The Practice Assessor PowerPoint is designed for a full study day (5 hours) to prepare staff as practice assessors. It can be split into three sessions and includes activities to aid understanding of key concepts. Pre-module work covers the practice supervisor role and an introduction to the practice assessor role, along with other required learning resources outlined in the Route Map. This lesson plan provides approximate timings, content, and activities for the presentation, with additional notes on each slide to assist the facilitator.

**This is intended as a guide and can be amended to suit individual audiences and local requirements/ needs**.

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| Timing / Running time |  Slide |  Topic |  Notes |
| 5 mins / 5 mins | 2 | Aims and Learning Outcomes | Introduce the workshopConfirm learners have completed online preparationGo through objectives |
| 5 mins / 10 mins | 3  | NMC standards | **Session 1:** A reminder of the NMC Standards for Education and Training and **The 3 areas** within the SSSA are reflected here – see slide notes.  |
| 10mins / 20 mins | 4 | **Activity 1:** Quiz Review of Roles and Responsibilities | Learners should have good insight into the roles from undertaking preparatory requirements or PS role. |
| 10 min / 30mins | 5 | Practice Assessor Role - | A reminder of the components of the role and skills requirements.  |
| 10mins / 40 mins | 6 | Student responsibilities  | Important to understand the student role |
| 15 mins / 65min | 7/8 | **Activity 2:** reasonable adjustments and flexible working **Activity 3:** Neurodivergence  | Small groups, to include time for feedback for each activity. Direct learners to relevant resources on the website. |
| 10min75 min | 9 | **Activity 4** Coaching | This is a summary slide to consolidate understanding of coaching frameworks introduced in previous e learning modules |
| 15 mins / 90 min | 10,11 | **Activity 5 and 6:** Types and components of assessment  | Essential to review types and criteria for assessment and again the roles of PS and PA .**Assessment : Beginning of Session 2** |
| 20 min /110 min | 12 | **Activity 7:** ePAD –  | The facilitator may decide to use the ePAD resources/ lesson plan at this stage depending on audience – see slide notes. |
| 15 mins / 125 | 13 | **Activity 8**: Initial Interview | A poorly written example provided to provoke discussion. Group work related to the activities and feedback. |
| 10 min/135 | 14,15 | PVs summary and overall roles for documentation  | Useful reminders |
|  40 min/ 175 | 16-19 | Reflect different components of assessment supported by **Activity 9,10,11,12**  | 10 min per activity to include feedback though longer can be allocated as these are key areas for the PA.  |
| 15 min/190 | 20 -22 | Relate to types and principles for effective feedback. | This could be the beginning of the **third session** as it relates to **confirmation of proficiency** and focuses on Feedback, Action Planning and Progression. |
| 15 mins / 205 | 23 -26 | Includes **Activity 13** on recognising underperformance followed by key information  | A reminder re causes, how to recognise and manage underperformance is provided to support feedback from activity |
| 40min / 245 mins | 27-30 | Action Plan template and case study, including **Activity 14 t**o support completion of AP.  | The revise and refresh video on AP will have provided guidance and an example of an action plan in addition to a further example provided here. |
| 10 mins / 255mins | 31  | Failing a student | Reminder of key principles  |
| 10 mins / 265mins | 33 | **Activity 15** Supporting high achieving students | Reminder of key principles with notes provided to support discussion |
| 15 minute contingency/280 | 34What next | Q&A Accessing support as a new PANMC Revalidation  | Discussion re how the learner can access support is essential as will vary depending on area of practice. |
| **Total approximately 280 Minutes** |  |  | Equivalent to approx. 5 hours allowing time for flexibility, reflection, peer support, discussion as needed  |