**Faculty of Health and Medical Sciences**

**School of Health Sciences**

**Standards for**

**Supporting Learners in Practice**

**SLiP PRACTICE PORTFOLIO**

**for**

**PRACTICE SUPERVISOR and PRACTICE ASSESSOR**

|  |  |
| --- | --- |
| **Name:****Place of Work:****Tel:****Email:****Verifiers name:****Verifiers Email:** | **If you are a registrant, please identify the following:****PIN:** **Please identify your profession: (eg. Midwife, Paramedic, ODP, Nurse)** |

### **Welcome to the Practice Supervisor and Practice Assessor Portfolio**

In May 2018 the Nursing and Midwifery Council (NMC) introduced a new framework which formulates the ***standards for Student Supervision and Assessment***. Within this framework, the NMC has identified 2 new roles:

*“Practice Supervisor”* (PS) and *“Practice Assessor”* (PA)

To prepare registrants to undertake these roles, the School of Health Sciences along with our practice partners, have developed our new provision which replaces the module known as Mentorship.

Historically the HCPC have not had their practice learning standards instead recognising the NMC provision. The new NMC approach of practice supervisor and practice assessor are very similar to the paramedic role of PED 1 and PED 2 whereas the ODP’s have utilised mentors to support their learners in a very similar way to the role of the mentor set out in the outgoing NMC (2008) Standards to support Learning and Assessment in Practice standards. Therefore , although it is recognised this development programme is utilising the NMC standards, HCPC registrants are encouraged to engage in this provision to ensure the delivery of safe and effective learning experiences within the practice setting.

To be eligible for the PS SLiP, you must be a **registered** health and social care professional working in a clinical environment supporting learners. If you only intend to become a Practice Supervisor, you should attend the two study days (PS SLiP) and complete the portfolio for the PS Sections 1-5. It is envisaged that all Paramedic, Nursing and ODP registrants will progress onto the PA SLiP programme to reach the required level of expertise associated with their professional body. To be eligible for the PA SLiP, you must be a **registered** healthcare professional (on the same part of the register as the student intends to enter) supporting and assessing learners within a clinical environment.

**NB:** You must have successfully completed the PS SLiP programme prior to undertaking the PA SLiP programme. Each participant of each programme must identify a qualified PA or equivalent, who will support you through each component of the programme.

### **The portfolio is arranged in the following way:**

**Section 1: Effective Practice Learning**

Incorporating - Organisation of practice learning

**Sections 2 - 5: Supervision of Students**

Incorporating - Expectations of practice supervision;

* Practice supervisors role and responsibilities
* Practice supervisors contribution to assessment and progression
* Practice supervisors preparation

**Sections 6 - 8: Assessment of Students and Confirmation of Proficiency**

Incorporating - Assessors roles

* Practice Assessors responsibilities
* Practice Assessors preparation

### **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**

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
| **Opportunities** | **Threats** |

**PRACTICE SUPERVISOR STANDARDS/COMPETENCIES**

|  |
| --- |
| **SECTION 1 - EFFECTIVE PRACTICE LEARNING****For Practice Supervisors** |
|  |  |
| **Organisation of practice learning** | 1.1 practice learning complies with the NMC Standards framework for nursing and midwifery education 1.2 practice learning complies with specific programme standards 1.3 practice learning is designed to meet proficiencies and outcomes relevant to the programme 1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments1.5 there is a nominated person for each practice setting to actively support students and address student concerns related to their learning 1.6 students are made aware of the support and opportunities available to them within all learning environments 1.7 students are empowered to be proactive and to take responsibility for their learning 1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate 1.9 learning experiences are inclusive and support the diverse needs of individual students 1.10 learning experiences are tailored to the student’s stage of learning, proficiencies and programme outcomes 1.11 all nurses and midwives contribute to practice learning in accordance with The Code (2015) |

|  |
| --- |
| **SECTION 2 - 5: SUPERVISION OF STUDENTS****For Practice Supervisors** |
| **SECTION 2** |  |
| **Expectations of practice supervision** | 2.1 all students on an NMC approved programme are supervised while learning in practice 2.2 there is support and oversight of practice supervision to ensure safe and effective learning 2.3 the level of supervision provided to students reflects their learning needs and stage of learning 2.4 practice supervision ensures safe and effective learning experiences that uphold public protection and the safety of people 2.5 there is sufficient coordination and continuity of support and supervision of students to ensure safe and effective learning experiences 2.6 practice supervision facilitates independent learning2.7 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. |

|  |  |
| --- | --- |
| **SECTION 3** |  |
| **PS role and responsibilities** | 3.1 serve as role models for safe and effective practice in line with their code of conduct 3.2 support learning in line with their scope of practice to enable the student to meet their proficiencies and programme outcomes 3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills 3.4 have current knowledge and experience of the area in which they are providing support, supervision and feedback3.5 receive ongoing support to participate in the practice learning of students. |
| **PS contribution to assessment and progression** | 4.1 contribute to the student’s record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising 4.2 contribute to student assessments to inform decisions for progression 4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising4.4 are expected to appropriately raise and respond to student conduct and competence concerns and are supported in doing so. |

|  |  |
| --- | --- |
| **SECTION 4** |  |

|  |  |
| --- | --- |
| **SECTION 5**  |  |
| **PS preparation** | 5.1 receive ongoing support to prepare, reflect and develop for effective supervision and contribution to, student learning and assessment5.2 have understanding of the proficiencies and programme outcomes they are supporting students to achieve. |

**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.

**Allied Health Professions:**

John is a second year student who has recently started his second year placement within a trust. John has been relatively strong academically, however in his first year snapshot assessment, it was highlighted that he should focus on being more assertive and begin taking a leading role in undertaking patient care and assessments. During the first weeks of his second year placement, it became apparent that John’s confidence in clinical decision making was less developed than his peers and he admits that he is constantly frightened in practice of making a mistake or appearing foolish or incompetent. However, John also shared that he hadn’t been given opportunities to develop and his confidence was being undermined. In addition, John revealed that he was feeling homesick and that he is working a job outside of university which takes up to 16 hours per week.

As the Practice Supervisor, what support strategies would you put in place to assist John to develop his confidence, professional knowledge and practice?

**Comments from verifier following a professional discussion.**

**Verifiers Name Date Place of Work:**

**Signature**

**PRACTICE ASSESSOR COMPETENCIES**

|  |
| --- |
| **SECTION 6 - 8: ASSESSMENT OF STUDENTS AND CONFIRMATION OF PROFICIENCY****For Practice Assessors** |
| **Section 6** |  |
| **Assessor roles** | 6.1 all students on an NMC approved programme are assigned to a different nominated academic assessor for each part of the education programme 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, in line with local and national policies 6.3 nursing students are assigned to practice and academic assessors who are registered nurses with appropriate equivalent experience for the student’s field of practice 6.4 midwifery students are assigned to practice and academic assessors who are registered midwives6.5 specialist community public health nurse (SCPHN) students are assigned to practice and academic assessors who are registered SCPHNs with appropriate equivalent experience for the student’s field of practice 6.6 students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards 6.7 practice and academic assessors receive ongoing support to fulfil their roles6.8 practice and academic assessors are expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement, and are supported in doing so. |

|  |  |
| --- | --- |
| **Section 7** |  |
| **PA responsibilities** | 7.1 practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning 7.2 assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors 7.3 practice assessors make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection, and other resources 7.4 practice assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing 7.5 a nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies7.6 there are sufficient opportunities for the practice assessor to periodically observe the student across environments in order to inform decisions for assessment and progression 7.7 there are sufficient opportunities for the practice assessor to gather and coordinate feedback from practice supervisors, any other practice assessors, and relevant people, in order to be assured about their decisions for assessment and progression 7.8 practice assessors have an understanding of the student’s learning and achievement in theory 7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression 7.10 practice assessors are not simultaneously the practice supervisor and academic assessor for the same student7.11 practice assessors for students on NMC approved prescribing programmes support learning in line with the NMC Standards for prescribing programmes. |

|  |  |
| --- | --- |
| **Section 8** |  |
| **PA preparation** | 8.1 undertake preparation or evidence prior learning and experience that enables them to demonstrate achievement of the following minimum outcomes:  8.1.1 interpersonal communication skills, relevant to student learning and assessment  8.1.2 conducting objective, evidence based assessments of students  8.1.3 providing constructive feedback to facilitate professional development in others, and  8.1.4 knowledge of the assessment process and their role within it 8.2 receive ongoing support and training to reflect and develop in their role 8.3 continue to proactively develop their professional practice and knowledge in order to fulfil their role8.4 have an understanding of the proficiencies and programme outcomes that the student they assess is aiming to achieve. |

**FEEDBACK FROM PRACTICE FOR THE PRACTICE ASSESSOR ROLE**

**Assessor roles**

As a registrant please discuss how you would assess and offer feedback to your learner? Give an account of how you ensure collaboration with the academic assessor?

|  |
| --- |
|  |

**Responsibilities**

Outline your responsibilities and accountability in the assessment process whilst supporting and assessing learners in the practice environment.

|  |
| --- |
|  |

**Preparation**

Clarify how you would prepare and develop your professional knowledge and evidence based practice to enable you to make professional judgements. Please include elements of interprofessional communication, assessment, decision making and feedback/feedforward practices?

|  |
| --- |
|  |

**Scenario for you to consider:**

You have been supporting a second year student, Sarah. You have completed her final summative assessment and have awarded grades between 2 and 3. Sarah is very annoyed at this outcome and has challenged your judgement as she feels that she definitely deserves a high grade in all areas which has created a difficult situation.

As the Practice Assessor, how would you manage this situation and justify your decisions?

|  |
| --- |
|  |

**Comments from verifier following a professional discussion;**

**Verifiers Name : Date: Place of work:**

**Signature:**

This document has been developed by representatives from Surrey and West Sussex placement providers in partnership with the University of Surrey