

Pan London Practice Learning Group

Practice Assessor Workshop

Supported by



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Aims and Learning Outcomes

- ▶ To understand the new NMC standards
- ▶ To be aware of the new roles and responsibilities
- ▶ To understand the assessment and documentation
- ▶ To be able to recognise under-performance and raise concerns
- ▶ To be able to give feedback
- ▶ To understand coaching skills and how to coach staff

Changes to the NMC

- ▶ Effective 28th January 2019
- ▶ Changes to student preparation
- ▶ Changes to standards for supervision and assessment of students in placement
- ▶ Pan-London Practice Assessment Document (PAD) will take effect September 2019
- ▶ New roles and responsibilities

- ▶ NMC Standards for Supervision and Assessment - <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervision-assessment.pdf>

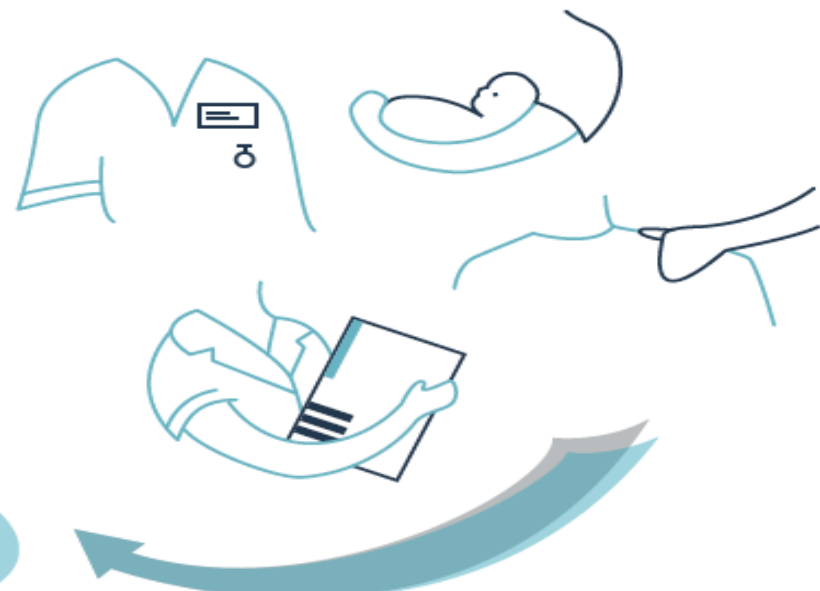
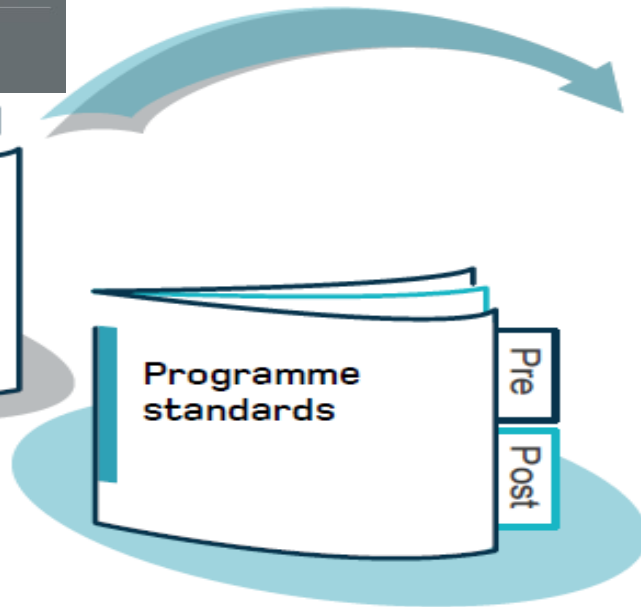
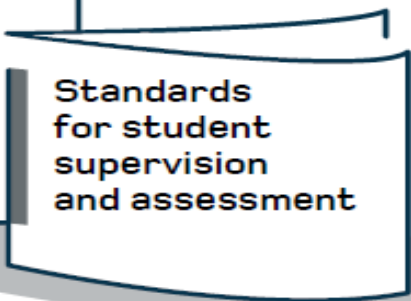
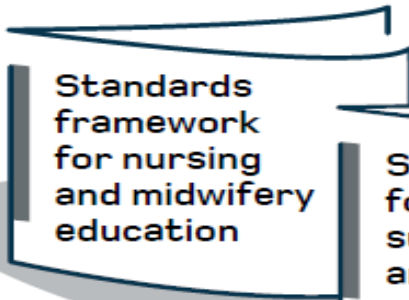
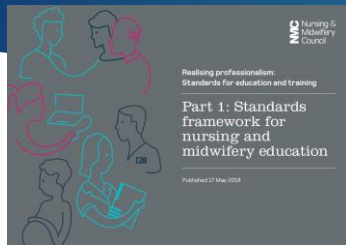
NMC Standards for Student Supervision and Assessment

- ▶ Outcome focused
- ▶ Allow for local innovation in programme delivery
- ▶ Designed to work across all programmes and settings
- ▶ Flexible however must fulfil the NMC standards
- ▶ Students must be supported to learn in practice
- ▶ May include supernumerary status for students
- ▶ Level of supervision depends on needs of individual students and may decrease in line with confidence and competences
- ▶ Appropriate adjustments should be made in accordance with human rights legislation

Changes to learning in practice

- ▶ SSSA (standards for student supervision and assessment) replace SLAiP (standards to support learning and assessment in practice)
- ▶ 40% student and mentor working is no longer a requirement
- ▶ Mentors are now practice assessors
- ▶ Additional role of practice supervisors
- ▶ Academic assessors (HEI) – role will differ according to academic institution

Standards for education and training



Standards for education and training

Standards of proficiency for nursing and midwifery professions

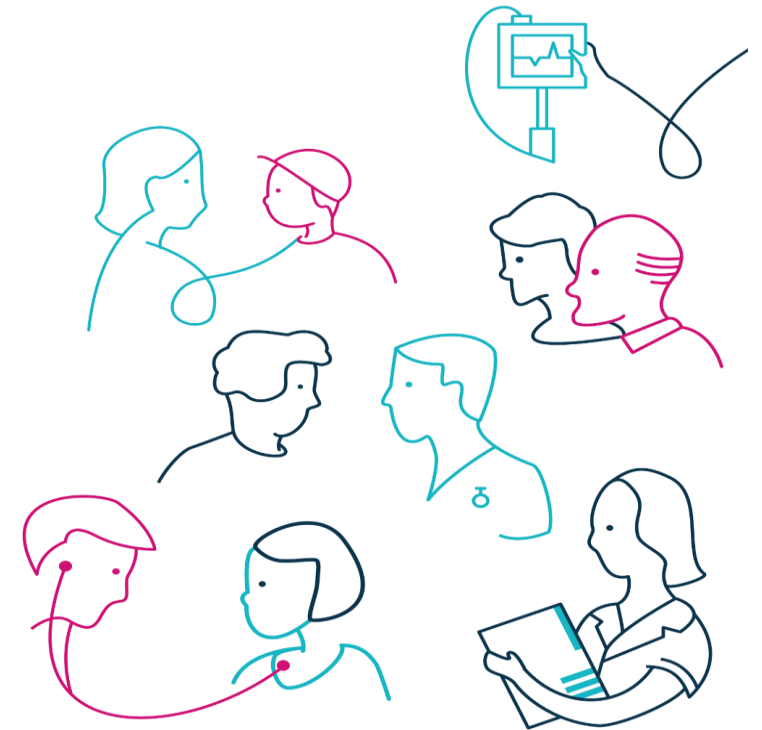
Principles of our new standards for student supervision and assessment

- ▶ Separate supervision and assessment roles to:
 - ▶ Increase consistency in assessment judgments
 - ▶ Avoid 'failing to fail' situations
- ▶ Improve interprofessional working
- ▶ Enhance joint working between AEs and practice placement partners
- ▶ Supporting students becomes every NMC registrant's responsibility (it is in the Code)
- ▶ Everyone will have an input to assessment

Standards for student supervision and assessment

Three headings

- ▶ Effective practice learning
- ▶ Supervision of students
- ▶ Assessment of students and confirmation of proficiency



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Supervision of students

- ▶ All students on an NMC approved programme are supervised while learning in practice
- ▶ 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

Learning in practice

**ALL healthcare professionals contribute
to student learning, supervision and
assessment**



Learning in Practice

Practice
Supervisor

Practice
Assessor

Academic
Assessor

Student

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graph BT; Student --> Supervisor[Practice Supervisor]; Student --> Assessor[Practice Assessor]; Student --> Academic[Academic Assessor];
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Supporting learners in practice

- ▶ Practice supervisors may supervise different students
- ▶ Each student may have several different practice supervisors (including other healthcare professionals)
- ▶ Practice assessors may supervise other students
- ▶ Each student will have an allocated practice assessor for the placement (where summative assessment required)
- ▶ Each student will have an academic assessor (required parts of programme)
- ▶ Practice supervisor may not be practice assessor for the same student at the same time

Activity One

- ▶ In small groups decide which skills are required for supervising and assessing students in practice

Skills to support learners

- ▶ Empathise with students and understand how they may be feeling
- ▶ Build rapport
- ▶ Listen carefully and ask questions
- ▶ Good communication skills
- ▶ Encouraging, approachable and friendly
- ▶ Ability to give feedback in a positive and non-judgemental way
- ▶ Coaching skills
- ▶ Encourage and facilitate a learning environment

Practice Supervisor

- ▶ Role model
- ▶ Supports learning within scope of practice to enable student to meet proficiencies and outcomes
- ▶ Provides feedback on progress
- ▶ Has current knowledge and experience of area
- ▶ Contributes to student's record of achievement
- ▶ Contributes to student assessments
- ▶ Shares relevant observations with practice assessor and academic assessor
- ▶ Raises concerns when appropriate (with support)

Practice Assessor

- ▶ Conduct assessments with feedback from practice supervisors
- ▶ Make and record objective, evidence-based assessments
- ▶ Maintain current knowledge and expertise
- ▶ Work in partnership with nominated academic assessor
- ▶ Ensure sufficient opportunities to observe student in the setting
- ▶ Gather and coordinate feedback on student performance
- ▶ Have an understanding of the student's learning and achievement
- ▶ Collaborate with academic assessors at scheduled relevant points in programme
- ▶ May not be practice supervisor and academic assessor for same student
- ▶ Support learning in line with NMC standards

Activity

- ▶ Using the worksheet you have been given, consider who is responsible for each activity
- ▶ There may be more than one answer to some!

PLPAD 2.0 OAR Documentation and Assessment

Practice Supervisor

Completes:

- ▶ Initial interview per placement
- ▶ Mid-point professional values
- ▶ Contributes to Assessment of proficiencies based on scope of practice
- ▶ Signs off Service User Feedback
- ▶ Signs /completes off inter-professional working page

Practice Assessor

Completes:

- ▶ Signs off initial interview per placement
- ▶ Mid-point and final interview per placement
- ▶ Final professional values per placement
- ▶ Episode (s) of care
- ▶ Medicines Management
- ▶ Completes OAR at end of each placement & at programme progression

Academic Assessor

- ▶ Confirm student achievement of proficiencies and programme outcomes in the academic environment
- ▶ Make and record objective, evidence-based decisions
- ▶ Maintain current knowledge and expertise
- ▶ Works in partnership with a nominated practice assessor to evaluate and recommend the student for progression for each part of the programme,
- ▶ Have an understanding of the student's learning and achievement in practice
- ▶ Collaborate with practice assessors at relevant points in programme structure

Activity Three

Consider the following scenarios and for each identify who is the most appropriate person to deal with these:

- ▶ A Learning Disabilities student nurse on placement is struggling with confidence issues
- ▶ An adult student nurse on a general medical ward starts to re-sheath a needle after drawing up an antibiotic
- ▶ A second year child student nurse on placement in the Children's Emergency Department is struggling with drug calculations for their medicines management
- ▶ A Mental Health student nurse on placement in CAMHS Eating Disorder unit has complained about being given an action plan on time-keeping
- ▶ A first year student is coming towards end of placement and needs the PAD document signing off

Quiz

- ▶ Identify five key skills of the nurse or midwife in supporting learning in practice
- ▶ What is the title of the NMC (2018) standards related to practice learning?
- ▶ Who can be a Practice Supervisor?
- ▶ What is the main role of the Practice Supervisor?
- ▶ Who can be a Practice Assessor?
- ▶ What is the main role of the Practice Assessor?
- ▶ What is the main role of the Academic Assessor?
- ▶ Who will provide feedback on the student's performance to inform the assessment process?

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 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

Documentation

- ▶ All supervisors and assessors are accountable for the assessments and decisions made
- ▶ Appropriate level of information with sufficient detail
- ▶ Use of supporting information and evidence including student reflection and observation to inform decisions
- ▶ Assessed against competencies in the PLPAD

Quiz

Based on the e-learning module you have completed:

- ▶ Name three types of assessment
- ▶ Give five methods of assessment
- ▶ Which types of questions are most useful in assessment?
- ▶ Which are the four main areas of student assessment?
- ▶ Give four reasons that may affect the validity of assessment

Areas of assessment

- ▶ Professional values
- ▶ Proficiencies
- ▶ Episode of care
- ▶ Medicines management

Professional values

Professional Values in Practice (Part 1)

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2015). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)

	Achieved Mid-Point Yes/No	Initial/ Date	Achieved Final Yes/No	Initial/ Date (Final)
Prioritise people				
1. The student maintains confidentiality in accordance with the NMC code. (1 BAP 1.1)				
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users/carers and all colleagues. (1 BAP 1.14)				
3. The student maintains the person's privacy and dignity, seeks consent prior to care and advocates on their behalf. (3 ANPC 3.6, 4PEC 4.1)				
4. The student is caring, compassionate and sensitive to the needs of others. (1 BAP 1.14)				
5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. (1 BAP 1.5, 1.6)				
Practise effectively				
6. The student maintains consistent, safe and person-centred practice. (4 PEC)				
7. The student is able to work effectively within the inter-disciplinary team with the intent of building professional relationships. (1 BAP 1.13, 1 BAP 1.18, 5 LNCWIT 5.4)				
8. The student makes a consistent effort to engage in the requisite standards of care and learning based on best available evidence. (1 BAP 1.7, 1.8, 1.17)				
Preserve safety				
9. The student demonstrates openness (candour), trustworthiness and integrity. (1 BAP 1.3)				
10. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding. (1 BAP 1.3, 3 ANPC 3.9)				
11. The student demonstrates the ability to listen, seek clarification and carry out instructions safely. (1 BAP 1.11, A1.1, A1.6)				
12. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions. (1 BAP 1.8, 1 BAP 1.17)				

	Achieved Mid-Point Yes/No	Initial/ Date	Achieved Final Yes/No	Initial/ Date (Final)
Promote professionalism and trust				
13. The student's personal presentation and dress code is in accordance with the local policy. (1 BAP 1.19)				
14. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. (1 BAP 1.19)				
15. The student demonstrates that they are self-aware and can recognise their own emotions and those of others in different situations. (1 BAP 1.19)				
Mid-point assessment				
Practice Supervisor Name:	Signature:		Date:	
Reviewed and agreed by Practice Assessor				
Practice Assessor Name:	Signature:		Date:	
End point: Student reflection on meeting Professional Values				
Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code (ensure confidentiality is maintained). For each placement, please select a different section of The Code to reflect on.				
Student Name:	Signature:		Date:	
Final assessment - please add comments on Final Interview Page				
Practice Assessor Name:	Signature:		Date:	

- ▶ Practice Supervisors can assess at mid-point
- ▶ Practice Assessors must assess final
- ▶ Students to complete reflection on one experience in practice and link to one section of NMC The Code - different sections

Proficiencies

Part 3 Assessment of Performance: The individual completing the assessment should draw on a range of observed experiences in which the student demonstrates the required knowledge, skills, attitudes and values in co-ordinating high quality person/family centred care, ensuring all care is underpinned by effective communication skills. *Those marked with an * may have been met in Part 2. Record achievement of Part 3 proficiencies marked * 3 in OAR as well.*

Confidently assesses needs and plans person-centred care								
	YES = Achieved, NO = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
1. Utilises a range of strategies/resources (including relevant diagnostic equipment) to undertake a comprehensive whole body assessment to plan and prioritise evidence-based person-centred care (3ANPC 3.2,3.3)								
2. Assesses a persons' capacity to make best interest decisions about their own care and applies processes for making reasonable adjustments when a person does not have capacity. (1BAP 1.12, 3ANPC 3.6, 3ANPC 3.7)								
3 Actively participates in the safe referral of people to other professionals or services such as cognitive behavioural therapy or talking therapies across health and social care as appropriate. (3ANPC 3.16, A 3.4, A3.6)								

- ▶ Practice Supervisors, Practice Assessors or Registered H&SC professionals can assess (scope of practice)
- ▶ Identified proficiencies may be assessed in Part 2 or 3 – record in OAR

Episode of care

Student reflection on an episode of care	
<p>Within your reflection, describe the episode of care and how you planned and supervised the junior learner/peer in practice who delivered person-centred care.</p>	<p>What would you have done differently?</p>
<p>What did you do well?</p>	<p>What learning from this episode of care will support your professional development going forward in your teaching and learning role?</p>

- **Part 1** - meet needs of one person (1 formative, 1 summative)
- **Part 2** - meet needs of groups with complex needs (2 summative)
- **Part 3** - supervising and teaching, organisation and management (2 summative)
- Practice Assessors must assess

Medicines Management

YES = Achieved No = Not Achieved			
Competency	Yes/No	Competency	Yes/No
1. Is aware of the patient/service user's plan of care and the reason for medication demonstrating knowledge of pharmacology for commonly prescribed medicines within the practice area.		7. Prepares medication safely. Checks expiry date. Notes any special instructions/contraindications.	
2. Communicates appropriately with the patient/service user. Provides clear and accurate information and checks understanding.		8. Calculates doses accurately and safely. <ul style="list-style-type: none"> • Demonstrates to assess the component parts of the calculation. • Minimum of 5 calculations undertaken demonstrating increased complexity 	
3. Understands safe storage of medications in the care environment.		9. Checks and confirms the patient/service user's identity and establishes consent. (ID band or other confirmation if in own home)	
4. Maintains effective hygiene/infection control throughout.		10. Administers or supervises self-administration safely under direct supervision. Verifies that oral medication has been swallowed.	
5. Checks prescription thoroughly. <ul style="list-style-type: none"> • Right patient/service user • Right medication • Right time/Date/Valid period • Right dose/last dose • Right route/method • Special instructions 		11. Describes/demonstrates the procedure in the event of reduced capacity and non-compliance	
		12. Safely utilises and disposes of equipment.	
		13. Maintains accurate records. <ul style="list-style-type: none"> • Records, signs and dates when safely administered 	
6. Checks for allergies and sensitivities demonstrating an understanding of risks and managing these as appropriate <ul style="list-style-type: none"> • Asks patient/service user. • Checks prescription chart or identification band 		14. Monitors effects and has an understanding of common side effects, contraindications incompatibilities, adverse reactions, prescribing errors and the impact of polypharmacy.	
		15. Uses relevant frameworks for medicine use as appropriate. E.g. local formularies, care pathways, protocols and guidelines.	
		16. Offers patient /service users and their carers further support/advice/education. Including discharge/safe transfer where appropriate	

▶ Assessed and signed off by Practice Assessor

Evidence

All assessments should provide supporting information or evidence, including:

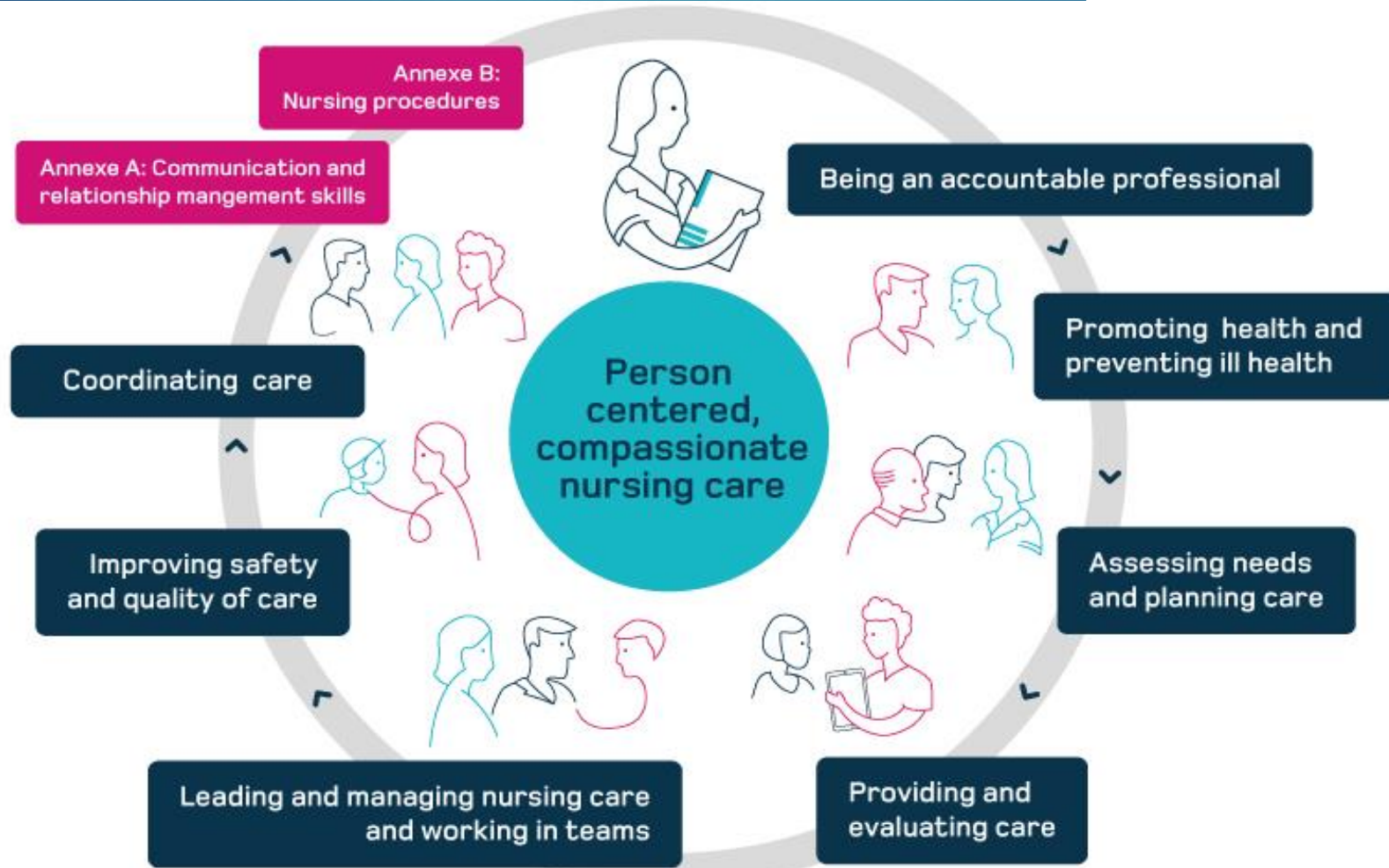
- ▶ Notes taken during observations (or immediately after)
- ▶ Student reflections during assessment
- ▶ Feedback from others (colleagues, service users other healthcare professionals)

Validity and reliability

May be affected by different factors including:

- ▶ Inadequate feedback from colleagues, practice supervisors or service users
- ▶ Bias towards student
- ▶ Insufficient opportunity to observe and assess certain skills
- ▶ Inappropriate method of assessment or not enough methods used
- ▶ Student's own readiness, preparation and/or nerves
- ▶ Pre-conceived ideas based on other students' performance
- ▶ Uncertainty of documentation and completion requirements
- ▶ Workload pressures

Future Nurse Proficiencies



Learning and Assessment Framework

Guided participation in care and performing with increasing confidence and competence

Part 1

Active participation in care with minimal guidance and performing with increased confidence and competence

Part 2

Practising independently with minimal supervision and leading and coordinating care with confidence

Part 3

Achievement of criteria related to knowledge, skills, attitudes and values in each Part

Assessment Process

- ▶ Parts 1, 2, 3
- ▶ AEI to relate Parts to programmes of study
- ▶ Assessment items;
- ▶ Professional Values - per placement
- ▶ Proficiencies - across the Part
- ▶ Episodes of Care - across the Part
- ▶ Medicines Management - across the Part
- ▶ Feedback obtained from supervisors, assessors, other staff, patients/service users, peers
- ▶ Confirmation of achievement and progression - OAR

Activity

Consider the scenarios you are given and for each identify the action you would take

Group discussion

- ▶ How do you recognise underperformance in the workplace?
- ▶ What are some of the causes of underperformance?

Recognising under performance

- ▶ Changes in attitude and behaviour
- ▶ A lack of energy or enthusiasm
- ▶ Poor self-awareness and reaction to feedback
- ▶ Poor time management – lateness, longer breaks, a failure to complete tasks
- ▶ A lack of initiative
- ▶ Withdrawal from team
- ▶ Poor or blunt communication
- ▶ Avoiding relationships with colleagues

Causes of underperformance

- ▶ Unclear expectations
- ▶ Insufficient support
- ▶ Working relationships or culture of setting
- ▶ Lack of interest in setting / working environment
- ▶ Stress and pressure
- ▶ Insufficient knowledge or skills
- ▶ Feelings of inadequacy and/or personal problems
- ▶ Poor communication
- ▶ Insufficient feedback

Activity

- ▶ Working in pairs, consider the case study you have been given. As the practice assessor, consider what you are going to do now

Addressing problems

- ▶ As early as possible
- ▶ Giving feedback directly to student in private area
- ▶ Provide specific examples
- ▶ Consider areas for improvement
- ▶ Identify actions and timeframes
- ▶ Gain commitment from the student
- ▶ Coach and support student

Action planning

- ▶ Completed if practice assessors have identified issues or concerns over a student's performance
- ▶ Practice assessors will liaise with academic assessors working together to support the student
- ▶ Academic assessor will sign the action plan
- ▶ Practice assessor will monitor performance

Action plan

Action Plan

An action plan is required when a student's performance causes concern

The Practice Assessor must liaise with the Academic Assessor and senior practice representative

The **SMART** principles should be used to construct the Action Plan.

Placement Name		Date action plan initiated:		
Nature of concern Refer to Professional Value(s), Proficiency and/or Episode of Care (Specific)	What does the student need to demonstrate; objectives and measure of success (Measurable, Achievable and Realistic)	Support available and who is responsible	Date for review (Timed)	Review/feedback
				Date: Comments:
Student's Name:	Signature:	Date:	Practice Assessor Name: Signature:	
Practice Assessor's Name:	Signature:	Date:		
Academic Assessor's Name:	Signature:	Date:		

Activity – part two

- ▶ Working in your pairs and using the case study you have been given previously, complete an action plan for Lianne

Failing a student

- ▶ Joint responsibility of Practice Assessor and Academic Assessor
- ▶ Understanding of process
- ▶ Robust evidence and supporting information
- ▶ Prepare for student's reactions and impact on team
- ▶ Consider own feelings

Whistleblowing

- ▶ Patients, staff and safety first
- ▶ Professional codes of conduct
- ▶ Every healthcare worker has a duty of care
- ▶ Concerns in workplace including unsafe working practice, medicines maladministration, staff working beyond scope of practice, bullying and harassment

Speak Out Safely



Speak Out Safely -
protecting staff who raise
concerns

Quiz

- ▶ Name four signs of under-performance in a student
- ▶ Give four potential causes of under-performance
- ▶ What is included in an action plan?
- ▶ Who is involved in addressing under-performance?
- ▶ What does SOS stand for?

What is Feedback?

- ▶ Information relating to performance or behaviour in a specified activity or situation given with the aim to help the other person to develop
- ▶ Falls into three categories:
 - ▶ Positive – praise to motivate and value
 - ▶ Constructive – feedback to develop
 - ▶ Negative – destructive and unnecessary

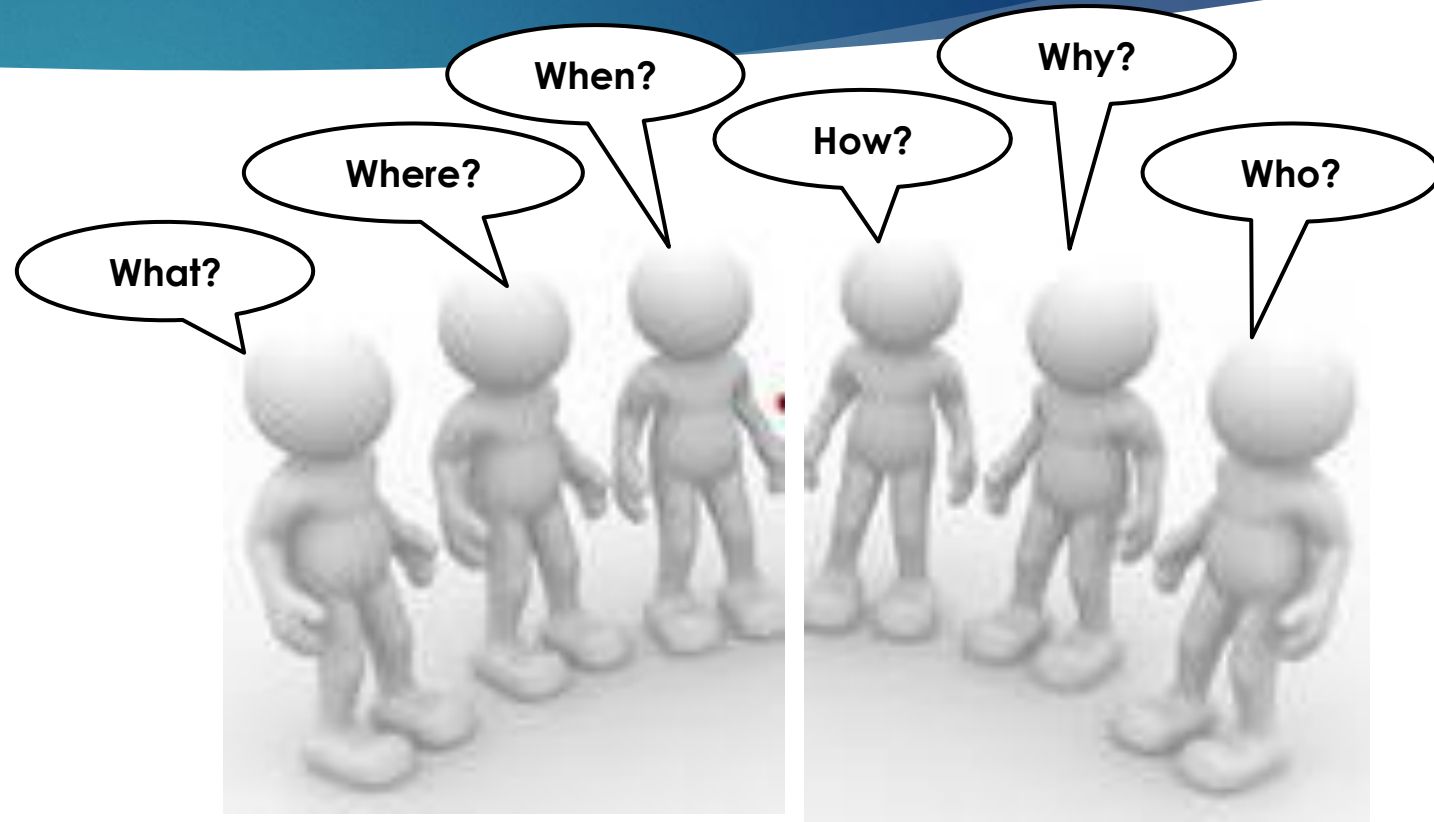
Johari Window



Kipling's Men

**“I keep six honest serving men: they
taught me all I knew.
Their names are What and Where and
When, How and Why and Who”**

The Elephant's Child
Rudyard Kipling (1865-1936)



IAID Model

Input

- Ask for their input – comments, perceptions and opinions

Activity

- Identify the activity and consider both positive and negative behaviours

Impact

- Identify the impact of the action in terms of service and others

Desired Outcome

- Identify changes or what should happen

Role play

- ▶ Working in threes and using the scenarios you are given, take it in turns to play the part of the assessor, the student and the observer

Quiz

Based on the e-learning module you completed, define the following:

- ▶ Supervising
- ▶ Coaching
- ▶ Advising
- ▶ Teaching
- ▶ Instructing
- ▶ Counselling
- ▶ Mentoring

Definitions

- ▶ **Coaching** – guiding someone to explore all potential options and decide on a way forward
- ▶ **Advising** – giving opinions or information which may or may not be taken, generally based on own experience
- ▶ **Instructing** – giving someone an instruction, telling them how to do something
- ▶ **Counselling** – helping someone to accept or take responsibility for something that has already happened
- ▶ **Mentoring** – combines elements of all of the above

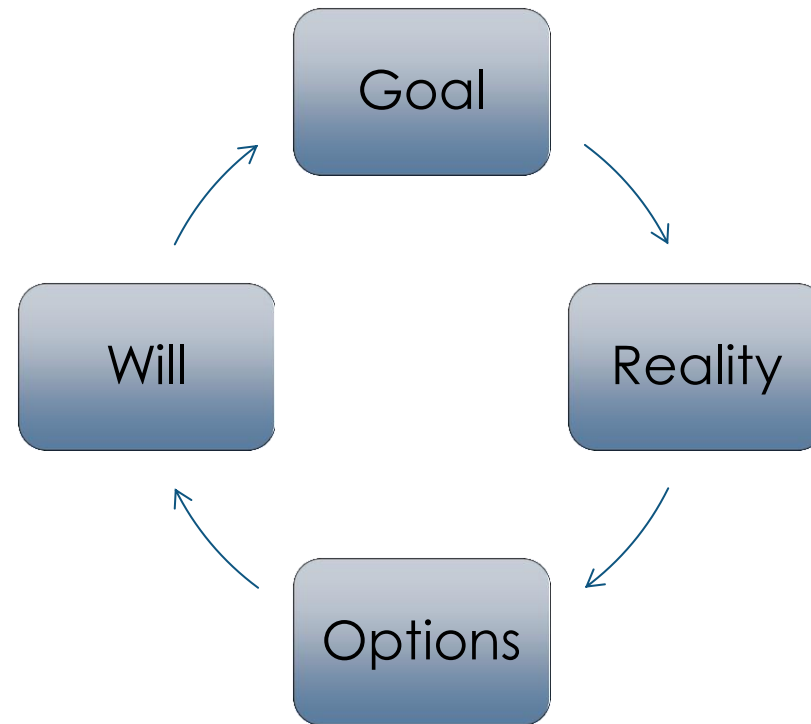
Coaching

- ▶ Coaching is a facilitative process which encourages an individual to think through options in a structured way and take responsibility
- ▶ Focuses on present and future
- ▶ Questioning, not advising
- ▶ Premised on individual having the answers within themselves

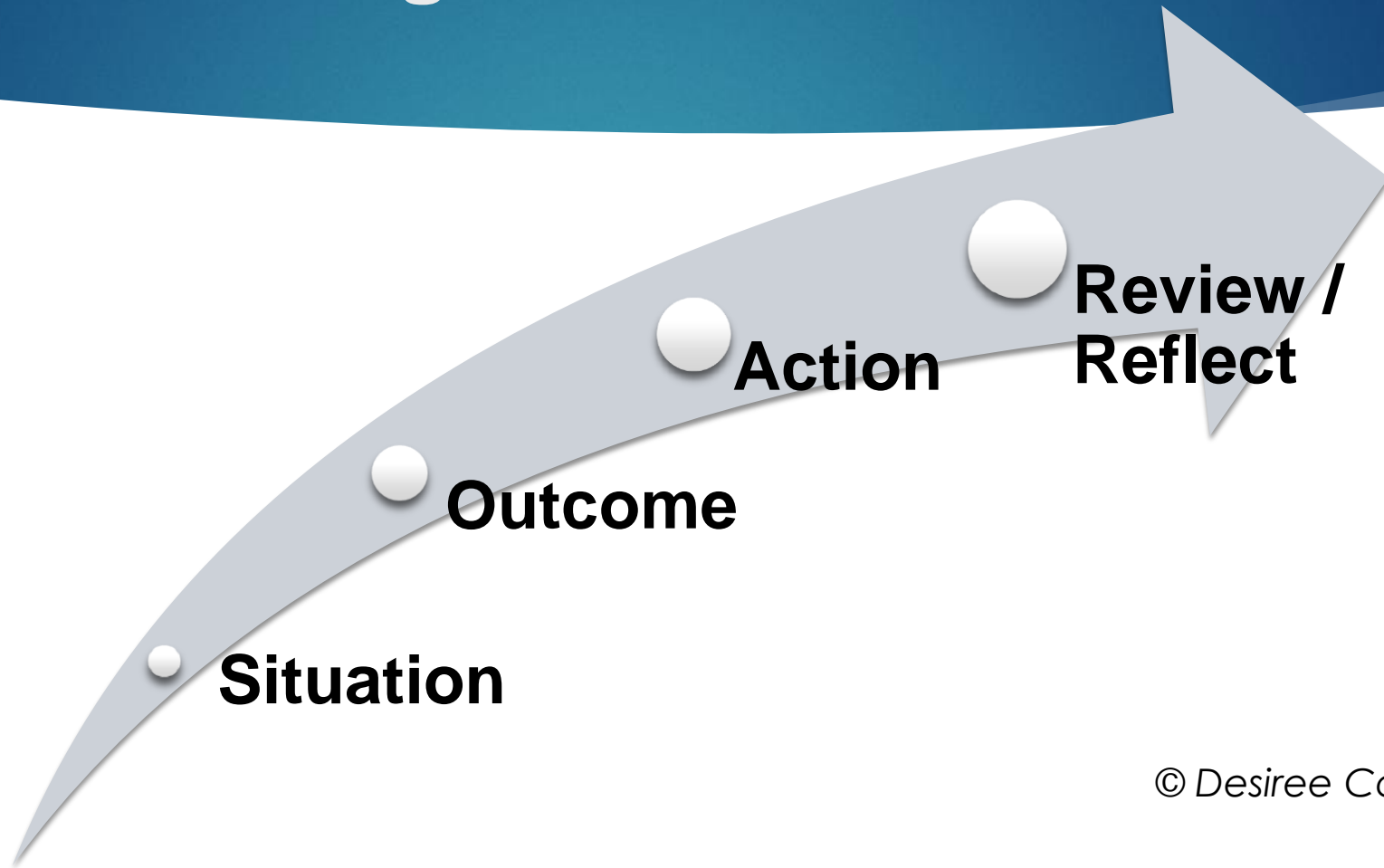
Models of Coaching

- ▶ Different models suited to different purposes
- ▶ Each provides a structured framework
- ▶ Should be tailored to YOUR own style by modifying questions
- ▶ GROW – Goal, Reality, Options, Will
- ▶ SOAR – Situation, Outcome, Action, Review / reflect

GROW Coaching Model



SOAR Coaching Model



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Situation

- ▶ Tell me about your current situation
- ▶ What skills / knowledge / competences do you have?
- ▶ What placements have you had so far?
- ▶ What experience do you have?
- ▶ What would you like to develop?

Outcome

- ▶ What are you aiming to achieve?
- ▶ How realistic is that for you currently?
- ▶ What about short-term objectives?
- ▶ What is your timeframe for this?
- ▶ How will you know when you have achieved it?
- ▶ How may this impact on other areas?

Action

- ▶ What are your options?
- ▶ Which option appeals to you most? Why?
- ▶ What is your commitment on a scale of 1 to 10?
- ▶ What stops you reaching 10?
- ▶ What is your timeframe?
- ▶ How are you going to measure your progress?
- ▶ How can I support you?

Review and Reflect

- ▶ How is it going?
- ▶ Are you where you planned to be in terms of achievement?
- ▶ Have you encountered any problems? And if so, how have you overcome these?
- ▶ What has gone / is going well?
- ▶ What you have learned from the process?
- ▶ How satisfied are you with the outcome?

Activity

- ▶ Consider questions you would ask of a student for each stage of SOAR

Role play

- ▶ Working in threes and using the scenarios you are given, take it in turns to play the part of the assessor, the student and the observer using the coaching skills

Quiz

- ▶ Which skills would you use in each of the following scenarios:
 - ▶ A student asks where they can store their personal belongings
 - ▶ A student asks how to approach a certain patient who appears quite difficult
 - ▶ A student is starting out on placement and is unsure what they should be focusing on
 - ▶ A student wants to know how to perform a certain skill that is particularly relevant to the setting
 - ▶ You need to sign a student off for a certain skill

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