Overview
A HEE funded project involving staff from: Middlessex University (Lead), London Southbank University, University of Hertfordshire, City University of London, University of Surrey (consultancy), London Association of Mental Health Practitioners (LAMP). Practice partners from organisations across North Central and East London region.

The overall pedagogy is designed to enhance the learner experience and promote a richer, social model of learning in practice.

STEP objectives
- Explore student and staff perceptions/experiences (nursing and midwifery) in order to develop, pilot and evaluate a range of approaches to enhancing learning in practice.
- Create a range of resources/toolkits to reflect best practice and support a collaborative approach to learning in practice.
- Develop placement opportunities across health and social care (general practices, nursing homes and other independent and voluntary sector areas).

Socialisation & comprehensive orientation
- Exploration of the lived experiences of pre-registration student nurses and midwives.
- Data gathered regarding preparation for practice, support during first two weeks and factors that would have further enhanced the experience.
- Student involvement in the development of resources to support best practice.

The role of “helpful others”
- Data gathered to explore perceptions/experience of the role of “helpful others” (Ereit, 2007), specifically care assistants who currently provide about 60% of hands on care (Wills, 2015).
- Both helpful and unhelpful elements identified.
- Recommendations and resources to clarify roles and promote positive working for both groups.

Expansive learning
- Data collected from mentors to identify coaching elements to support expansive learning (Fuller and Unwin, 2003).
- Student data has helped identify who and what best supports learning in practice and demonstrates links with other themes.
- Model of Learning proposed including concepts of ‘Connecting’, ‘Establishing’ and ‘Expanding’ to support development of resources to enhance learning in practice.

Student peer support & learning
- A number of models related to peer learning in academic and practice settings have been explored.
- Senior students views on a range of perspectives related to peer support and learning in practice gathered, highlighting both benefits and challenges.
- Recommendations to support developments in line with the proposed NMC standards for nursing.

Academic-practice partnership working
- Partnership working requires strengthening to support proposed NMC education framework (NMC, 2017).
- Data gathered from practice staff/academics identifies a number of areas of positive partnership working and areas where additional support is required.
- The current role of the link lecturer explored and new models of working being proposed.

Timeline Dec 2016 – July 2018

References
- NMC 2007 Consultation on standards of proficiency for registered nurses: www.nmc.org.uk/education/education-consultation/registered-nurses/ (accessed 15.08.17)

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