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

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.
How to complete the Portfolio for **PRACTICE SUPERVISION**

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 met all areas identified
- Engage in a Practice Facilitated Scenario Discussion (your tutor 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 the role
- Your details will be placed on your organisation’s/EH database as having attended the Practice Supervision 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 as to whether 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 met all areas identified
- Engage in a Practice Facilitated Scenario Discussion (your organisation tutor 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 the role
- Your details will be placed on your organisation’s/EH database as having attended the Practice Assessor provision and may now undertake the assessment of students in practice.

---

**SWOT ANALYSIS**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>

---

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
</table>
The activities on this page are designed to demonstrate your understanding of the PS role.
ROLE OF THE PRACTICE SUPERVISOR

Delivered by
Deanna Hodge
Teaching Fellow/Lead for Practice Education
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
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 AEIs 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

- **Student can work with several PS who is registered HCP**
- **Agrees progression with PA at the end of each year.**
- **At Surrey AA also takes on the role as point of contact for students when in clinical placements (previously PLT role).**

**Empowerment**

Student plays an active role in their learning

**Practice supervisor**

Practice Assessor – makes judgement on learning from feedback and some interaction

**Academic assessor**

Agrees progression with PA at the end of each year.
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