Pan London Practice Learning Group

Roles and Responsibilities

Supported by



























Aims and Learning Outcomes

- ➤ To transfer from current mentor roles to new roles of Practice Supervisor (PS) and Practice Assessor (PA);
- Examine interpersonal and communication skills for providing feedback to students related to their performance
- Demonstrate knowledge related to the role of PS/PA working in partnership with Academic Assessor (AA) to supervise and assess students
- Discuss the new NMC standards and proficiencies relevant to the student's programme of study
- Demonstrate self-reflection, linked to own development needs and revalidation

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/educationstandards/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

Practice Learning

- Complies with the NMC Standards designed to meet proficiencies and outcomes relevant to the programme
- Appropriate systems, processes, resources and individuals to ensure safe and effective coordination of learning
- Named person for each practice setting to actively support students and address concerns
- Students aware of the support and opportunities available
- Students empowered to be proactive and to take responsibility
- Opportunities to learn from a range of relevant people
- Inclusive learning experiences tailored to stage of learning and programme outcomes
- ▶ All healthcare practitioners contribute to practice learning



Learning in practice



ALL healthcare professionals contribute to student learning, supervision and assessment









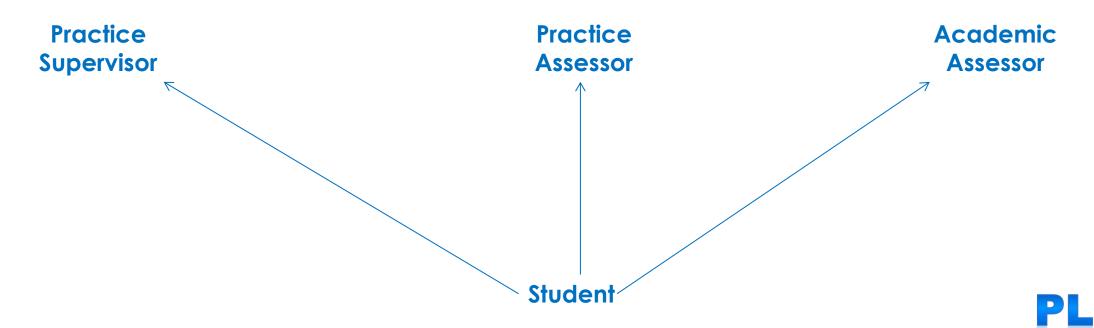


General Discussion

- ➤ What changes in roles and responsibilities are you aware of?
- ► How will these impact on the workplace and on the student?



Learning in Practice



Developing London's Future Nurses Together

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



Assessment Activity

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



References

www.nmc.org.uk/globalassets/sitedocuments/educationstandards/student-supervision-assessment.pdf

