

Practice Supervisors: Role description, preparation and maintenance of competence

Role Description

“practice supervisors are registered health and social care professionals who facilitate the achievement of student learning outcomes in practice learning” (NMC, 2018)

Principles underpinning the preparation of Practice Assessors, Practice Supervisors and Academic Assessors

1. All core learning outcomes and preparation will meet the requirements of the NMC Realising professionalism: Standards for education and training part 2 Standards for student supervision and assessment (NMC, 2018).
2. All core learning outcomes and preparation will be agreed between practice learning partners and Oxford Brookes University including those developed in partnership
3. Local preparation will be delivered using agreed resources and guidance agreed in partnership with Brookes, including models of supervision and assessment.
4. Safe and effective learning experiences that uphold public protection and the safety of people will be central to preparation
5. Practice Supervisors serve as role models for safe and effective practice in line with professional codes of conduct.
6. Oxford Brookes University, with its practice learning partners, will identify which professionals may be suitable Practice Assessors and Practice Supervisors for nursing and midwifery students in a practice learning environment.
7. Oxford Brookes University will identify Academic Assessors.
8. A record of Practice Assessors will be maintained by NHS Trust practice learning partners
9. A record of Practice Supervisors will be maintained by NHS Trust practice learning partners
10. A register/record of Private, Voluntary and Independent Sector Practice Assessors will be maintained by Oxford Brookes University

11. A register/record of Private, Voluntary and Independent Sector Practice Supervisors will be maintained by Oxford Brookes University
12. An annual update for Practice Assessors/ Practice Supervisors/Academic Assessors is desirable.

Practice Supervisors Preparation

Suitability for the role of Practice Supervisor

The following preparation meets the NMC (2018) requirements for registered health and social care professionals to become Practice Supervisors. Registrants with NMC Standards for Learning and Assessment in Practice (SLAiP) (2008) approved course(s) will require preparation to transition to this role.

Registrants must have current clinical knowledge and expertise relevant for the proficiencies and programme outcomes they are supervising.

Required preparation (or evidence prior learning and experience) before undertaking Practice Supervisor role

	Required Preparation
Registrant with no previous preparation	Up to 7 Hours Practice Supervisor preparation
Registrant who has completed practice supervision preparation during their pre-registration programme.	Up to 3 hours to become familiar with the documentation and to establish learning experiences in their place of work
Registrants with NMC Standards for Learning and Assessment in Practice (SLAiP) (2008) approved course.	Up to 3 hours preparation which includes information about new roles and responsibilities, and models of supervision, and providing evidence to inform assessment decisions

Content

The following topics are essential for preparation for this role:

- a) Creating an inclusive culture of learning in practice, including different models of supervision (including the framework of coaching)
- b) Differences between NMC SLAiP 2008 and NMC 2018 supervision and assessment roles

- c) Practice Supervisor role and responsibilities (including use of the Practice Assessment Document)
- d) Practice Assessor role and responsibilities
- e) Academic Assessor role and responsibilities
- f) Identifying learning opportunities, across professions and other practice colleagues
- g) Planning the student learning experience
- h) Giving reflective feedback and feedforward
- i) Providing evidence of learning to the Practice Assessor
- j) Utilising the role to inform own CPD and practice

Process

Practice Supervisors:

- cannot simultaneously be a Practice Supervisor and Practice Assessor of the same student
- 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
- contribute to student assessments to inform decisions for progression
- 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 supervising,
- are expected to appropriately raise and respond to student conduct and proficiency concerns and are supported in doing so.
- must receive ongoing support to prepare, reflect and develop for effective supervision and contribution to student learning and assessment.

Example Delivery Plan (N.B. Online delivery may be provided due to COVID 19)

Flexible approach, multi-mode delivery, scenarios, videos covering agreed content

Learning Outcomes: 1) Discuss and identify how to create a culture of learning in practice, including different models of supervision and utilising the framework of coaching. 2) Describe the differences between the NMC SLAiP (2008) and current roles in the 2018 Standards (during transition). 3) Define and explain the Practice Supervisor role and responsibilities (including use of the Practice Assessment Document, and understanding of assessment criteria to provide relevant feedback and feedforward) 4) Explain the Practice Assessor and Academic Assessor role and responsibilities 5) Identify learning opportunities, across professions and other practice colleagues in your workplace 6) Plan the student learning experience including reasonable adjustments or equality and diversity considerations that may need to be met 7) Describe how to provide evidence of learning to the Practice Assessor 8) Explain the process of appropriately raising and responding to student conduct and proficiency concerns and describe how to gain support in doing so using the University's Standards of Conduct; Fitness to Practice procedures and guidelines Freedom to Speak Up (insert link), describe how to gain support in doing so 9) Illustrate ways in which the role can be used for your own CPD/revalidation	Session 1 Introduction to the new standards • Defining terminology • Programme detail • Assessment process • Recording and providing feedback • Roles and responsibilities • Support and information mechanisms Session 2 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 needs Session 3 Managing Concerns • Processes of raising concerns about student proficiency • Action planning • Supporting students Session 4 Utilising the role
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	• Informing own CPD/revalidation
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Maintenance of competence

The Practice Supervisor will be facilitated to undertake continuing professional development opportunities in keeping with the requirements and competencies associated with their role and the delivery of the programme. Practice Supervisors will be provided with ongoing support and development that enables them to reflect and develop to continue to meet the responsibilities of their role. This will be achieved in a variety of ways, for example:

- The practice learning partner appraisal cycle
- Role-updating resources produced by Practice Education Group (PEG) such as: updates on NMC standards and annexes in relation to the role, peer learning, reflective discussion with other registrants and others in similar roles, support for developing evidence of how practice supervision meets NMC revalidation requirements, and sharing best practice.

References

Nursing and Midwifery Council (2018) NMC Realising professionalism: Standards for education and training Part 2: Standards for student supervision and assessment, Available at:

<https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/> accessed on 09/10/2018

South Central Area Placement Partnership (2018) Discussion paper: Implementation of the Education Framework: Standards for Education and Training (Nursing and Midwifery Council) 2018 (draft) Annexe 1: Requirements for Learning and Assessment SCAPP Oxford Unpublished