



Pan-Midlands, Yorkshire & East Practice Learning Group

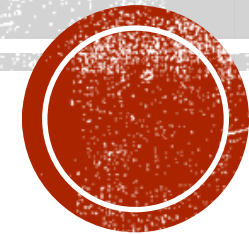


A RESOURCE TO SUPPORT MENTOR TRANSITION TO PRACTICE ASSESSOR/SUPERVISOR

A Pan Midlands, Yorkshire and East of England Practice Learning
Approach to the NMC (2018) Part 2: Standards for Student
Supervision and Assessment

May 2019.

Compiled by JRF and CC on behalf of MYE PLG



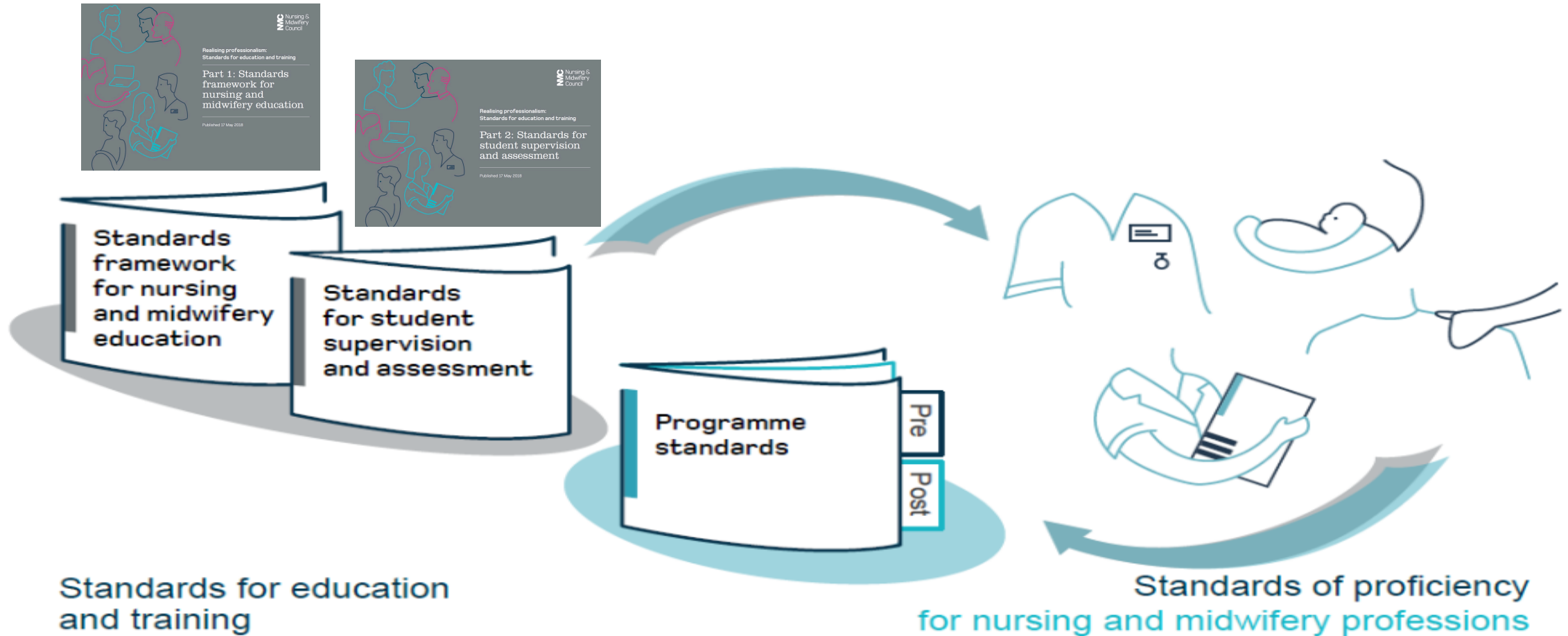
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LEARNING OBJECTIVES

1. Provide a clear understanding about the responsibility of the practice supervisor and practice assessor role in the supervision and coordination of safe student learning and assessment in practice.
2. Present knowledge and understanding of student supervision, assessment and feedback including the interconnection of the three new NMC roles



STANDARDS FOR EDUCATION AND TRAINING

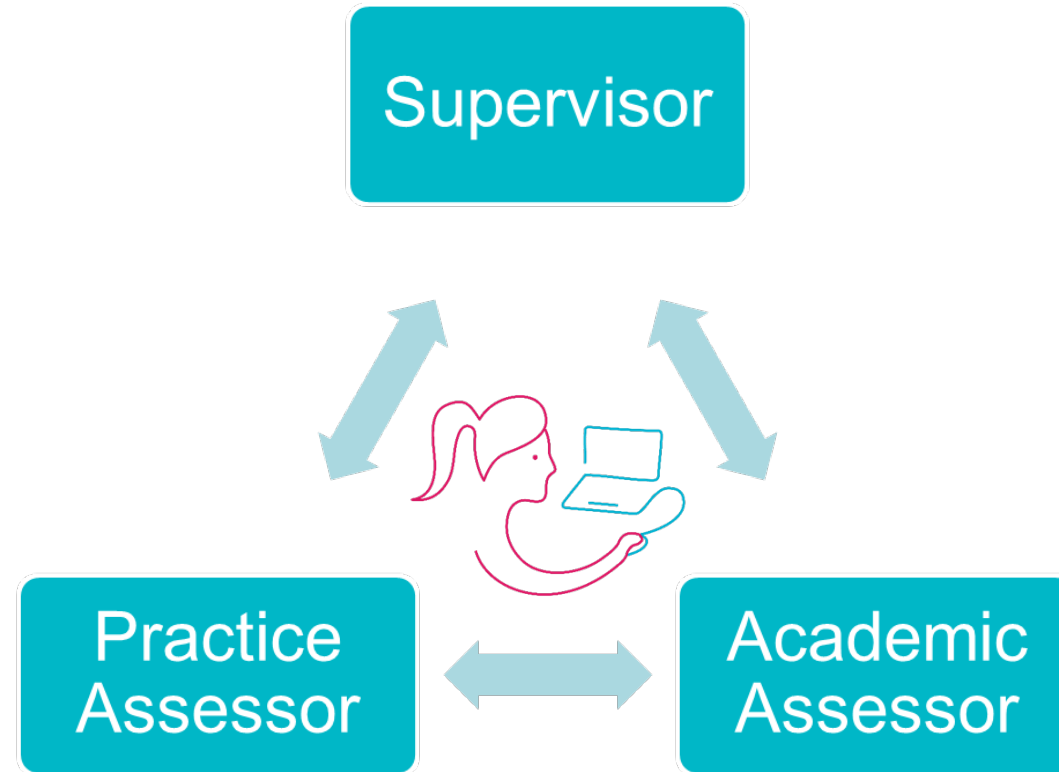
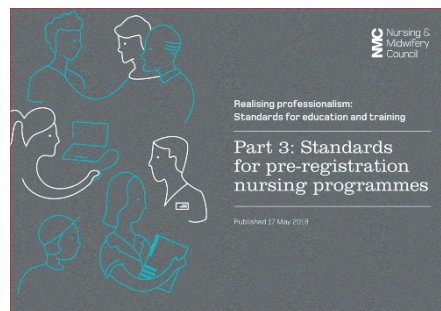
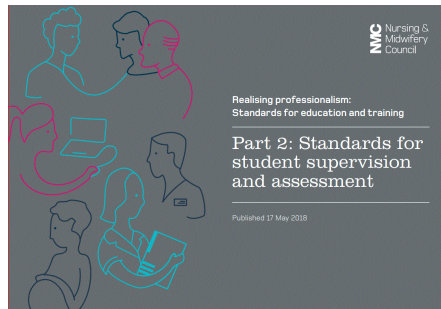


**Realising professionalism:
Standards for education and training**

Part 2: Standards for student supervision and assessment

Published 17 May 2018





ROLES FOR STUDENT SUPERVISION AND ASSESSMENT



**Practice
Supervisor**

Any registered professional after preparation,
Continuity needed to measure student progress
Can assess some skills / outcomes and will feedback
to Practice Assessor on the student



**Practice
Assessor**

NMC registered (not field specific accept for midwifery
which must be a registered midwife), current, suitably
prepared, supported. Must observe student in practice.
Assess and confirm achievement. Do not supervise then
assess the student in same part



**Academic
Assessor**

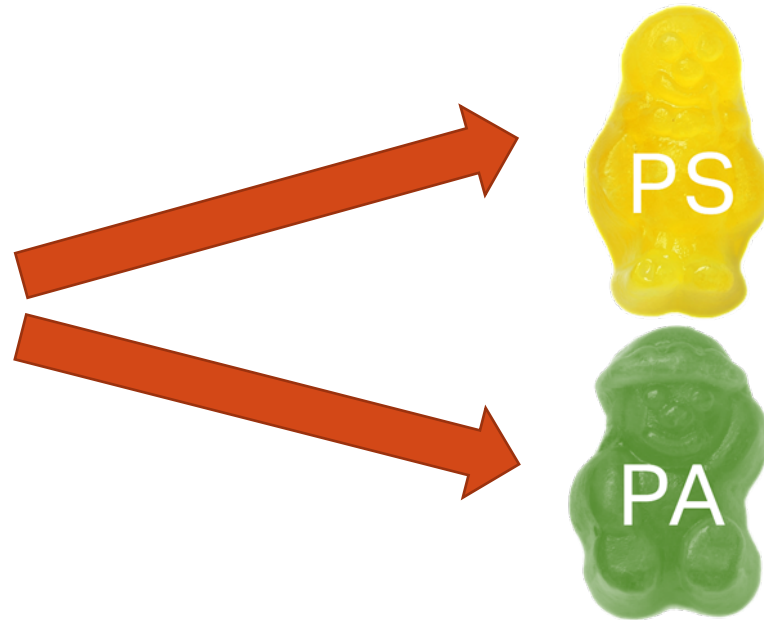
Academic staff, NMC Registered (registered midwife for
midwifery students). Current, suitably prepared, supported,
Not field specific. Collate and confirm achievement in
practice in conjunction with PA to enable student to
progress to next stage of the programme.



FOR EXISTING MENTORS

- An expectation that all mentors transition to the role of practice supervisor and in many cases also into practice assessor.
- You cannot be a practice supervisor and a practice assessor to the same student at the same time.

- Mentor role is separated



SUPERVISION AND ASSESSMENT

- What would be the benefits and drawbacks to this new approach from how the mentor role currently operates?



BENEFITS OF NEW ROLES



Separates supervision and assessment roles

Increases consistency in assessment judgments
Avoid 'failing to fail' situations



Improves interprofessional working



Supporting student learning becomes everyone's responsibility

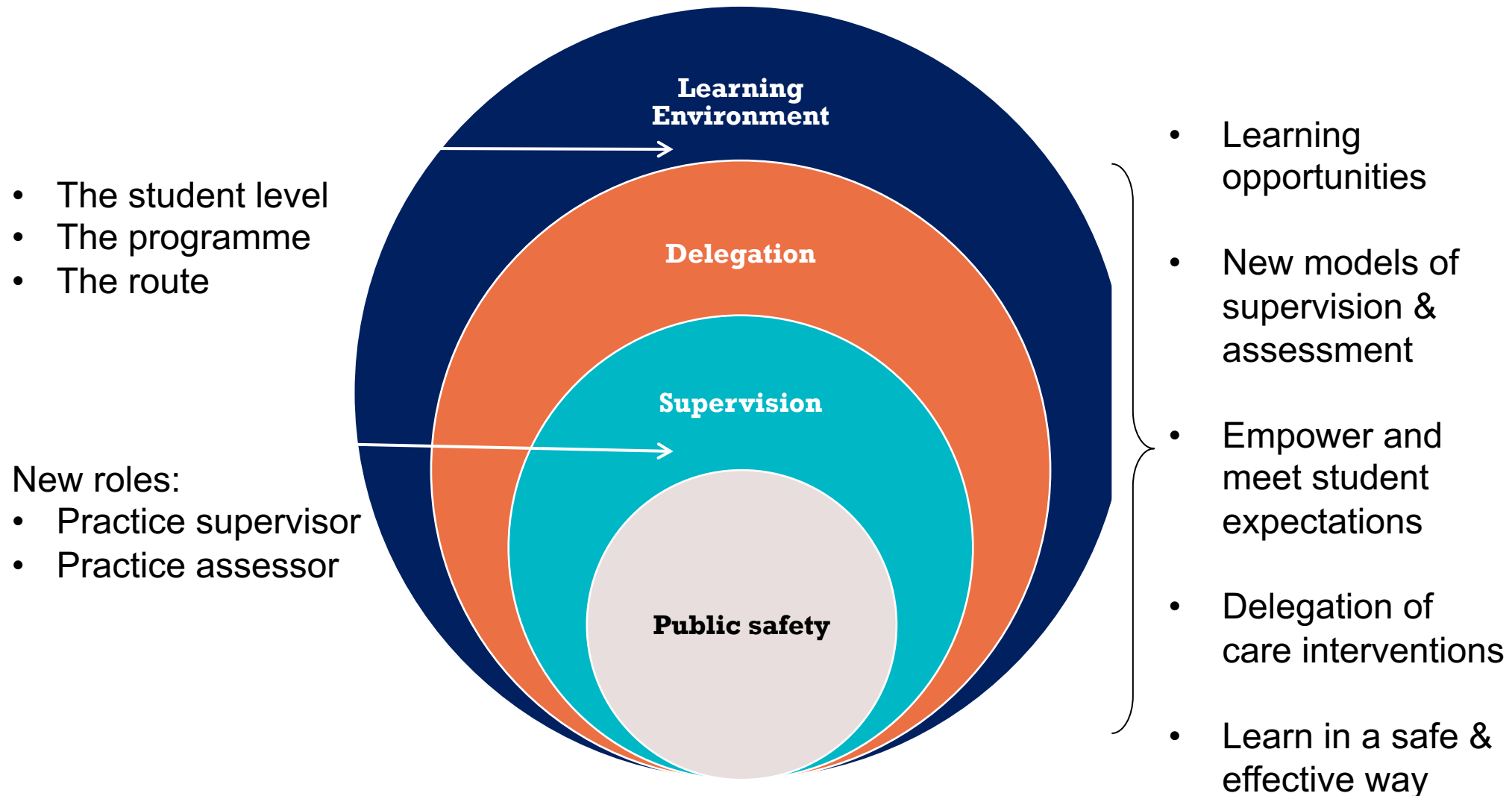
Everyone will have an input into assessment



You can be both a practice supervisor and a practice assessor, but not to the same student



EFFECTIVE PRACTICE LEARNING



SUPERVISION OF STUDENTS



- all students on an NMC approved programme are supervised while learning in practice
- practice supervision ensures safe and effective learning experiences that uphold public protection and the safety of people
- the level of supervision provided to students reflects their learning needs and stage of learning
- there is sufficient coordination and continuity of support and supervision of students to ensure safe and effective learning experiences
- all students on an NMC approved programme are supervised in practice by NMC registered nurses and midwives and other registered health and social care professionals



ROLE AND RESPONSIBILITIES



Practice Supervisors;

- serve as role models for safe and effective practice in line with their code
- support learning in line with their scope of practice to enable the student to meet their proficiencies and programme outcomes
- support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills
- have current knowledge and experience of the area in which they are providing support, supervision and feedback, and
- receive ongoing support to participate in the practice learning of students
- Contribute to a students assessment to inform decisions for progression
- Appropriately raise and respond to student conduct and competence concerns and are supported in doing so



LIASION WITH THE 3 NEW ROLES



Practice supervisor – any registered health and social care professional. supports student learning, identifies learning opportunities on each shift, gives feedback to student and assessor.



Practice assessor – conducts objective, evidence based assessments, works alongside the student to observe their achievement, works in partnership with the academic assessor and has an overview of academic achievement as well as progress in practice

PA can't be the PS or AA to the same student at the same time



Academic Assessor – based in university, works in partnership with the practice assessor to collate and confirm achievement. Will offer support when student or PA is struggling, allocated to the student at the start of each part, cannot be sequential so need at least 2 in a 3 part programme

As a practice supervisor, what do you think you would need to know more about to support learning?



TO SUPPORT OTHERS LEARNING YOU SHOULD...

- Support others to achieve their personal and professional goals
- Link the learning into the requirements of the student programme
- Use a range of methods
- make the learning easier and to give prompt feedback on learning, encouraging reflection and improvement
- Provide feedback to the assessor to create an objective evidence based assessment
- The student should be an active participant
- Learning should occur within a meaningful context



STUDENT PROGRESSION



- Think of the students you currently support in practice.
- What are your expectations in year 1, 2 & 3
- How do they develop?



AREAS OF LEARNING

When we teach (and assess) our learners we need to make sure they have the right:

- Knowledge
- Skills
- Attitudes

We also need to think about how we teach this and how we assess against these qualities



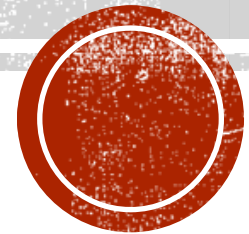
GIVING FEEDBACK



- Take time to give feedback
- Think about the structure first
- Focus on the positive but also highlight what can be improved
- Give specific examples to illustrate the feedback and make it objective
- Be non judgemental
- Give the learner time to respond
- Link to assessment criteria / expected level of progress if possible
- **Are there any issues for you in giving feedback?**



THE PRACTICE ASSESSOR ROLE



ROLES AND RESPONSIBILITIES OF THE PRACTICE ASSESSOR

Conduct

- Conduct assessments and ensure assessment decisions are informed by feedback from practice supervisors

Make and record

- Make and record objective, evidence based assessments on conduct, proficiency and achievement, drawing on records, observations, student reflection and other resources

Maintain

- Maintain current knowledge and expertise relevant for proficiencies and programme outcomes

Work in

- Work in partnership with academic assessors to evaluate and recommend progression

Opportunities

- Have sufficient opportunities to periodically observe the student across environments



ROLES AND RESPONSIBILITIES OF THE PRACTICE ASSESSOR

Have sufficient opportunities to gather and coordinate feedback from practice supervisors and other relevant people to be assured about decisions for assessment and progression

Have an understanding of the student's learning and achievement

Schedule communication and collaboration between practice and academic assessors at relevant points in the programme

Do not act as Practice Supervisor and Practice Assessor for the same student



ROLES AND RESPONSIBILITIES OF THE PRACTICE ASSESSOR

Collate and confirm student achievement of proficiencies and programme outcomes in the academic environment

Make and record objective evidence based decisions on conduct, proficiency and achievements and makes recommendations for progression

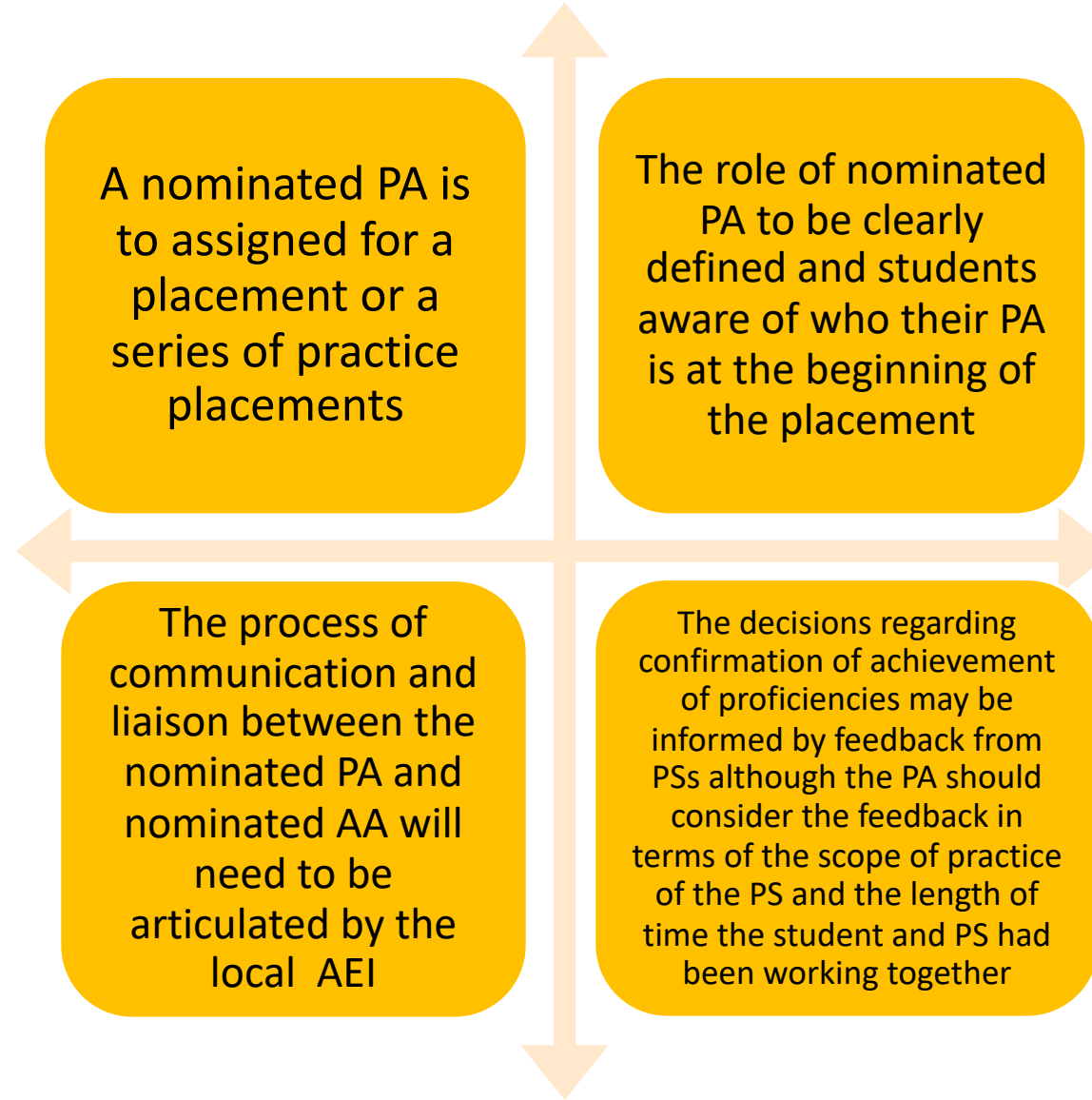
Work in partnership with a practice assessor to evaluate and recommend the student for progression for each part of the programme

Has understanding of the student's learning and achievement in practice

Enables scheduled communication and collaboration between academic and practice assessors



CONSIDERATIONS FOR PRACTICE ASSESSORS



STUDENT RESPONSIBILITIES

Students must take a key role in their supervision and assessment in practice and must be:

Prepared for and have a sound understanding of the proficiencies they need to achieve

Aware of the person they should to speak to in the practice area if they have concerns

Actively encouraged to seek out practice supervisors to support their learning and encourage feedback to be recorded in their PADs

Made aware of their nominated PA and AA from the beginning of the placement



CASE STUDY

Student A is in the middle of her programme of study. She has been in the placement where you are the Practice Assessor for four weeks. Her Practice Supervisor has raised some concerns regarding her competence with some skills following several learning opportunities and she has failed these. As the PA you arrange to discuss this with her.

- What communication and interpersonal skills would you need to demonstrate?
- What do you need to address?
- What would you do after the discussion?



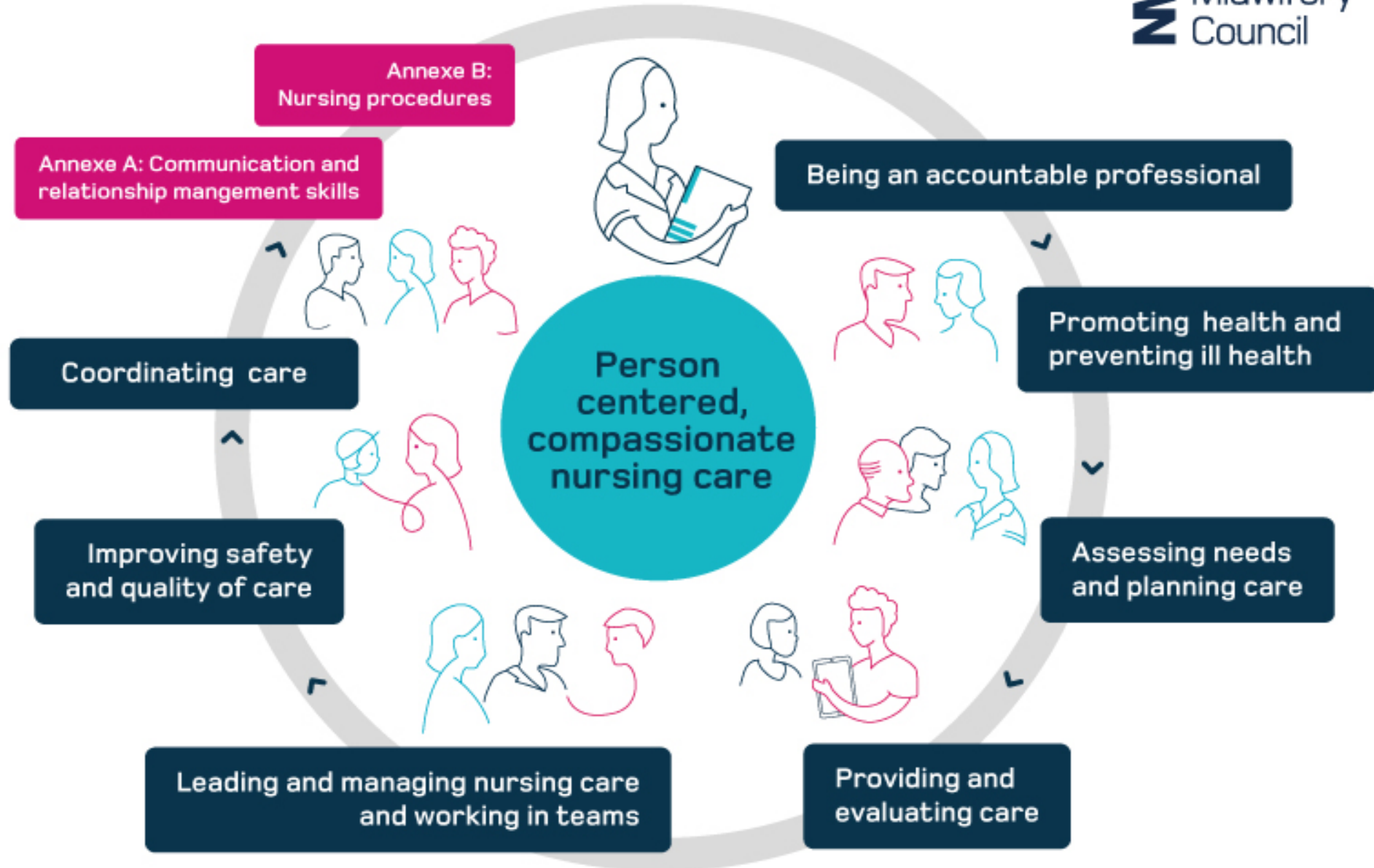
CASE STUDY 2

Student B is at the beginning of his programme of study. He has already undertaken a six week placement. He started in placement where you are the Practice Assessor two weeks ago. His Practice Supervisor reports to you that members of the team have seen him using his phone frequently and seems to have limited professional boundaries with patients/service users.

- What would you do as the Practice Assessor?
- Who would you liaise with?
- How would you monitor the student?



Future nurse proficiencies



FURTHER INFORMATION

- Pan Midlands Yorkshire and East Practice Learning group website

www.myeplg.ac.uk

NMC SSSA Supporting Information on their website

www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment

- <http://www.uea.ac.uk/foh/mpe/nursing>

