

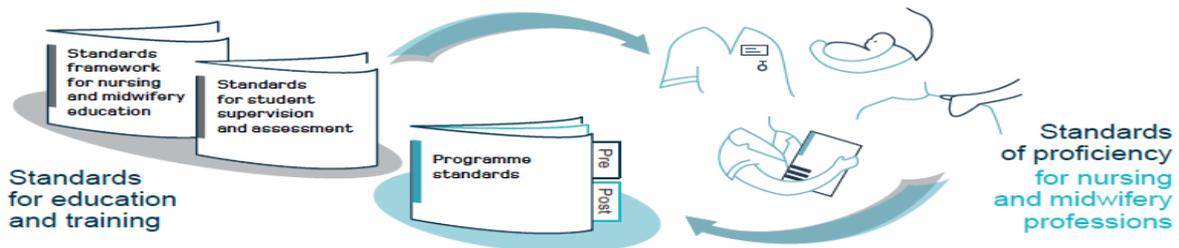
**A Pan London Practice Learning Approach to the
implementation of the
Standards for
Student Supervision and Assessment
(NMC 2018)**



NMC Standards for Education and Training

A Partnership Approach to 'Realising Professionalism'

The NMC standards for Education and Training comprise three parts, each of which are important when developing a partnership approach to learning and assessment in practice.



Part 1: This provides information on the overall standards for nursing and midwifery programmes. Universities will work with their local partners in providing evidence to the NMC regarding achievement of these.

Part 2: This outlines the standards for student supervision and assessment, which will be explored in this document. The responsibilities attached to each role including preparation and ongoing support will be outlined.

Part 3: This refers to the specific programme standards that reflect the processes and policies underpinning the student journey from recruitment to registration and will need to reflect a collaborative partnership approach. See below for an overview of these parts.

Standards Framework	Student Supervision and Assessment	Programme Standards
<p>Set under the following 5 headings and used to assess the safety and effectiveness of all environments':</p> <ul style="list-style-type: none"> • Learning Culture • Governance and Quality • Student Empowerment • Educators and Assessors • Curricula and Assessment 	<p>Set expectations for learning, support and supervision in practice and require that that all students are:</p> <ul style="list-style-type: none"> • supervised in practice by NMC registered nurses and midwives and other registered health and social care professionals • assigned to a different nominated academic assessor for each part of the education programme • assigned to a nominated practice assessor for a practice placement or a series of practice placements 	<p>These standards follow the student journey under the following 5 headings:</p> <ul style="list-style-type: none"> • Selection, admission and progression • Curriculum • Practice Learning • Supervision and Assessment • Qualifications to be awarded

Standards for Student Supervision and Assessment (SSSA)

As outlined in the Standards and the Code all registered nurses and midwives have a professional responsibility to support the professional development of others (NMC 2015, NMC 2018)

There are three specific aspects to the SSSA to ensure 'students are provided with safe, effective and inclusive learning experiences. These include:

- 1) Effective practice learning
- 2) Supervision of students
- 3) Assessment of students and confirmation of proficiency

The key roles for supporting supervision and assessment in practice are the

- Practice Supervisor (PS)
- Practice Assessor (PA)
- Academic Assessor (AA)

Details of these roles are included in this document.

A Pan London Practice Learning Approach

The Pan London Context:

Version 2 of the Pan London Practice Document has been developed in line with the NMC Standards of Proficiency for Nursing (NMC 2018 b). This work is being led by Jane Fish as Project Manager and the pan London Practice Learning Group. Through the extensive collaboration undertaken as part of this PAD development there has been agreement from all partners to develop a pan London approach to the development of the new roles as outlined in the SSSA.

This section reflects the pan London approach to student supervision and assessment in practice and takes into consideration standards from Part 2 of the Standards for Education and Training (NMC 2018).

Rationale for a London wide approach:

- A new version of a shared pan London PAD across all placement organisations
- Multiple universities and partners with students accessing same organisation and placement opportunities
- University validation dates not aligned (some validating in 2019 and other 2020)
- Potential for confusion for staff in practice, students and academics with having two processes – i.e. Standards for Learning and Assessment in Practice (2007) (SLAiP) and the SSSA
- A consistent approach will support enhanced learning and assessment processes

Effective learning and assessment in practice

Some overarching statements are outlined below as these represent the minimum requirements for effective learning and assessment in practice and must be explored by both the university and their practice partners.

- *1.5 there is a nominated person for each practice setting to actively support students and address student concerns (P6)*
- *2.1.all students on an NMC approved programme are supervised while learning in practice (p7)*
- *2.5 there is sufficient coordination and continuity of support and supervision of students to ensure safe and effective learning experiences (p7)*
- *2.7 all students on an NMC approved programme are supervised in practice by NMC registered nurses and midwives, and other registered healthcare professionals (P7)*
- *6.1. all students on an NMC approved programme are assigned to a different nominated academic assessor for each part of the education programme (p 9)*
- *6.2. all students on an NMC approved programme are assigned to a nominated practice assessor for a practice placement or a series of practice placements (P9)*

Roles to support learning in practice

- There can be multiple supervisors in a specific placement, which can support the student in achieving a range of learning outcomes. *NB 1.5 there is a nominated person for each practice setting to actively support students and address student concerns and 2.5 the 'need for coordination and continuity of support'.*
- A specific individual must be identified to undertake the initial discussion/interview regarding learning opportunities and learning outcomes and ensure there is coordination of the student learning. It is preferable that this is the PA but this might not always be possible and may be undertaken another member of staff or the *nominated person*. However this individual must agree the students learning outcomes with the nominated PA.

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.

Practice Supervisors: Role and responsibilities regarding supervision and assessment

Practice Supervisor

- Is a registered nurse or midwife or registered health or social care professional.
- Supports learning in line with their scope of practice
- Has current knowledge and experience of the area in which they are providing support, supervision and feedback
- Is appropriately prepared and receives ongoing support to reflect and develop
- Ensures learning opportunities are facilitated
- Contributes to the student's record of achievement by periodically recording relevant observations of conduct, proficiency and achievement.
- Contributes to assessment to inform decisions and records regular feedback
- Have sufficient opportunities to engage with Practice Assessors and Academic Assessors

Practice Supervisor

- When identifying a PS or PSs to support the student their **scope of practice** needs to be considered. A newly registered nurse will be a valuable PS in supporting achievement of some proficiencies but will not always have the required knowledge and skills
- *The PS can periodically recording observations on conduct, proficiency and achievement of the students they are supervising can record when a student achieves a certain outcome as part of an overall assessment, if within own scope of practice.*
- Students will be encouraged to work with and learn from a number of people who are not registered healthcare professionals but who can positively contribute to their learning. These individuals will still be encouraged to complete their observations in the ongoing feedback pages in the PAD. This might include HCA's, Trainee Nursing Associates and student peers.

Preparation for the role of Practice Supervisor

- The NMC state that the PS should : 'Receive ongoing support to prepare, reflect and develop for effective supervision and contribution to, student learning and assessment and have understanding of proficiencies and outcomes they are supporting students to achieve'
- This preparation needs to be further enhanced to reflect the role they take in contributing to assessment.
- This can be in the form of online resources and include an information pack with additional learning activities and key resources provided to support the preparation.
- The nominated person for each practice setting, in liaison with the university representative (or AA) needs to ensure that all Practice Supervisors who will be contributing to student learning and assessment have had the appropriate preparation and have ongoing access to support.

Refer to Preparation of the PA as some of this will be relevant for the preparation of the PS.

Practice Assessor: Role and responsibilities regarding supervision and assessment

Practice Assessor

- Is a registered nurse or midwife
- Is appropriately prepared and maintains current knowledge and expertise
- Conducts assessments, informed by feedback from practice supervisors
- Makes and records objective decisions, drawing on records, observations, student reflection and other resources,
- Periodically observes the student
- Gathers and coordinates feedback from practice supervisors and other relevant people
- Schedules communication with academic assessors at relevant points

Practice Assessor:

- A nominated PA is assigned for a placement or a series of placements.
- The role of nominated PA to be clearly defined and students aware of who their nPA is at the beginning of the placement.
- In the main, a PA will be identified in each placement that requires a summative assessment of practice and so will have a number of opportunities to observe the student whilst they are gaining a range of learning opportunities.
- The process of communication and liaison between the nominated PA and nominated AA should be articulated by the local AEI who will have to consider managing this process in partnership with their local placement staff in line with the identified parts of their education programme.
- The discussion re progression can be had during the students placement, prior to the final meeting between the PA and student in most cases.
- The decisions regarding confirmation of achievement of proficiencies may be informed by feedback from PSs though the PA should consider the feedback in terms of the scope of practice of the PS and the length of time the student and PS had been working together.
- The PA needs to confirm achievement of proficiencies through assessment of professional values, episodes of care, medicines management and through written feedback during the midpoint and final interview stages of the placement.

The Practice Assessor must:

- have knowledge of the proficiencies, programme outcomes and assessment processes
- be able to conduct objective, evidence based assessments and provide constructive feedback,
- receive ongoing support and proactively develop their knowledge and professional practice

Practice Assessors Preparation:

Universities together with practice learning partners must ensure that practice assessors (*some of this preparation will also apply to Practice Supervisors*):

1. Have the interpersonal and communication skills relevant to the student learning and assessment
2. Conduct objective, evidence-based assessments of students
3. Provide constructive feedback to facilitate professional development in others
4. Knowledge of the assessment process and understanding of the proficiencies and programme outcomes that the student they supervise and/or assess
5. Receive ongoing support and training to reflect and develop in their role and proactively develop their professional practice and knowledge to fulfil their role.

Universities together with practice learning partners must ensure that Practice Supervisors/Assessors undertake the preparation/evidence prior learning to meet the overarching principles (NMC, 2018: 6 and 8).

PAN London and practice learning partners have agreed the following principles:

Current Mentors/Sign-off Mentors

Current Mentors/Sign-off Mentors will map over to the roles and responsibilities of the Practice Supervisor/Assessor through a programme of joint sessions/Mentor updates between the HEI and practice partners. They will need to:

- Reflect on Mentor/Sign-off Mentor experiences and identify the key knowledge and skills related to supervision and assessment in those roles and responsibilities
- Define the role and responsibilities of the Practice Supervisor/Assessor and identify how this role relates to that of the Academic Assessor
- Discuss the changes to practice required to implement new roles in supervising and assessing students in practice
- Identify own goals and actions required to undertake the roles of Practice Supervisor/Assessor

Learning Outcomes

- Examine the interpersonal and communication skills needed to provide the student the student with feedback related to their performance
- Demonstrate the role of the Practice Supervisor/Assessor in working in partnership with Academic Assessors to supervise and conduct an evidence based objective assessment
- Discuss the changes to the new NMC standards and proficiencies for the relevant programme of study
- Demonstrate self-reflection, linking to own developmental needs and revalidation

Indicative Content

- Overview of new standards and how the roles and responsibilities influence the supervision and assessment of students/learners.
- Knowledge and skills in supervision and assessment of students in practice
- Outline of Practice Supervisor/Assessor role and responsibilities and its relationship with the Academic Assessor
- Overview of the new PAD and OAR and programme outcomes
- Making judgements relating to progression, failure to achieve, how to have those difficult conversations and reflect in an objective assessment

The Academic Assessor: Role and responsibilities regarding supervision and assessment

Academic Assessor

- Is a registered nurse or midwife
- 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 achievement and recommendations for progression drawing on student records and other resources
- Is appropriately prepared and maintains current knowledge and expertise
- Works in partnership with the Practice Assessor to evaluate and recommend the student for progression for each part of the programme
- A different AA is nominated per Part
- Has understanding of the student's learning and achievement in practice
- Enables scheduled communication and collaboration between academic and practice assessors

Academic Assessor:

The AA role may be undertaken by a variety of staff members such as Link Lecturer, Personal Tutor, Programme Tutor or Practice Educator and it is up to each AEI to articulate this role clearly. Mechanisms of communication and support for practice must be clearly outlined so that the appropriate level of communication and collaboration occurs to support student progression.

Preparation of the Academic Assessor:

The Practice Assessor must:

- have knowledge of the proficiencies, programme outcomes and assessment processes
- be able to conduct objective, evidence based assessments and provide constructive feedback,
- receive ongoing support and proactively develop their knowledge and professional practice

Principles of Preparation:

Any registered nurse or midwife can take on the role of the AA though must have an understanding of student learning and achievement in practice.

- Preparation and support will be managed by the local university.
- Assurances that staff maintain their professional knowledge and skills and critically reflect on their role will be captured as part of their NMC revalidation.
- This ongoing development may be monitored as part of staff annual appraisal.

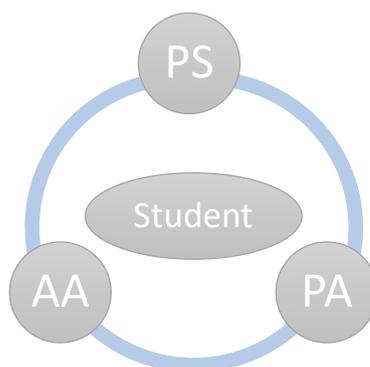
SSSA: Summary of roles to include student responsibilities

Student

Can be on any pre-qualifying nursing or midwifery programme, including Nursing Associate and Apprenticeship or on a post registration programme.
Has scheduled preparation.
Understands assessment requirements
Takes responsibility for their own learning and knows how to access support
Works with and receives written feedback from a range of staff and Service users
Engages positively in all learning opportunities
Reflects on learning
Supports learning of others
Provides feedback on learning experience

Practice Supervisor

Is a registered nurse or midwife or registered health care professional.
Supports learning in line with their scope of practice
Has current knowledge and experience of the area in which they are providing support, supervision and feedback
Is appropriately prepared and receives ongoing support to reflect and develop
Ensures learning opportunities are facilitated
Contributes to the student's record of achievement by periodically recording relevant observations of conduct, proficiency and achievement.
Contributes to assessment to inform decisions and records regular feedback
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Reference

Nursing Midwifery Council (2018b) *Realising professionalism: Standards for education and training Part 2: Standards for student supervision and assessment* London: NMC