

PRACTICE SUPERVISOR AND PRACTICE ASSESSOR: TRANSITIONING FROM BEING A MENTOR 2018-2019

Facilitator notes

Resources

Register

Update transition workbook

Roles description papers copies (at end of facilitator's notes)

Evaluation forms

It may be useful to have access to PESU or NMC website information pertinent in case of queries.

Duration

2 hours

This mentor update is intended to:

- Meet professional requirements for current annual updating
- Introduce the new standards for Supervision and Assessment (NMC 2018)
- Assist in mapping current mentor role to the new practice assessor and supervisor role
- Supports the revalidation process by providing 2 hours of participatory CPD

The purpose of the update is to provide information to current mentors with the reassurance that they will not be expected to complete a further course. The mentor standards can be readily mapped to the new standards. This update is an opportunity to explore current knowledge and skills to identify how they apply to the new standards. The activities are applicable to current practice as well.

As with all mentor updates, there is a need to be flexible in order to accommodate different experiences and needs. The study guide approach provides the registrant with evidence of their CPD and an opportunity to reflect on their practice. It can be used as a resource for practice placements as it includes guidance on where to seek support and further guidance. Do not feel that all the activities must be completed; as with other updates this is a suggested framework.

Activity	Notes	Approx. Time (mins)
	<p>Introduction Welcome, explain purpose. Ask for feedback on placements over the last year Make a note of key points / issues.</p>	5
Formative quiz	<p>A Quick Quiz – reviewing your current knowledge Ask the group to complete this formative quiz. Each question relates to one of the current mentor standards (NMC 2008) There is no need to spend much time on this as the purpose is to illustrate how they map to the practice assessor & practice supervisor standards at the end of the session. Quickly go through the answers.</p>	15 (20)

Background Pages 4-6	<p>Why are the standards changing?</p> <p>The information included in these pages provide an overview of the standards. Explain that the purpose of the session is to focus on the change from mentors to Practice supervisors and Practice Assessors. Advise that supporting information has been developed by the NMC and if possible put up the NMC website and show them. Use the Power Point as you go through the activities below.</p> <p>PESU and their employer will provide further information via:</p> <ul style="list-style-type: none"> • OBU PEU website • Further updates <p>Discussion point: initial thoughts about the changes</p>	10 (30)
Activity 1+2	<p>The Practice Supervisor role</p> <p>Activity 1 – an opportunity to reflect on the current role. How are current learners supported? There may be mentors present who are using the CliP model or similar - can they give insight to colleagues about the process? Theatre mentors often use this approach as students rotate around the department.</p> <p>Activity 2 – how can the supervisor support their colleagues who will be confirming their assessment? Can draw on their own experience of assessment. How can this help protect the public?</p>	15 (45)
Activity 3	<p>Activity 3 – Recording feedback will be a vitally important aspect of the Supervisor role.</p> <p>Ask for examples and compare differences.</p> <p>How consistent are the team in their approach?</p> <p>Complete this section by clarifying the PS role</p>	15 (60)
Activity 4 +5	<p>The Practice Assessor Role</p> <p>Activity 4- An opportunity to reflect on what currently happens. E.g. How do they link with the university if there is a concern? How do they promote objectivity? What challenges are there?</p> <p>Activity 5 – Ask that they identify the evidence used to assess practice. Which do they find more valuable what challenges do they foresee?</p> <ul style="list-style-type: none"> • Direct observation • Feedback (Supervisor) • Discussion • Student reflection • Simulation • Projects • Feedback from spoke opportunity • Service user feedback 	15 (75)
Activity 6	<p>Activity 6 focuses upon the leadership element of the assessor role. One can only be accountable for the decisions based upon the evidence presented. It will be vital that there is open and honest discussion about the assessment process. However, challenging colleagues is very sensitive. How might duty of candour apply in relation to student assessment and how might the assessor be supported to address any concerns they may have?</p> <p>This leads into the pause for thought about what can be done in readiness for the changes.</p>	10 (85)

Activity 7	<p>Student Roles and responsibilities</p> <p>Having spoken to newly qualified nurses over recent years they have identified that their programme did not prepare them for the reality of managing their own education for revalidation. They appreciated that they handed much of this responsibility to their mentors. As the blue diagram shows the placement process mirrors the revalidation process – only we have to evidence it once every three years and the students have to demonstrate this every placement!</p> <p>Encouraging students to develop their responsibility to ‘drive’ their placement will be even more essential with the new programme. New models of placement also contribute to this need.</p> <p>Activity 7 provides an exercise from the coaching workshop developed by Jo Hirdle, Bournemouth University.</p> <p>Mentors often report the time it takes to record evidence but actually the students can help. They can type up relevant examples which can be uploaded into the BePAD document as long as the assessor endorses it. This has been trialed in other Universities and mentors have advised that it saved twenty to thirty minutes for the assessment.</p>	10 (95)
Finally	<p>Now return to the Quiz</p> <p>The answers to talk about are:</p> <p>1.c, PS- knowing learning opportunities, providing the pastoral element is part of this role</p> <p>2.b, PS – developing learner autonomy</p> <p>3.a, A – reliable assessment, knowing programmes requirement, supporting junior colleagues</p> <p>4.c, A – although this is for the whole team it can put the reliability of assessment at risk</p> <p>5. b, S – understanding student motivation, pastoral care is important but need to be able to give informed feedback to the assessor.</p> <p>6. c, A – Context can be very challenging for students. They do not always recognise the relevance of the placement to their programme- relating to previous experience can help.</p> <p>7. a, S – A relationship that encourages student to question is vital. An ‘in it together’ approach helps to boost confidence and feel part of the team.</p> <p>8. c, S,A – this is everyone’s responsibility. It is not acceptable to not act.</p> <p>Having looked at the role of the Practice Assessor and Practice Supervisor how do they relate to each of the questions. Are there any shared responsibilities?</p> <p>So what next?</p> <p>Reinforce that they individually need to keep up to date, further information etc. will be available.</p> <p>Ask for evaluation forms</p>	15 (110)

With thanks to Bournemouth University for sharing this resource in the development of this update.

For further partnership information on the roles for practice supervision and assessment, please click on the following links:

[Practice Assessors: Role description, preparation and maintenance of competence](#)

[Practice Supervisors: Role description, preparation and maintenance of competence](#)

[Academic Assessors: Role description, preparation and maintenance of competence](#)

Further resources can be found on the following:

<https://www.brookes.ac.uk/hls/support/practice-education/nursing/#nmcs3>

<https://www.brookes.ac.uk/hls/support/practice-education/midwifery/#nmcs2>

— NMC Standards (2018): Resources from September 2019

NMC Standards (2018): Resources from September 2019

- [Academic Assessor Preparation Final PEG NMC T&F](#)
- [Adult Nursing Oxford Evaluation Feedback Loop PEG](#)
- [Adult Nursing Swindon Evaluation Feedback Loop PEG](#)
- [Children's Nursing Evaluation Feedback Loop PEG](#)
- [Evidence of Completing a Practice Assessor Supervisor Clinical Update Nursing and Midwifery Jan 2019](#)
- [Guidance for Implementing Freedom to Speak up Raising Concerns About Practice Including Whistle Blowing Bullying Harassment](#)
- [Guidance in Event Student Failing Competencies Proficiencies in Practice Jan 2019](#)
- [Link Lecturer Standards PEG NMC T&F Group Jan 2019](#)
- [Meeting Religious and Cultural Practices of Students in Placement Jan 2019](#)
- [Mental Health Nursing Evaluation Feedback Loop PEG](#)
- [Partner Evidence of Ongoing Development of Practice Assessors Practice Supervisors Jan 2019](#)
- [Practice Assessor Preparation Final PEG NMC T&F Dec 2018](#)
- [Practice Supervision and Assessment Support and Communication Pathways Jan 2019](#)
- [Practice Supervisor Preparation Final PEG NMC T&F Dec 2018](#)
- [Principles for using the Direct Allocation Model DAM for Placements](#)
- [Reasonable Adjustment for Health Impairment and Disability Guidelines](#)
- [Standards for Student Supervision and Assessment Key Information Approved Jan 2019](#)