

Developing and maintaining your role as a practice supervisor/practice assessor

This document provides ideas on evidence that you could develop about your effectiveness in undertaking your role as Practice Supervisor/Practice Assessor to submit as part of your annual appraisal and revalidation with the NMC.

It should be seen as a menu from which you can identify key areas for your own development.

You can record your ongoing development in the 'Your Development Plan' section.

Developing and maintenance of your role	You are excellent at this √	You are good at this √	You would like to improve this this √	Potential Evidence: You are advised to keep a written record of all evidence. Please see the ideas below and keep this within your appraisal/revalidation portfolio
PRACTICE SUPERVISORS AND PRACTICE ASSESSORS				
Role modelling core principles of the NMC Code 2018 • Preserve safety • Practice effectively • Prioritise people				• You can discuss relevant evidence (see the webpage Evidence Search: https://www.evidence.nhs.uk/) relating to your speciality such as NICE and NSFs and Cochrane Systematic reviews etc. • You give clear rationale for your practice and if uncertain are proactive in seeking information/evidence

Promote professionalism				- You self-assess that you have/are developing skills in evidence seeking/appraising and applying - Reflective account of your maintaining professionalism (e.g. you can use the following document as a guide: guidelines for professional behaviour) - Examples of when you have identified and managed risk and/or safeguarding concerns - Examples of where you have adapted your practice to prioritise people and support inclusivity - Evidence of how you support a student in raising and escalating concerns (see: guidance for implementing freedom to speak up) - Evidence of your own practice in relation to Duty of Candour - Examples of how you have contributed to the further development of a knowledge and practice evidence base - Evidence of supporting the student in applying an evidence base to their own practice - Student feedback on your leadership and teamwork in the placement and evidence of a culture that is open to learning (questioning, challenging)
Understanding of Standards for student supervision and assessment - Understanding terminology - Programme requirements - Assessment process and requirements				- Reflective evidence - Photocopy or summary of constructive feedback given - Examples of when you were competent in failing a student - Student feedback - that you check their understanding by questioning and discussion and their skill by observing them - Evidence of accessing and using information (e.g. working with Link Lecturer/Academic Assessors/Work Based Learning leads)

• Process for recording and providing feedback and feed forward • Roles and responsibilities and working with others • Finding support and information				• You can identify the different expectations you have of the student at different levels. • You are familiar with the students Practice Assessment documents (PAD) • You can identify if asked what makes a successful learning environment • You have accessed the latest report from the student feedback of your placement area (your link lecturer/Work Based Learning lead or manager should have access to it). Make some notes on how you can improve the student experience
Promoting learner autonomy • Models of supervision and assessment (including the principles of coaching) • Team supervision • Identifying learning opportunities across professions • Reasonable adjustment/equality and diversity need				• Reflective evidence • Exemplars of joint working with other Practice Supervisors/Practice Assessors • Examples of Hub and Spoke and/or learning opportunity identification from students you have supported. • Examples of where you have explicitly considered learning preferences specific needs/disability and educational theory (such as hierarchy of needs, adult learning, active learning etc.) • Verbal or written student feedback /evaluations • Feedback from peers/managers

Managing Concerns and Informing own CPD/ revalidation - Processes of raising concerns about student proficiency - Action planning - Supporting students - Utilise the role to inform revalidation				- Feedback from peers/managers - Reflective evidence - Evidence that you can identify the different expectations you have of the student at different levels. - Provide examples of explicit consideration of learning preferences specific needs/disability and educational theory such as hierarchy of needs, adult learning, active learning etc. for an individual student you have supported - Examples of supporting students to set SMART goals/ objectives that challenge the student (different words for different levels) - Provide copies of feedback/forward on professional behaviour of an individual student (see the document: Setting objectives pre-qualifying students for professional behaviour issues: A guide for practice assessors/supervisors) / professional proficiencies - Photocopy or summary of constructive feedback/forward given - Examples of when you were competent in failing a student - Utilise student supervision/assessment as a basis for reflective discussion at revalidation - Complete the practice assessor evaluation at the end of each placement and save as evidence
PRACTICE ASSESSORS				

Evaluating Evidence • Grading assessment • Recording decisions • Supporting Practice Supervisors • Team coordination				• Evidence that your assessment feedback is clear and students understand the basis of your decision / grading of their practice competence / proficiency • Reflection on how you use a range of Practice Supervisors evidence to inform assessment decisions including for example where evidence is conflicting.(e.g. to achieve reliability and inter assessor consistency in relation to assessment) • Reflection on where you have offered guidance and support to Practice Supervisors (e.g. use student case examples) • Examples of where you have worked with Practice Supervisors to support 1 or more students • Feedback from others, including students , Practice Supervisors, Link Lecturer and other Academic Assessors, Work Based Learning leads. • Reflection on your experience of student assessment in practice which demonstrates evaluation of evidence and/or supporting Practice Supervisors.
Your development plan – using SMART goals				
What do I need to develop?	How will I achieve this? – consider resources			Evidence to support achievement

Role modelling core principles of the NMC Code 2018		
Understanding of Standards for student supervision and assessment		
Promoting learner autonomy		

Managing Concerns and Informing own CPD/ revalidation		
Evaluating evidence (for Practice Assessors)		