmes and for practitioners wishing to become mentors and/or teachers. It has been written for:

- curriculum planners and programme organisers for mentor and teacher preparation programmes
- teachers and practice staff who support teacher and mentor students
- service providers
- consortia/confederation members
- professional, regulatory, standard setting and quality assurance bodies
- qualified nurses, midwives, health visitors and allied health and social care professionals interested in gaining mentor preparation and/or a teaching qualification
- universities to help with education and workforce planning.

Practitioners who are already qualified to facilitate learning and supervise and assess students in the practice setting and qualified teachers will also find these new requirements of interest and assistance in identifying their needs for continuing professional development.

## 1.3 A note on terminology

The term **'mentor'** is used to denote the role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting. Different professional groups use differing terminology. The term **'assessor'** is often used to denote a role similar to that of the mentor as identified in this publication.

The term **'practice educator'** is used to denote the role of the teacher of nursing, midwifery or health visiting who makes a significant contribution to education in the practice setting, co-ordinating student experiences and assessment of learning. The practice educator leads the development of practice and provides support and guidance to mentors and others who contribute to the student's experience in practice enabling students to meet learning outcomes and develop appropriate competencies.

The term **'lecturer'** is used to denote the role of the teacher of nursing, midwifery or health visiting employed in the educational institution who has responsibility for the development and delivery of educational programmes in nursing, midwifery or health visiting.



## 2

# The context for the new framework

In relation to nursing, midwifery and health visiting, the UKCC has emphasised the need for a new approach to pre-registration education programmes to ensure that nurses, midwives and health visitors are able to adapt to meet new and changing health care needs. It is essential that those who act as mentors and teachers have appropriate skills to prepare students for the new world of health care and to ensure student learning experiences and needs are fully supported and valued.

The UKCC (1999) made a number of recommendations relating to the preparation of mentors and teachers which stress the need for practice-based educators and lecturers to have dedicated time to be confident and competent in their teaching and mentoring roles. The recommendations also stress that the preparation of mentors should be formalised and be in line with best practice.

The UKCC recommendations were followed in March 2000 by the publication of revised standards for the preparation of teachers of nursing, midwifery and health visiting which meet the recommendation for greater emphasis on the role of the teacher and teaching in the practice setting.

The Department of Health is keen to ensure an adequate supply of high quality teaching staff in both academic and clinical settings. The Department has emphasised the need for nurses, midwives and health visitors and allied health professionals to be taught by those with recent, practical experience. *Making a Difference* (DoH, 1999) and more recently *Meeting the Challenge: A strategy for the allied health professions* (DoH, 2000a) both highlight the need to increase the number of joint appointments thus ensuring close links between the academic and practice-based elements of education. The sequence and balance between university and practice-based learning should be planned to promote integration of knowledge, attitudes and skills. It is important that students have appropriate, high quality support in the practice environment. The contribution that clinical staff make to education programmes is vital and must be highly valued in determining the student experience. This contribution must be underpinned by appropriate opportunities for preparation. Furthermore, the commitment and contributions of service managers to supporting mentors is equally vital.

The importance of these principles, and of more flexible multiprofessional education and training for all health professions, was stressed in the consultation document, *A Health Service of All the Talents* (DoH, 2000b).

The impact of continuing changes in, and modernisation of, health care must be reflected in training and education. The need for high quality teaching staff has been recently reinforced by commitments to education and training in *The NHS Plan* (DoH, 2000c) which emphasises continuous professional development, lifelong learning, increasing training commissions for nursing, midwifery, health visiting and allied health professions, interprofessional learning and working, and preparing students and staff for new roles and new ways of working. These commitments have implications for the capacity and capability to bring about the required changes. They extend the need to ensure that we have teaching staff with appropriate qualifications, experience and commitment to deliver education and training, in both practice and academic settings to support contemporary health care and the Government's agenda for change. They also require more robust arrangements for mentorship and practice education, with resultant benefits for students and the student experience.

The Institute for Learning and Teaching in Higher Education (ILT), formed in 1999, is also part of the new context for the preparation of teachers in all fields. Section 5 of this publication identifies the links between the teaching qualification and membership of the ILT.

Another joint Board/Department of Health publication *Placements in Focus: Guidance for education in practice for health care professions*, published at the same time as this document, contains principles and guidance for good practice to enable all those involved to provide high quality placements with suitable learning environments for students. Examples of innovative approaches to practice have been included to stimulate expansion of practice placement capacity and enhanced quality.

Recommendation 26 of *Fitness for Practice* states that

“Service providers and HEIs should support dedicated time in education for practice staff and dedicated time in practice for lecturers, to ensure that practice staff are competent and confident in teaching and mentoring roles and lecturers are confident and competent in the practice environment”.

Recommendation 28 of *Fitness for Practice* states that

“Service providers and HEIs should formalise the preparation, support and feedback to mentors of pre-registration students. This should be continued by service providers, in line with best practice, for preceptors of newly-qualified nurses and midwives”.

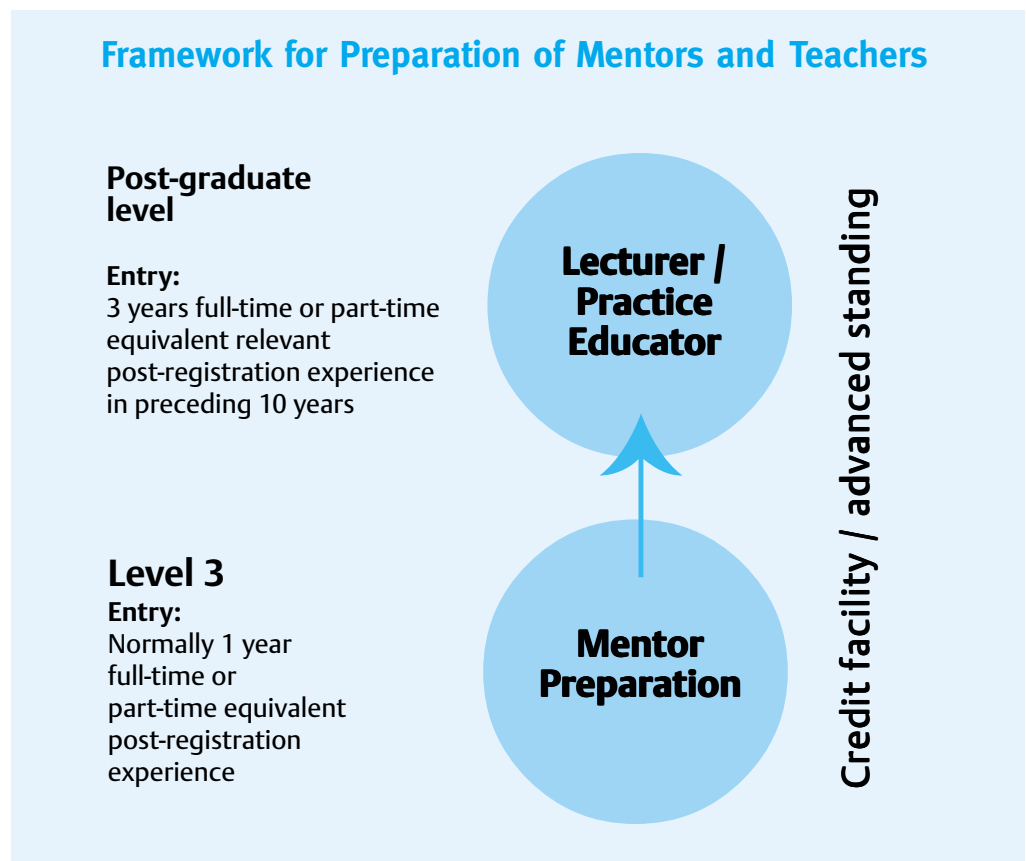
## 3

# The new framework

## 3.1 Developing a framework

From 1 September 2001 all nursing, midwifery and health visiting teacher preparation will be within a framework which facilitates progression through recognition of previous learning and experience.

The framework is shown below.



Practitioners will normally wish to complete mentorship in the early years of their professional practice and gain experience as a mentor. Practitioners who have completed mentorship preparation will be able to gain credit for that part of the teaching programme. However, the framework can be entered at either level.

It is desirable that where programmes are developed, the institution provides the range of programmes within the framework.

Programme planners should ensure that their programmes:

- are developed in partnership with education and service colleagues
- are multiprofessional wherever possible, whilst enabling individuals to focus on their specific future roles
- maximise opportunities for shared learning
- use flexible modes of delivery, including open and distance learning and e-learning

- have a modular structure so that individuals can access modules which are most appropriate to the environment in which they will be teaching
- link to a higher education accreditation system
- include guidance for practitioners/students on making claims for accreditation of prior learning and prior experiential learning
- award credit for appropriate prior learning and prior experiential learning
- provide opportunities to observe and participate in a range of teaching activities in a variety of settings
- include assessment of mentor and teacher students in a range of teaching activities and settings including practice, specific to their future teaching role and appropriate to the area of their work
- provide students on teaching practice with a designated supervisor of teaching with appropriate qualifications and experience in teaching
- meet the Board's standards for approval of higher education institutions and programmes (ENB, 1997).

## 3.2 Mentors within the framework

### The role of the mentor

Mentors will require robust preparation for their role. Mentor preparation equips appropriately qualified and experienced practitioners to assume responsibility for the student's learning in the practice setting, the quality of that learning, and the assessment of competencies to demonstrate the extent to which learning outcomes have been met.

#### Mentors:

- facilitate student learning across pre- and post-registration programmes;
- supervise, support and guide students in practice in institutional and non-institutional settings; and
- implement approved assessment procedures.

Mentors possess a repertoire of skills in their discipline or area of practice. The mentor's contribution to student learning takes account of the experience available, the student's stage of progress within the total programme and the student's previous learning and assessment outcomes.

Mentors are responsible for the formative and summative assessment of student learning in practice. They work in partnership with practice educators, lecturers, nurse and other health care consultants and other colleagues within multiprofessional services to enable students to achieve identified learning outcomes. Mentors will require support in their role. This should include access to a lecturer and/or practice educator as well as support from their line manager.

### Preparation for the role

Mentorship is an important role in its own right and the starting point for the framework.

Mentor preparation will normally be at a minimum of academic Level 3. This will facilitate the appropriate development of critical analytical skills, communication skills and decision-making in complex contexts. It will enable those who wish to become lecturers/practice educators to progress through the framework. Within the framework, the preparation for the mentor role and mentorship will form a module or part of a module of the total programme. Board-commissioned open learning materials to assist with the preparation of mentors will be available in Spring 2001.

The term '**mentor**' is used to denote the role of the nurse, midwife or health visitor who facilitates learning and supervises and assesses students in the practice setting. Different professional groups use differing terminology. The term 'assessor' is often used to denote a role similar to that of the mentor as identified in this publication.

In addition:

- programmes for the preparation of mentors will meet the advisory standards of the UKCC for mentors and mentorship and be of sufficient length to enable the standards and programme outcomes to be attained
- for individual students the focus of mentor preparation relates to their area of practice
- mentor students will record their professional development and studies undertaken in their portfolios identifying the outcomes which have been achieved, to facilitate progression and career development
- the assessment strategy will be designed to measure the student's ability to function as a mentor in the chosen area/specific area of practice.

It will be advantageous and economic for approved institutions to develop mentor preparation programmes which also incorporate preparation for assessing students working for National Vocational Qualifications (NVQs).

Mentorship skills are transferable. However, mentors who transfer to a new area of practice will need to develop and demonstrate sound professional knowledge and skills in that area of practice before accepting responsibility as a mentor.

The number of students for whom a mentor is responsible should take account of the setting within which mentorship is taking place, the context of care delivery and the type and level of students.

## Entry to the mentor programme

Nurses, midwives and health visitors who wish to take on the role of mentor must have current registration with the UKCC and other professional and academic qualifications and experience commensurate with the context of care delivery. Normally, they will have completed at least twelve months full-time (or equivalent part-time) experience.

In keeping with the above entry requirements and the publication *Enrolled nursing – delivering the agenda for action* (UKCC 2000b), second level nurses may be admitted to mentor programmes.

## UKCC advisory standards for mentors and mentorship

The UKCC's advisory standards for mentors are reproduced below.

### “Advisory standards for mentors and mentorship

#### **Communication and working relationships enabling:**

- the development of effective relationships based on mutual trust and respect
- an understanding of how students integrate into practice settings and assisting with this process
- the provision of ongoing and constructive support for students.

#### **Facilitation of learning in order to:**

- demonstrate sufficient knowledge of the student's programme to identify current learning needs
- demonstrate strategies which will assist with the integration of learning from practice and educational settings
- create and develop opportunities for students to identify and undertake experiences to meet their learning needs.

#### **Assessment in order to:**

- demonstrate a good understanding of assessment and ability to assess
- implement approved assessment procedures.

#### **Role modelling in order to:**

- demonstrate effective relationships with patients and clients
- contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated
- assess and manage clinical developments to ensure safe and effective care.

#### **Creating an environment for learning in order to:**

- ensure effective learning experiences and the opportunity to achieve learning outcomes for students by contributing to the development and maintenance of a learning environment
- implement strategies for quality assurance and quality audit.

#### **Improving practice in order to:**

- contribute to the creation of an environment in which change can be initiated and supported.

#### **A knowledge base in order to:**

- identify, apply and disseminate research findings within the area of practice.

#### **Course development which:**

- contributes to the development and/or review of courses.”

## 3.3 Lecturers within the framework

### The role of the lecturer

The term '**lecturer**' is used to denote the role of the teacher of nursing, midwifery or health visiting employed in the educational institution who has responsibility for the development and delivery of educational programmes in nursing, midwifery or health visiting.

From September 2001 there will be one teaching qualification recorded by the regulatory body for nursing, midwifery and health visiting in respect of the lecturer and/or the practice educator qualification. The two roles will have equal standing and the new arrangements will enable individuals to move between the role of lecturer and the role of practice educator.

Lecturer programmes prepare appropriately qualified and experienced practitioners for the role of lecturer in the higher education environment with responsibility for the development and delivery of educational programmes in nursing, midwifery and health visiting. The role is similar to that of the practice educator in the practice environment.

The lecturer role involves:

- curriculum design;
- programme/module management; and
- curriculum evaluation and development

to ensure the provision of appropriate learning experiences for students to meet specified learning outcomes.

The lecturer works as a member of the teaching team with a range of responsibilities including programme leadership/directorship, pathway leadership/directorship, module leadership, personal tutor responsibilities and developing professional knowledge. In carrying out these responsibilities lecturers draw upon expertise in the professional disciplines of nursing, midwifery or health visiting and education management.

As a member of the teaching team the lecturer identifies appropriate resources to support learning and works in partnership with other professionals, lecturers, practice educators, nurse and other health care consultants and mentors to ensure that the learning experiences and the assessment strategy enable students to meet the identified learning outcomes of the modules and the programme as a whole in institutional and practice settings.

### Preparation for the role

The theoretical underpinning for the role of lecturer is similar to that for the role of practice educator. Study should be at post-graduate level.

The teaching practice element of the programme should emphasise the lecturer role. The teacher student could undertake the majority of the teaching practice within the HEI and the remainder in practice. The balance should be agreed by the programme planners. The teaching practice element of the programme must be equivalent to twelve full-time weeks. Teacher students should have appropriate support and supervision during teaching practice. The suitability of a setting for teaching practice should be measured in terms of its ability to support the learning outcomes for the teacher students and the assessment strategy. The assessment will focus on classroom teaching as well as on clinical teaching in the practice setting.

If subsequently a lecturer is appointed to a practice educator post, the individual's induction programme should include any areas that need further development. An individual planning to make such a move should look at the practice educator outcomes and determine which areas need development and include these as part of continuing professional development in preparation for a role change.

In addition:

- programmes for the preparation of lecturers will enable the UKCC's outcomes for lecturers to be achieved and will be of sufficient length to enable the attainment of these outcomes

- the programme of preparation will normally be one academic year full-time (or part-time equivalent)
- for individual students, the focus of their preparation relates to their area of practice
- students will record their professional development and studies undertaken in a portfolio identifying the outcomes which have been achieved, to facilitate progression and career development
- the assessment strategy will be designed to measure the student's ability to function as a lecturer in the chosen area/specific area of practice
- teaching practice must be assessed by an appropriately qualified person, for example a teacher with academic and professional qualifications enabling the assessment of teaching skills in the context of professional practice.

Induction programmes should be provided for new lecturers incorporating structured support for undertaking the roles in the HEI and the practice settings.

Approved institutions in partnership with service should ensure the strategic management of the lecturer's practice role including acknowledging teaching in practice hours as part of the lecturer's contracted teaching hours. Institutions should give due recognition to the practice element of the lecturer's role and provide dedicated time for lecturers in the practice environment to ensure that they are confident and competent to undertake their roles. Continuing professional development should be provided to support the practice role, including reviewing and updating skills and knowledge related to the role.

The structures and policies of departments of midwifery education should enable midwifery lecturers to access their supervisors of midwives for support in practice.

## Entry to the lecturer programme

In order to enter a programme leading to a recordable teaching qualification, the registered practitioner will be required to have:

- an entry on an appropriate part(s) of the UKCC register (parts 1, 3, 5, 8, 10, 11, 12, 13, 14 or 15)
- completed a minimum of three years full-time experience (or equivalent part-time experience) in relevant professional practice during the last ten years
- acquired additional professional knowledge which must be relevant to the intended area of teaching/practice and at no less than first degree level
- the three years' full-time experience (or equivalent part-time experience) in relevant professional practice should have been in areas where students were gaining practice experience.



## UKCC programme outcomes for lecturers and education

The UKCC's programme outcomes for lecturers are reproduced below.

### “Programme outcomes – lecturers and education

The content of the programme of education should enable the following outcomes to be achieved.

#### Communication and working relationships, including:

- the development of effective relationships based on mutual trust and respect
- the development and maintenance of appropriate supportive relationships with students/ registered practitioners
- the fostering of student inter-relationships
- an understanding of how students/registered practitioners integrate into a new practice setting and assisting with this process.

#### Facilitation of learning in order to:

- encourage the development of enquiring, reflective, critical and innovative approach to education and practice
- implement a range of teaching and learning strategies which are effective across a range of educational and practice settings
- provide support and maximise individual potential by acting as an advisor on educational activities.

#### Assessment in order to:

- contribute to the development and implementation of effective assessment procedures in practice and educational settings
- support students when receiving feedback and devise subsequent action
- provide advice and support to assessors\* in the practice setting.

\* Working Group comment:  
in this context, 'assessors'  
means those who contribute  
to the assessment of students

#### Evaluation enabling:

- participation in self-evaluation and peer evaluation of teaching
- participation in the evaluation of students' total learning experience and contribution to the production of reports and action plans for stakeholders.

#### Creating an environment for learning which:

- creates and develops opportunities for students and practitioners to identify and undertake experiences to meet their learning needs
- provides appropriate peer support for mentors, preceptors and practice educators
- contributes to the development and implementation of strategies for educational audit and determines the criteria against which they should be judged, how success might be measured and who should measure success.

#### Context of education which:

- identifies ways in which health care and educational policies impact upon professional practice and education
- contributes effectively to the process of change and innovation and associated management implications
- enables negotiation of the role in the practice setting
- identifies changes in professional practice through clinical experience, thereby identifying the associated educational skills required for practitioners to undertake new skills.

#### A knowledge base in order to:

- identify ways in which lecturers can contribute to the development of professional practice and actively be involved

- advance their own knowledge base through research activities and regular contact with experts in practice.

#### Course development which:

- initiates and leads course/curriculum development and review mechanisms
- implements new policy initiatives in education and practice and identifies appropriate mechanisms to meet the impact of changes in education purchasing upon future developments.”

## 3.4 Practice educators within the framework

### The role of the practice educator

The term ‘**practice educator**’ is used to denote the role of the teacher of nursing, midwifery or health visiting who makes a significant contribution to education in the practice setting, co-ordinating student experiences and assessment of learning. The practice educator leads the development of practice and provides support and guidance to mentors and others who contribute to the student’s experience in practice enabling students to meet learning outcomes and develop appropriate competencies.

From September 2001 there will be one teaching qualification recorded by the regulatory body for nursing, midwifery and health visiting in respect of the practice educator and/or the lecturer qualification. The two roles will have equal standing and the new arrangements will enable individuals to move between the role of practice educator and the role of lecturer.

Practice educator programmes prepare appropriately qualified and experienced practitioners for the role of practice educator in the practice environment. Practice educators should be seen as experienced practitioners with a broad understanding of clinical practice, who provide a significant contribution to the education of pre- and post-registration students, identify the professional development needs of the team and ensure that they are met and lead the development of practice within their practice setting. The role is similar to that of the lecturer in the higher education environment.

This practice educator role focuses on:

- learning in the practice setting;
- the management of resources and student experiences; and
- providing support and guidance to mentors and other service personnel who contribute to the student’s experience in practice

to enable students to meet learning outcomes and develop appropriate competencies.

The practice educator has expertise in the professional discipline and practice assessment strategies and works in partnership with mentors, lecturers and nurse and other health care consultants to co-ordinate student experiences and assessment of learning in practice. The practice educator is part of the team that links with the HEI and has unique opportunities for integrating theory and practice, initiating and using research in practice and developing practice for improved patient/client care in a multiprofessional context.

### Preparation for the role

The theoretical underpinning for the role of practice educator is similar to that for the role of lecturer. The teaching practice element of the programme should emphasise the practice educator role. The teacher student could undertake the majority of the teaching practice in practice and the remainder in the HEI. The balance should be agreed by the programme planners.

Study should be at post-graduate level and the teaching practice element of the programme must be equivalent to twelve full-time weeks. Teacher students should have appropriate support and supervision during teaching practice. The suitability of a setting for teaching practice should be measured in terms of its ability to support the learning outcomes for the teacher students and the assessment strategy. The assessment will focus on clinical teaching in the practice setting as well as on classroom teaching.

If subsequently a practice educator is appointed to a university lecturer post, the individual’s induction programme will need to include any areas that need further development. An

individual planning to make such a move should look at the lecturer outcomes and determine which areas need development and include these as part of continuing professional development in preparation for a role change.

In addition:

- programmes for the preparation of practice educators will enable the UKCC's outcomes for practice educators to be achieved and will be of sufficient length to enable the attainment of these outcomes
- the programme of preparation will normally be one academic year full-time (or part-time equivalent)
- for individual students, the focus of their preparation relates to their area of practice
- students will record their professional development and studies undertaken in a portfolio identifying the outcomes which have been achieved, to facilitate progression and career development
- the assessment strategy will be designed to measure the student's ability to function as a practice educator in the chosen area/specific area of practice
- teaching practice must be assessed by an appropriately qualified person, for example a teacher with academic and professional qualifications enabling the assessment of teaching skills in the context of professional practice.

Induction programmes should be provided for new practice educators incorporating structured support for undertaking the roles in the practice settings and the HEI.

Approved institutions in partnership with service should ensure the strategic management of the practice educator's practice role. Institutions should give due recognition to the practice and teaching elements of the practice educator's role and provide dedicated time for practice educators in education and practice to ensure that they are competent and confident to undertake their role. Continuing professional development should be provided to support the teaching and practice role, including reviewing and updating skills and knowledge related to the role.

The structures and policies of departments of midwifery education should enable midwifery practice educators to access their supervisors of midwives for support in practice.

## Entry to the practice educator programme

In order to enter a programme leading to a recordable teaching qualification, the registered practitioner will be required to have:

- an entry on an appropriate part(s) of the UKCC register (parts 1, 3, 5, 8, 10, 11, 12, 13, 14 or 15)
- completed a minimum of three years full-time experience (or equivalent part-time experience) in relevant professional practice during the last ten years
- acquired additional professional knowledge which must be relevant to the intended area of teaching/practice and at no less than first degree level
- the three years' full-time experience (or equivalent part-time experience) in relevant professional practice should have been in areas where students were gaining practice experience.

## UKCC programme outcomes for practice educators and practice education

The UKCC's programme outcomes for practice educators are reproduced below.

### “Programme outcomes – practice educators and practice education

The content of the programme of education should enable the following outcomes to be achieved.

#### **Communication and working relationships enabling:**

- the development of effective relationships based on mutual trust and respect
- an understanding of how students/registered practitioners integrate into a new practice setting and assisting with this process
- provision of ongoing and constructive support for students and registered practitioners.

#### **Facilitation of learning in order to:**

- demonstrate the ability to facilitate effective learning within an area of practice
- demonstrate the ability to be the prime educator in practice
- demonstrate the ability to facilitate learning for those intending to become specialist practitioners
- identify individual potential in students and practitioners through appropriate systems; as an expert in practice, advise on educational opportunities which will facilitate the development and support of specialist knowledge and skills
- demonstrate strategies which will assist with the integration of learning from practice and educational settings.

#### **Assessment in order to:**

- demonstrate a good understanding of assessment and ability to assess
- implement approved assessment procedures.

#### **Role modelling in order to:**

- demonstrate effective relationships with patients and clients
- create an environment in which practice development is fostered, evaluated and disseminated.

#### **Creating an environment for learning in order to:**

- ensure effective learning experiences and opportunities to achieve learning outcomes for students through mentorship, and for registered practitioners through preceptorship, clinical supervision and provision of a learning environment
- explore and implement strategies for quality assurance and quality audit.

#### **Improving practice in order to:**

- contribute to the creation of an environment in which change can be initiated and supported
- identify ways in which multi-professional working would benefit patients and clients and contribute to the development of strategies to deliver quality care within a multi-disciplinary/multi-agency context in partnership with patients and clients.

#### **A knowledge base in order to:**

- identify, apply and disseminate research findings within their area of practice
- identify areas of practice which require evaluation and establish strategies for effecting this.

#### **Course development which:**

- contributes to the development and/or review of courses.”

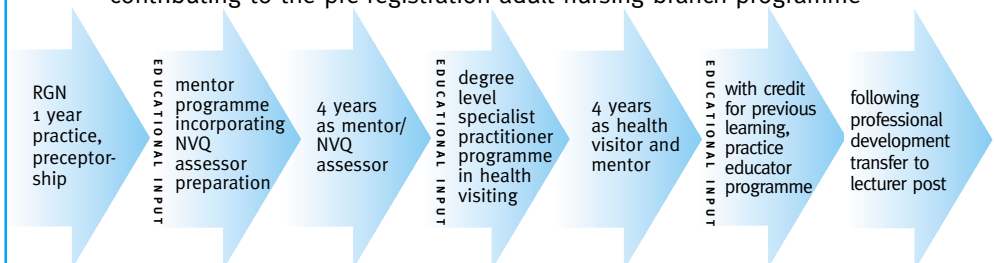
## 4

# Examples of flexible pathways through the framework

The following fictional scenarios are intended to be illustrative of a variety of pathways that practitioners can take to become mentors, lecturers and/or practice educators. We hope that these will help both individuals and institutions to make the most flexible use of the new framework for mentor and teacher preparation.

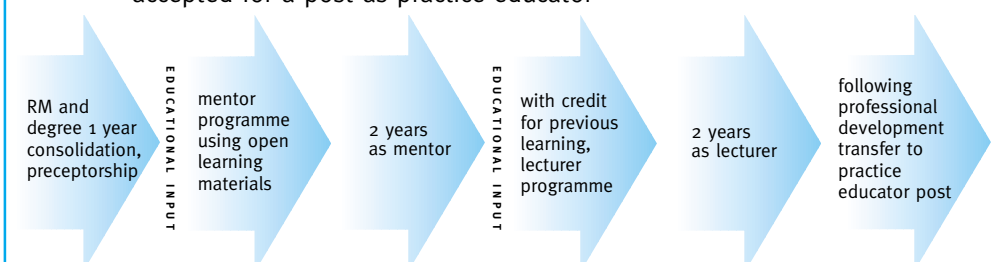
## Manjit Patel, Registered General Nurse, mentor, NVQ assessor, specialist practitioner (health visiting), practice educator and lecturer

- Registered General Nurse
- period of preceptorship within 1 year of practice – maintained portfolio
- completed mentor programme incorporating preparation as an NVQ assessor
- 2 years as mentor and NVQ assessor
- changed hospital – period of orientation and resumed mentor and NVQ assessor roles
- after 2 years completed degree level specialist practitioner programme in health visiting
- 4 years as health visitor and mentor
- with credit for previous learning, completed practice educator programme
- after 2 years which included professional development applied and was accepted for a post as lecturer for specialist practitioner (health visiting) programme, also contributing to the pre-registration adult nursing branch programme



## Jasmine Cox, Registered Midwife, mentor, lecturer and practice educator

- Registered Midwife and degree
- period of preceptorship within 1 year consolidation
- completed mentor preparation using open learning materials
- 2 years as mentor to midwifery students
- with credit for previous learning, completed lecturer programme
- 2 years as lecturer
- following a programme of professional development, applied and was accepted for a post as practice educator



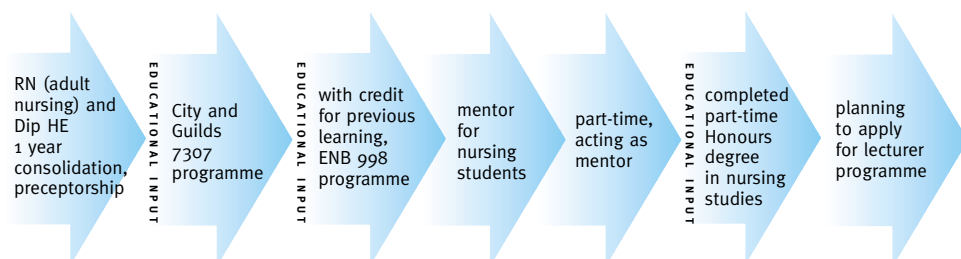
### **Samuel Barber, Registered Nurse (mental health nursing), mentor, Higher Award and practice educator**

- Registered Nurse (mental health nursing) and diploma of higher education
- period of preceptorship within 1 year consolidation
- completed mentor preparation programme
- completed ENB 650 Adult Behavioural Psychotherapy programme
- completed ENB Higher Award Honours degree programme
- with credit for previous learning, completed practice educator programme
- working as practice educator, contributing to ENB 650 programme



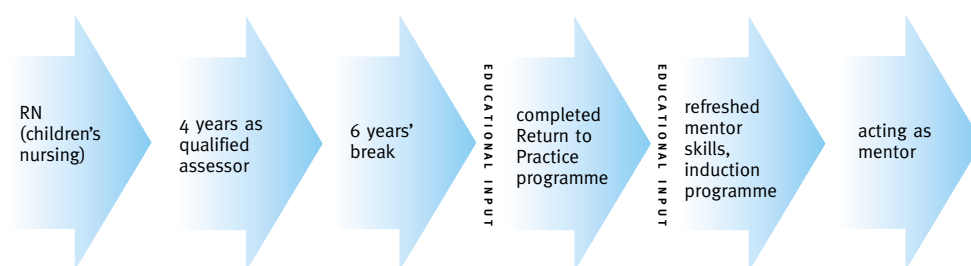
### **Jamie Ferguson, Registered Nurse (adult nursing), assessor, mentor, Honours degree in nursing studies and aiming to be a lecturer**

- Registered Nurse (adult nursing) and diploma of higher education
- period of preceptorship within 1 year consolidation
- completed City and Guilds 7307 Further and Adult Teacher Certificate programme
- with credit for the City and Guilds 7307 programme, completed ENB 998 Teaching and Assessing in Clinical Practice programme
- acted as mentor for nursing students
- changed to part-time nursing and acting as mentor
- completed part-time Honours degree in nursing studies by open learning
- planning to apply for lecturer programme when meets entry requirements

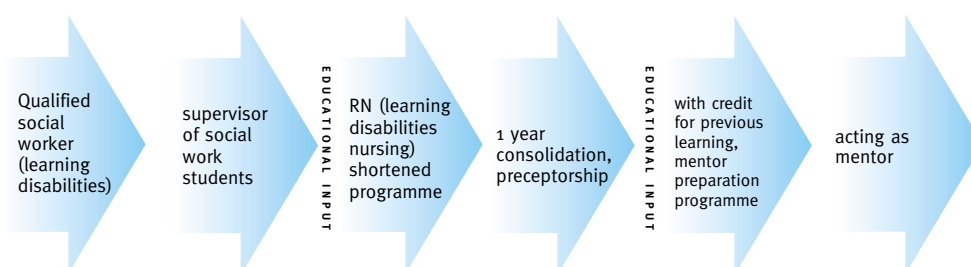


**Roshan Black, Registered Nurse (children's nursing), assessor and mentor**

- Registered Nurse (children's nursing)
- 4 years as qualified assessor to nursing students
- 6 years' break from practice
- completed Return to Practice programme
- refreshed mentor skills and completed induction programme at the HEI concerning the new pre-registration nursing curriculum
- acting as mentor to students

**Young Lee, social worker, supervisor, Registered Nurse (learning disabilities nursing) and mentor**

- Qualified social worker (learning disabilities)
- supervisor of social work students in multidisciplinary team
- completed shortened programme to qualify as Registered Nurse (learning disabilities nursing)
- period of preceptorship within 1 year consolidation
- with credit for previous learning, completed mentor preparation programme
- acting as mentor to students in multidisciplinary team





## 5

# Gaining membership of the Institute for Learning and Teaching in Higher Education

The Institute for Learning and Teaching in Higher Education (ILT) is a professional body for all those who teach and support learning in higher education. The four National Boards and the UKCC have worked with the ILT and the UKCC has mapped the teacher standards against the five areas of professional activity necessary for membership of the ILT. The five areas are:

- teaching and support of learning
- contribution to the design and planning of learning activities
- assessment and giving feedback to students
- developing effective learning environments and student learning support systems
- reflective practice and personal development.

The ILT, the UKCC and the National Boards have agreed that the UKCC standards for the preparation of teachers meet the requirements of the ILT. Consequently, nurses, midwives and health visitors who have their teaching qualification recorded on the Professional Register, will be able to use that evidence to gain full membership of the ILT on application.

For further information, contact the Institute for Learning and Teaching in Higher Education, Genesis 3, Innovation Way, York Science Park, Heslington, York YO10 5DQ

Telephone: 01904 434222

Fax: 01904 434241

E-mail: [enquiries@ilt.ac.uk](mailto:enquiries@ilt.ac.uk)

Website: <http://www.ilt.ac.uk>

## References

Department of Health (2000a) *Meeting the Challenge: A strategy for the allied health professions*, DoH: London.

Department of Health (2000b) *A Health Service of All the Talents: Developing the NHS workforce*, DoH: London.

Department of Health (2000c) *The NHS Plan: A plan for investment, a plan for reform*, DoH: London.

Department of Health (1999) *Making a Difference: Strengthening the nursing, midwifery and health visiting contribution to health and health care*, DoH: London.

English National Board for Nursing, Midwifery and Health Visiting (2000) *Circular 2000/06/RLV Post-registration Studies Programmes*, ENB: London.

English National Board for Nursing, Midwifery and Health Visiting (1999) *Requirements for Educational Programmes*, ENB: London.

English National Board for Nursing, Midwifery and Health Visiting (1997) *Standards for Approval of Higher Education Institutions and Programmes*, ENB: London.

United Kingdom Central Council for Nursing, Midwifery and Health Visiting (2000a) *Standards for the Preparation of Teachers of Nursing, Midwifery and Health Visiting*, UKCC: London.

United Kingdom Central Council for Nursing, Midwifery and Health Visiting (2000b) *Enrolled Nursing – Delivering the agenda for action*, UKCC: London.

United Kingdom Central Council for Nursing, Midwifery and Health Visiting (1999) *Fitness for Practice*, UKCC: London.

## APPENDIX ONE

## Research and Development Reports

This Appendix contains details of research reports relevant to the development of new mentor and teacher preparation programmes for health and social care professionals.

The Board publishes full reports and *Research Highlights* for each of its commissioned research and development projects. Copies of *Research Highlights* are available on the Board's website: [www.enb.org.uk](http://www.enb.org.uk) Copies of the reports can be obtained from the Board's Publications Section.

RESEARCH HIGHLIGHTS NUMBER	REPORT TITLE	RESEARCH HIGHLIGHTS NUMBER	REPORT TITLE	RESEARCH HIGHLIGHTS NUMBER	REPORT TITLE
44	<b>Clinical Judgement and Nurse Education: Nursing identities and communities of practice</b> I Burkett, C Husband, J MacKenzie, A Torn with R Crow, 2000	34	<b>Assessing and Managing Risk in Nursing Education and Practice: Supporting vulnerable people in the community</b> A Alaszewski, H Alaszewski, S Ayer with J Manthorpe and M Walsh, 1998	24	<b>Preparing Effective Midwives: An outcome evaluation of the effectiveness of pre-registration midwifery programmes of education</b> D Fraser, R Murphy, M Worth-Butler, 1997
43	<b>Practice and Assessment: An evaluation of the assessment of practice at diploma, degree and postgraduate level in pre- and post-registration nursing and midwifery education</b> T Phillips, J Schostak, J Tyler, 2000	33	<b>Evaluation of the Implementation of the Framework for Continuing Professional Education and the Higher Award (Initial Evaluation)</b> R Owen, M Nolan, A Venables, M Curran, R Behi, H Mason, 1998	23	<b>An Investigation into the Changing Educational Needs of Community Nurses with Regard to Needs Assessment and Quality of Care in the Context of the NHS and Community Care Act, 1990</b> A Bergen, S Cowley, K Young, A Kavanagh, 1996
42	<b>Nursing and Medication Education: Concept analysis research for curriculum and practice development – the NAME Project</b> S Latter, P Yerrell, J Rycroft-Malone, D Shaw, 2000	32	<b>Preparation for the Developing Role of the Community Children's Nurse</b> S Procter, S Campbell, C Biott, S Edward, M Morgan, N Redpath, J Steljes, 1998	22	<b>The Changing Educational Needs of Mental Health and Learning Disability Nurses</b> I Norman, S Redfern, D Bodley, S Holroyd, C Smith, E White, 1996
41	<b>Evaluation of the Developing Specialist Practitioner Role in the Context of Public Health</b> P Pearson, P Mead, A Graney, J Reed, K Johnson, 2000	31	<b>The Role of the Teacher/Lecturer in Practice</b> C Day, D Fraser, M Mallik, L Aston, M Cooper, C Hall, B Hallawell, A Narayanasamy, 1998	21	<b>An Examination of the Extent to which Pre-registration Programmes of Nursing and Midwifery Education Prepare Practitioners to Meet the Health Care Needs of Minority Ethnic Communities</b> K Gerrish, C Husband, J Mackenzie, 1996
40	<b>Teamworking in Mental Health: Zones of comfort and challenge</b> S Stark, I Stronach, D Skidmore, A Cotton, M Montgomery, 2000	30	<b>Recruiting Minority Ethnic Groups into Nursing, Midwifery and Health Visiting</b> P Iganski, A Spong, D Mason, A Humphreys, M Watkins, 1998	20	<b>Identification of the Changing Educational Needs of Midwives in Developing New Dimensions of Care in a Variety of Settings and the Development of an Educational Package to Meet These Needs</b> R Pope, M Cooney, L Graham, M Holliday, 1996
39	<b>Shared Learning and Clinical Teamwork: New directions in education for multiprofessional practice</b> C Miller, N Ross, M Freeman, 1999	29	<b>Evaluation of the Impact of the Supervision of Midwives on Midwifery Practice and the Quality of Midwifery Care</b> H Stapleton, J Duerden, M Kirkham, 1998	19	<b>The Evaluation of the Effectiveness of Flexible Modes of Learning in Post-registration Nursing, Midwifery and Health Visiting Education and Practice</b> B Clarke, C James, 1996
38	<b>A Documentary Analysis of Educational Programmes Leading to the Award of Degree in Nursing at Pre- and Post-registration Level</b> J Robinson, J Leamon, 1999	28	<b>New Directions in Rehabilitation: Exploring the nursing contribution</b> M Nolan, A Booth, J Nolan, H Mason, 1997	18	<b>The Evaluation of Pre-registration Undergraduate Degrees in Nursing and Midwifery (The TYDE Project)</b> H Bedford, J Leamon, T Phillips, J Schostak, 1996
37	<b>Cancer Nursing Education: Literature review and documentary analysis</b> H Langton, G Blunden, G Hek, 1999	27	<b>Promoting Autonomy and Independence among Older People: An evaluation of educational programmes in nursing</b> S Davies, L Ellis, S Laker, 1997	17	<b>Project 2000: Perceptions of the philosophy and practice of nursing</b> K Jones, J Maben, J Macleod Clark, 1996
36	<b>Evaluating the Outcomes of Advanced Neonatal Nurse Practitioner Programmes</b> M Redshaw, B Hart, M Harvey, A Harris, 1999	26	<b>An Investigation into the Reliability and Validity of Assessment Strategies for the Accreditation of Prior Learning of Nurses, Midwives and Health Visitors</b> J Skinner, W Nganasurian, S Pike, A Hilton, 1997		
35	<b>Diversity and Complexity: A documentary analysis of critical care nursing education</b> J Scholes, R Endacott, A Chellel, 1999	25	<b>Levels of Achievement: A review of the assessment of practice</b> K Gerrish, M McManus, P Ashworth, 1997		

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| <p><b>16 Mapping the Nursing Competencies Required in Institutional and Community Settings in Preparation for Parts 12 and 13 of the Register in the Context of Multidisciplinary Health Care Provision (An Exploratory Study)</b><br/>J Brown, A Lankshear, C Thompson, 1996</p> <hr/> <p><b>15 Breaking New Ground: An exploratory study of the role and education of the advanced neonatal nurse practitioner</b><br/>A Harris, M Redshaw, 1995</p> <hr/> <p><b>14 Learning to Use Scientific Knowledge in Education and Practice Settings: An evaluation of the contribution of the biological, behavioural and social sciences to pre-registration nursing and midwifery programmes</b><br/>J Alderton, A Boylan, M Erout, A Wraight, 1995</p> <hr/> <p><b>13 An Investigation into the Changing Educational Needs of Community Nurses, Midwives and Health Visitors in Relation to the Teaching, Supervising and Assessing of Pre- and Post-registration Students</b><br/>S Davies, B Shepherd, A Thomson, K Whittaker, 1995</p> <hr/> <p><b>12 An Evaluation of Shared Learning in Educational Programmes of Preparation for Nurse, Midwife and Health Visitor Teachers</b><br/>C Clifford, S Ni Mhaolrunaigh, C Hicks, 1995</p> <hr/> <p><b>11 The Evolving Role of the Nurse Teacher in the Light of Educational Reforms</b><br/>K Luker, C Carlisle, S Kirk, 1995</p> <hr/> <p><b>10 A Comparative Study of Outcomes of Pre-registration Nurse Education Programmes</b><br/>A While, J Roberts, J Fitzpatrick, 1995</p> <hr/> <p><b>9 The Current Teaching Provision for Individual Learning Styles of Students on Pre-registration Diploma Programmes in Adult Nursing</b><br/>C Miller, A Tomlinson, M Jones, 1994</p> <hr/> <p><b>8 An Investigation into Staff: Student Ratios in Nursing and Midwifery Education</b><br/>S Procter, S Murray, J Reed, H Sedgwick, 1994</p> <hr/> <p><b>7 A Curricular Review of the Pre- and Post-registration Education Programmes for Nurses, Midwives and Health Visitors in Relation to the Integration of a Philosophy of Health: Developing a model for evaluation</b><br/>S Lask, P Smith, A Masterson, 1994</p> | <p><b>6 An Evaluation of the Initial Preparation for Nurses Caring for Children in the Community in the Context of Services Needed and Provided (Project 2000 Evaluation)</b><br/>K Cash, H Compston, J Grant, J Livesley, P McAndrew, G Williams, 1994</p> <hr/> <p><b>5 Training and Evaluation Initiative: To develop a model of shared teaching and learning within child protection courses</b><br/>R Stanford, M Yelloly, B Laughlin, K Rolph, M Talbot, J Trowell, 1994</p> <hr/> <p><b>4 Education, Dialogue and Assessment: Creating partnership for improving practice (The ACE Report)</b><br/>H Bedford, T Phillips, J Robinson, J Schostak, 1994</p> <hr/> <p><b>3 A Detailed Study of the Relationship between Teaching, Support, Supervision and Role Modelling in Clinical Areas, within the Context of the Project 2000 Courses</b><br/>E White, E Riley, S Davies, S Twinn, 1993</p> <hr/> <p><b>2 The Provision of Learning Experiences in the Community for Project 2000 Students</b><br/>C Hallett, T Butterworth, B Collister, J Orr, A Williams, 1993</p> <hr/> <p><b>1 Learning Disabilities, Challenging Behaviour and Mental Illness</b><br/>M Clifton, J Brown, V Naylor, 1993</p> <hr/> |
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## APPENDIX TWO

## Relevant Organisations

**Association of Professional Music Therapists**

Chair: Emma Bishton  
26 Hamlyn Road  
Glastonbury  
Somerset BA6 8HT  
E-mail: APMT\_office@aol.com  
Website: www.apmt.org.uk

**British Association of Art Therapists**

Chair: Sheila Grandison  
11a Richmond Road  
Brighton  
Sussex BN2 3RL  
Tel: 0734 265407  
Fax: 0273 685852

**British Association of Drama Therapists**

41 Broomhouse Lane  
London SW6 3DP  
Tel: (answer machine) 020 7731 0160  
Tel: (general enquiries) 01929 555017  
Fax: 020 7731 0160

**British Association of Prosthetists and Orthotists**

Executive Professional Officer: Ken Andrew  
Chair: Susan Robertson  
Sir James Clarke Buildings  
Abbey Mill Business Centre  
Paisley PA1 1TJ  
Tel: 0141 561 7217  
Fax: 0141 561 7218  
E-mail: admin@bapo.com

**British Dietetic Association**

Secretary: John Grigg  
Chair: Loretta Cox  
Education/CPD lead: Rosemarie Simpson - Marks  
7<sup>th</sup> Floor Elizabeth House  
22 Suffolk Street  
Queensway  
Birmingham B1 1LS  
Tel: 0121 616 4900  
Fax: 0121 616 4901  
E-mail: info@bda.uk.com

**British Orthoptic Society**

Executive Secretary: Lindsay Frost  
Chair: Christine Timms  
Tavistock House North  
Tavistock Square  
London WC1H 9HX  
Tel: 020 7387 7992  
Fax: 020 7383 2584  
E-mail: bos@orthoptics.org.uk

**Chartered Society of Physiotherapy**

Chief Executive: Philip Gray  
Chair: Natalie Beswetherick  
Director of Education: Alan Walker  
CPD lead: Julia Sullivan  
14 Bedford Row  
London WC1R 4ED  
Tel: 020 7242 1941  
Fax: 020 7306 6611  
E-mail for Chief Executive: grayp@csphysio.org.uk

**College of Occupational Therapists**

Chief Executive: Sheelagh Richards  
Chair: Kay East  
Education/CPD lead: Gwilym Roberts  
106-114 Borough High Street  
London SE1 1LB  
Tel: 020 7357 6480  
Fax: 020 7450 2299  
Website: http://www.cot.co.uk

**College of Radiographers**

207 Providence Square  
Mill Street  
London SE1 2EW  
Tel: 020 7740 7200

**Council for Professions Supplementary to Medicine (CPSM)**

Registrar: Michael Hall  
Park House  
184 Kennington Park Road  
London SE11 4BU  
Tel: 020 7582 0866

**English National Board for Nursing, Midwifery and Health Visiting**

The Board's officers will be pleased to discuss your questions concerning the development of the new mentor and teacher preparation programmes. Please contact the office nearest to you and make use of this immense resource.

**London headquarters**

Chief Executive: Anthony P Smith, CBE  
Director for Educational Policy/  
Assistant Chief Executive: Rita Le Var  
Assistant Director for Educational Policy  
(Research and Development): Sonia Crow  
Assistant Director for Midwifery Supervision  
and Practice: Glynnis Mayes  
Victory House  
170 Tottenham Court Road  
London W1T 7HA  
Tel: 020 7388 3131  
Fax: 020 7383 7276  
Website: www.enb.org.uk

**Bristol local office**

Director: Meryl Thomas  
Education officers: Nicol Furneaux,  
Helena Low, Lin McDonagh, Garth Long,  
Roger Thompson  
1st Floor, Goldsmith's House,  
Broad Plain, Bristol BS2 0JP  
Telephone: 0117 925 9143  
Fax: 0117 925 1800

**Chester local office**

Director: Tom Langlands  
Education officers: Chris Elliott-Cannon,  
Sue Hooton, John Leung, Peter Lovett,  
Robert Morgan, Sue Norwood, Hilary Walker  
BSP House, Station Road,  
Chester CH1 3DR  
Telephone: 01244 311393/4  
Fax: 01244 321140

**London local office**

Director: Geoff Bourne  
Education officers: Hamza Aumeer,  
Imelda Charles-Edwards, Manjit Dhaliwal,  
Noreen Morrin, Heather Periton, Dave Ramasawmy, Azad Ramkoleea, Lynette Snowden  
Victory House, 170 Tottenham Court  
Road, London W1T 7HA  
Telephone: 020 7391 6278  
Fax: 020 7383 7276

**York local office**

Director: Jane Marr  
Education officers: Jan Maw, Peter McAndrew, Robert Parry, Ann Peat, Sue Price, Cathy Renouf, Heather Wilson  
East Villa, 109 Heslington Road,  
York YO1 5BS  
Telephone: 01904 430505  
Fax: 01904 430309

**Institute of Biomedical Science**

(The board for MLSO's)  
Chief Executive: Alan Potter  
President: Martin Nicholson  
Education lead: Alan Wainwright  
12 Coldbath Square  
London EC1R 5HL  
Tel: 020 7636 8192  
Fax: 020 7436 4946  
E-mail: mail@ibms.org

**Institute of Health Care Development**

St Bartholomew's Court  
18 Christmas Street  
Bristol BS1 5BT  
Tel: 0117 929 1029

**Quality Assurance Agency for Higher Education**

Chief Executive: John Randall  
Southgate House  
Southgate Street  
Gloucester GL1 1UB  
Tel: 01452 557000  
Fax: 01452 557070  
Website: www.qaa.ac.uk

**Registration Council of Scientists in Health Care**

c/o The Association of Clinical Biochemists  
2 Carlton House Terrace  
London SW1Y 5AF  
Tel: 020 7930 3333

**Royal College of Speech and Language Therapists**

Professional Director: Pam Evans  
Chair: Gillian Montgomery  
2 White Hart Yard  
London SE1 1NX  
Tel: 020 7378 1200  
Fax: 020 7403 7254  
E-mail: postmaster@rcslt.org

**Society and College of Radiographers**

Chief Executive: Ann Cattell  
Chair: Charlotte Beardmore  
CPD lead: Caroline Wright  
207 Providence Square  
Mill Street  
London NW1 1BU  
Tel: 020 7740 7200  
Fax: 020 7740 7204  
E-mail for Chief Executive: ann@for.org

**Society of Chiropodists and Podiatrists**

Chief Executive: Hilary de Lyon  
Chair: Pam Sabine  
Education/CPD lead: David Ashcroft  
53 Welbeck Street  
London W1M 7HE  
Tel: 020 7234 8620  
Fax: 020 7935 6359  
E-mail for Chief Executive's Secretary: hb@scpod.org  
E-mail for general enquiries: enq@scpod.org

## APPENDIX THREE

## Department of Health and NHS Executive Offices

As a result of changes in the regulatory framework for nursing, midwifery and health visiting, some of the functions of the English National Board will be transferred in due course to the Education and Training Division within the Department of Health and the NHS Executive regional offices listed below:

**Department of Health**

Quarry House  
Quarry Hill  
Leeds  
Yorkshire LS2 7UE  
Tel: 0113 254 5000

**NHS Executive Northern and Yorkshire**

John Snow House  
Durham University Science Park  
Durham  
County Durham DH1 3YG  
Tel: 0191 301 1300

**NHS Executive Trent**

Fulwood House  
Old Fulwood Road  
Sheffield  
South Yorkshire S10 3TH  
Tel: 0114 282 0300

**NHS Executive Eastern**

Capital Park  
Fulbourn  
Cambridgeshire CB1 5XB  
Tel: 01223 597 500

**NHS Executive London**

40 Eastbourne Terrace  
London W2 3QR  
Tel: 020 7725 5300

**NHS Executive South East**

40 Eastbourne Terrace  
London W2 3QR  
Tel: 020 7725 2500

**NHS Executive South West**

Westwood House  
Lime Kiln Close  
Stoke Gifford  
Bristol BS34 8SR  
Tel: 0117 984 1750

**NHS Executive West Midlands**

Bartholomew House  
142 Hagley Road  
Edgbaston  
Birmingham B15 9PA  
Tel: 0121 224 4600

**NHS Executive North West**

930-932 Birchwood Boulevard  
Millennium Park  
Birchwood  
Warrington  
Cheshire WA1 7QN  
Tel: 01925 704000

## APPENDIX FOUR

## Working Group Members

**Sue Bernhauser**

Vice Chair  
Council of Deans and Heads of United  
Kingdom Faculties for Nursing, Midwifery and  
Health Visiting  
Brighton

**Julia Henderson**

Chair  
Health and Care Professions Education  
Forum  
University of Hertfordshire  
Hatfield

**Sue Howard**

Assistant Director (Education)  
Royal College of Nursing  
London

**Eve Jagusiewicz**

Policy Adviser  
Universities UK  
London

**Tom Langlands**

Director, Primary Health Care Nursing  
Education  
English National Board for Nursing, Midwifery  
and Health Visiting  
Chester

**Rita Le Var** (*Chair*)

Director for Educational Policy/Assistant  
Chief Executive  
English National Board for Nursing,  
Midwifery and Health Visiting  
London

**Noreen Morrin**

Education Officer – Midwifery  
English National Board for Nursing,  
Midwifery and Health Visiting  
London

**Lilian Richardson**

Assistant Director (Education)  
NHS Executive South East  
London

**Jenny Rodgers**

Director of Nursing, Quality and Patient  
Services  
Frimley Park Hospitals NHS Trust  
Frimley

**Jill Rogers**

Director  
Jill Rogers Associates  
Cambridge

**Ian Rutherford**

Head of Division of Physiotherapy Education  
University of Nottingham  
Nottingham

**Gail Stephenson**

Head of Orthoptists Programme  
University of Liverpool  
Liverpool

**Karen Teal**

Senior Business Manager, Education and  
Regulation Branch  
Department of Health  
Leeds

**Pam Walter**

Professional Officer, Education  
United Kingdom Central Council  
for Nursing, Midwifery and Health Visiting  
London



## APPENDIX FIVE

## Critical Readers

**Joan Abbott**

Quality Assurance Enhancement Officer  
(Undergraduate)  
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