

# FACULTY OF HEALTH AND MEDICAL SCIENCES

## SCHOOL OF HEALTH SCIENCES





# Welcome to your Practice Supervisor Workshop

Delivered by

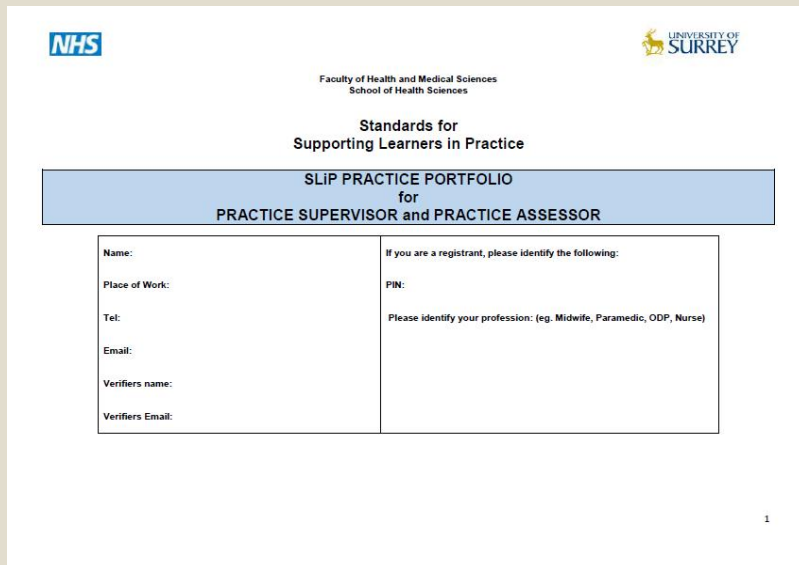
Deanna Hodge

Teaching Fellow/ Lead for  
Practice Education

# PS study day - learning outcomes

- » Discuss the key changes to supporting student learning and assessment in practice and why they are needed
- » Identify the role of the practice supervisor and consider how you can fulfil this
- » Introduction of the emergency standards for nursing and midwifery education ( NMC, 2020)
- » Consider how the concept of coaching may empower student learning
- » Reflect upon the effect the learning environment may have on student progression
- » Discuss the role of feedback and feedforward
- » Consider whether SMART learning outcomes can improve the quality of feedback

# Your practice portfolio



The image shows the cover page of a form titled 'SLIP PRACTICE PORTFOLIO for PRACTICE SUPERVISOR and PRACTICE ASSESSOR'. The form includes logos for NHS and the University of Surrey, and is associated with the Faculty of Health and Medical Sciences and the School of Health Sciences. It contains a table for personal and professional details.

SLIP PRACTICE PORTFOLIO for PRACTICE SUPERVISOR and PRACTICE ASSESSOR	
Name:	If you are a registrant, please identify the following:
Place of Work:	PIN:
Tel:	Please identify your profession: (eg. Midwife, Paramedic, ODP, Nurse)
Email:	
Verifiers name:	
Verifiers Email:	

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This portfolio is designed to provide evidence of your development to the PS role and your understanding

It is not accredited and therefore will not be marked by the University. Instead completion of your portfolio will be Confirmed by a designated person within your organisation

# PS/PA portfolio



## How to complete the Portfolio for **PRACTICE SUPERVISOR**

You are on the PS SLIP programme and during the study days, you will have an opportunity to explore the entire portfolio. As we are preparing you for the role of PS, you are only required to complete the PS component of the portfolio as the statements only apply to that role. As you work through the document consider the following:

- » Complete the SWOT analysis
- » Analyse the statements in sections 1 - 5 and consider how you meet all areas identified
- » Engage in a Practice Facilitated Scenario Discussion (your trust will outline how this will be achieved)
- » Give accounts within the four areas outlined on Page No. 7
- » Complete the document by having a professional discussion with your verifier followed by a final signing off to confirm achievement of this role
- » Your details will be placed on your organisations/trusts database as having attended the Practice Supervisor provision
- » Once the PS has been successfully achieved, you are eligible to attend the Practice Assessor programme although you will be advised by your organisation/trust as to when that will be

## How to complete the Portfolio for **PRACTICE ASSESSOR**

You have progressed onto the PA SLIP programme and during the study days, you will have an opportunity to further explore the standards for this role. As we are preparing you for the role of PA, you are required to complete the remainder of the portfolio. You do not have to revisit the PS components of the portfolio but to complete the final PA elements of the document. As you work through the document consider the following:

- » Review your Swot analysis
- » Analyse the statements in sections 6 - 8 and consider how you meet all areas identified
- » Engage in a Practice Facilitated Scenario Discussion (your organisation/trust will outline how this will be achieved)
- » Give accounts within the three areas outlined on Page No. 11
- » Complete the document by having a professional discussion with your verifier followed by a final signing off to confirm achievement of this role
- » Your details will be placed on your organisations/trusts database as having attended the Practice Assessor provision and may now undertake the assessment of students in practice.

## SWOT ANALYSIS

<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>

# PS/PA portfolio



## FEEDBACK FROM PRACTICE TO CONFIRM ACHIEVEMENT OF THE PRACTICE SUPERVISOR ROLE



### Organisation and preparation of practice learning

Give an account of how you prepare your practice learning environment in readiness to receive learners?

### Expectations of practice supervision

How would you disseminate the important aspects of practice supervision to ensure that all expectations of the learners and supervision team are met?

### Role and responsibilities

Identify the skills required to support learners in practice?

### Contribution to assessment and progression

How would you ensure that levels of engagement and communication are sufficient to meet the needs of the learners?

### Scenarios for your consideration (only consider the case that relates to your field of practice):

#### Nursing and Midwifery:

Mollie is a first year student who has just commenced her second placement. To put into context, Mollie's first placement was a nursing home which was a very slow paced comfortable home for residents. Within the environment, there was a number of activities on offer daily that involved games, music and exercise which Mollie was invited to be involved in and was happy to do so. In contrast, Mollie's second placement was an entirely different environment with a much faster pace as it was an acute medical ward. On commencing this placement, staff had suggested that Mollie did not appear to be keen to learn and appeared somewhat detached and stand-offish.

As the Practice Supervisor, how would you identify Mollie's learning needs and support her to achieve these and develop her practice.

Page 8 - A designated person within your organisation will confirm completion of this portfolio and PS role

The activities on this page are designed to demonstrate your understanding of the PS role



# Role of the Practice Supervisor

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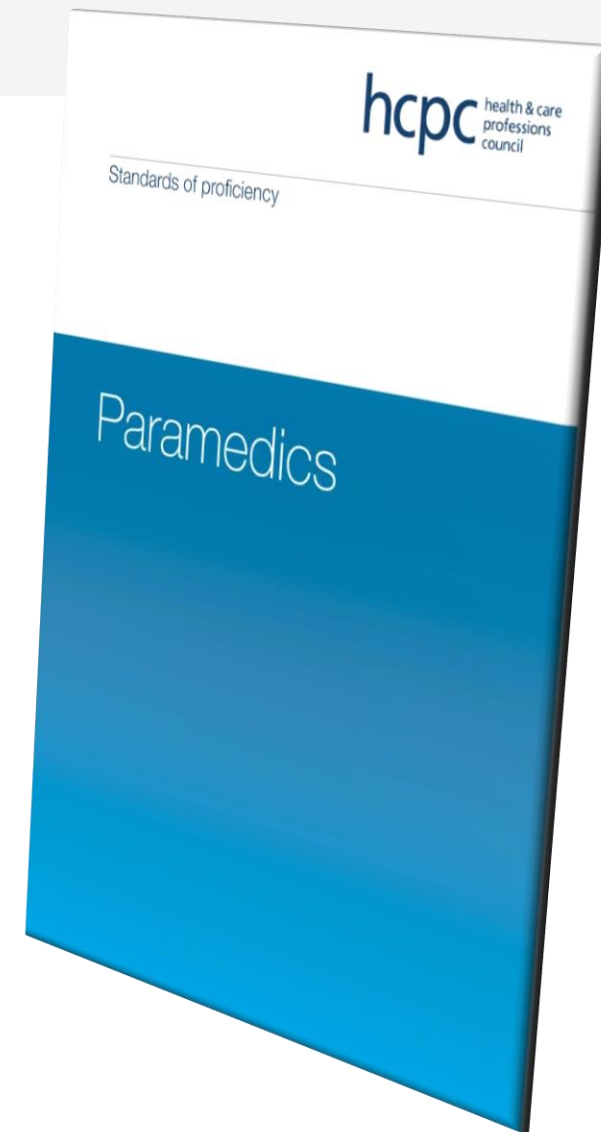
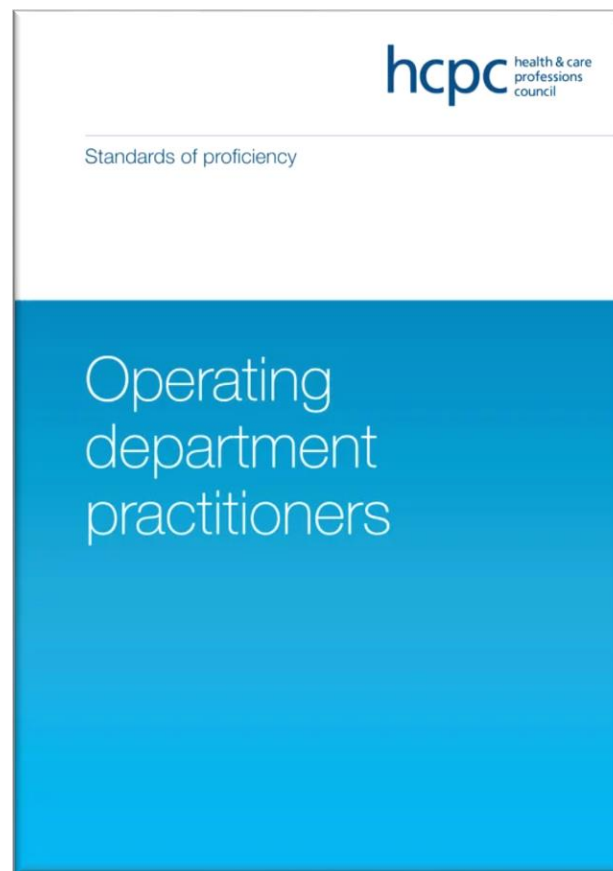
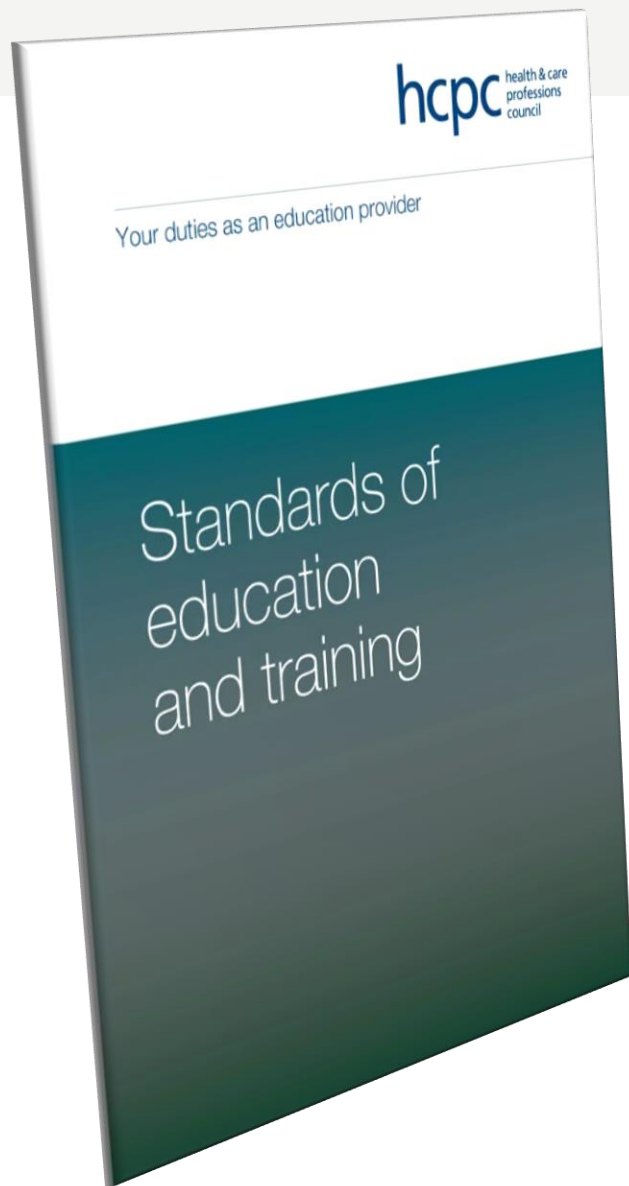
Teaching Fellow/ Lead for  
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# Learning Outcomes for the role of the practice supervisor presentation.

- » Discuss the key changes to supporting student learning and assessment in practice and why they are needed
- » Identify the role of the practice supervisor and consider how you can fulfil this
- » Introduction of the emergency standards for nursing and midwifery education ( NMC, 2020)



# Registering bodies define education and competencies



## Proficiencies



## Education quality and practice standards



## Related programme standards



The code supports the entire framework

The banner has a dark blue background with a teal vertical bar on the left. The MMC logo is in the top right. The text "The Code" is in large white font. Below it, in smaller white font, is "Professional standards of practice and behaviour for nurses, midwives and nursing associates". At the bottom, there are four horizontal bars with corresponding text: a green bar for "prioritise people", an orange bar for "practise effectively", a blue bar for "preserve safety", and a pink bar for "promote professionalism and trust".

MMC Nursing & Midwifery Council

# The Code

Professional standards of practice and behaviour for nurses, midwives and nursing associates

- prioritise people
- practise effectively
- preserve safety
- promote professionalism and trust

# Principles of our new standards for student supervision and assessment

## » **Potential benefits**

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

# Supporting and assessing learners in practice

## » HCPC

- » Supervisor = Practice Educator 1
- » Assessor = Practice Educator 2

## » NMC

- » Practice Supervisor
- » Practice Assessor

# What's new?

- » The new NMC Standards for pre-registration education will be effective as of September 2019
- » Mentors and sign off mentor roles have gone. Replaced by practice supervisors and practice assessors. New role of academic assessor
- » The new **Standards of Proficiency for registered nurses** set the standards of proficiency necessary for safe and effective practice at the point of registration
- » The new **Standards of Proficiency for midwives** set the standards of proficiency necessary for safe and effective practice at the point of registration

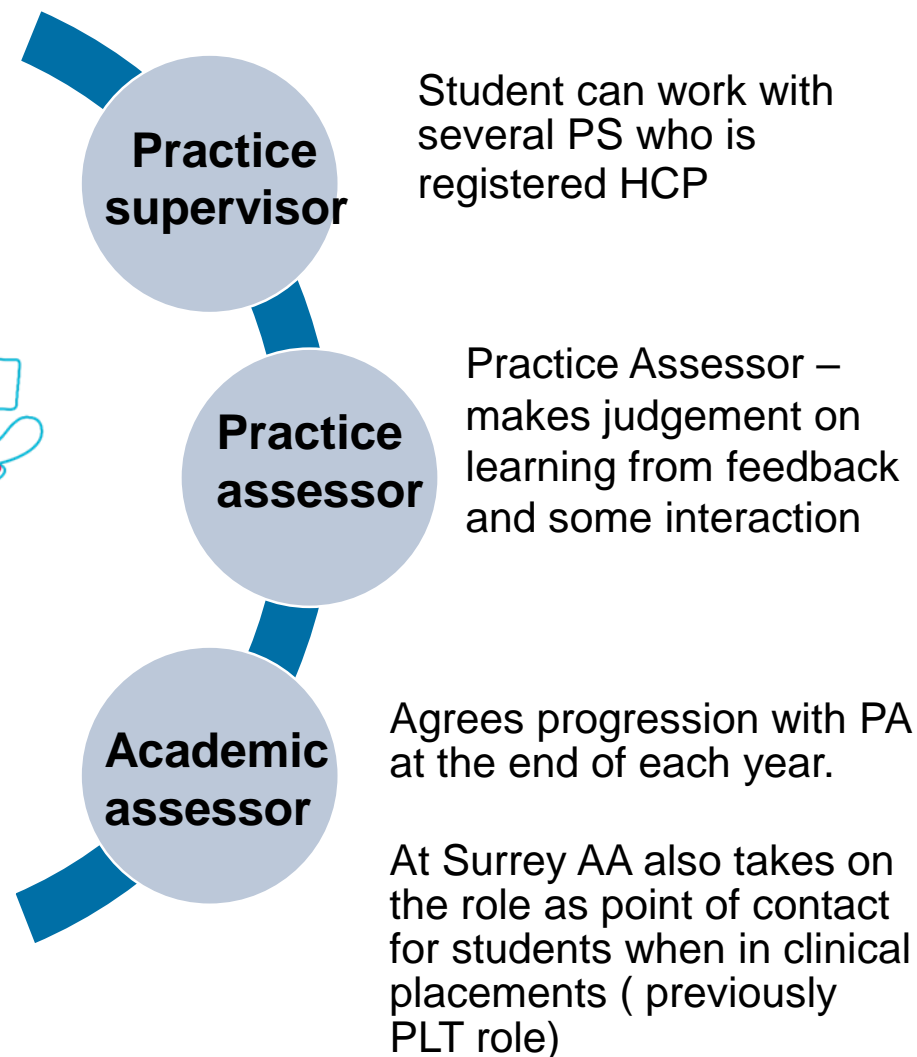
# What's the same....?

- » Students still need to complete the same number of hours in practice in order to qualify
- » The ratio between theory & practice is unchanged
- » Students remain supernumerary
- » Feedback still needs to be captured
- » Progress in placement is still assessed



# Roles of student, Practice Supervisor, Practice Assessor and Academic Assessor

**Empowerment**  
Student plays an active role in their learning



# Standards for student supervision and assessment



Part 2 of the Standards for education and training provides the standards for student supervision and assessment

- The headings within this are:
  - Effective practice learning - section 1
  - Supervision of students – sections 2 to 5
  - Assessment of students and confirmation of proficiency – sections 6 to 10
- 
- A major change in the standards is the shift in the dynamic from largely being mentor centric to student centred.



# Student

- » Empowered
- » Feeling of belonging
- » Learning is supported
- » Supernumerary

## Practice Supervisor

- » Supports day to day learning
- » Student could choose
- » Multiple registrants can support one student
- » All registered health care professional can support learning
- » Provides feedback to student and PA
- » Maintains knowledge and skills

## Practice Assessor

- » Assess student progression
- » Must be registered to the same profession as student intends to enter
- » Gains information around student progress from feedback from student & PS and by direct observation
- » Liaises once per year with AA to agree progression
- » Maintain knowledge and skills
- » Cannot simultaneously take on role of PS and PA for the same student

## Academic Assessor

- » Collate and confirm student achievement
- » Make and confirm objective decisions of student progress
- » Recommends for student progression in association with PA once per year
- » Maintains knowledge and skills
- » Cannot assess a student for two consecutive years
- » Students at Surrey will be allocated two AA's



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