Practice Assessor and Practice Supervisor: transitioning from being a mentor
INTRODUCTION

This presentation has been prepared as an aid to a workshop in order to facilitate current mentors to understand their role in supporting student nurses, midwives, SCPHN and nurse prescribers as Practice Assessors and Practice Supervisors according to the NMC (2018) Realising professionalism: Standards for education and training

In particular Part 2:
AIMS AND OUTCOMES

To understand the new NMC Standards (2018) in relation to the Supervision and Assessment of learners in practice.

To be able to define the role of the Practice Supervisor, Practice Assessor and the Academic Assessor.

To explore how to provide evidence to inform assessment decisions.

To explore models of supervision, including coaching, and how Practice Supervisors and Practice Assessors can facilitate these approaches in the placement experience.
STANDARDS FOR EDUCATION AND TRAINING WHY CHANGE?

In the future healthcare professionals need to have the knowledge and appropriate skills:

- To enable them to meet increasingly complex health and social needs
- To deal with more complex models of service provision
- To be prepared to be the leaders of care and services in the future
NEW STANDARDS – NMC TIMESCALE OF CHANGE

- From 28 January 2019 all approvals for new courses will be made against these new standards.

- After 1 September 2020, only programmes approved against these new standards will be able to accept new students and meet NMC requirements for award and registration.

- Students already on programmes will continue under the present standards – these can be delivered until the end of August 2020 but AEIs will have transition arrangements.

- This means that the current and the new standards will run side by side until transition completes.
Video on NMC Standards (2018)

Click on picture for link to video
NMC (2018) Realising professionalism: Standards for education and training

Programme standards

Standards for education and training

Standards framework for nursing and midwifery education

Standards for student supervision and assessment

Standards of proficiency for nursing and midwifery professions
PREPARING CURRENT MENTORS

- All staff who have completed a mentorship course and have remained ‘active’ are eligible to be a Practice Supervisors and Practice Assessors.

- Mentors/Sign off Mentors must attend an update session before they can be a Practice Supervisor and Practice Assessor.

- Session must include information on the new roles, how the roles will interact and coaching.
SUPPORTING LEARNERS IN PRACTICE - WHY CHANGE?

- Standards to support learning & assessment in practice (SLAiP) (2008) overly focused on processes in comparison to other regulators
- Variability of quality of student learning and support in practice
- Confusion over roles, titles and responsibilities
- ‘Failure to fail’
- Lack of institutional support for ‘mentors’
- Cost of Mentorship Courses – unsustainable
- Staff cannot be released to attend courses
## Differences between Current and New Standards

<table>
<thead>
<tr>
<th>SLAiP Standards (NMC, 2008) - current</th>
<th>Standards for Supervision and Assessment (NMC, 2018) - new</th>
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</thead>
<tbody>
<tr>
<td>NMC approval and qualification to be a mentor (10 day programme)</td>
<td>AEI quality assured in partnership with practice learning partners (placement providers)</td>
</tr>
<tr>
<td>NMC approved programme to be a Practice Educator (CPT)/ Nurse Teacher</td>
<td>Supervision and Assessment roles the same for all. AEI employment criteria for lecturer role e.g PgCert/MA Edcation</td>
</tr>
<tr>
<td>Single role (often supported by buddy)</td>
<td>Roles now split – Practice Assessor/Practice Supervisor/Academic Assessor</td>
</tr>
<tr>
<td>Mentor database</td>
<td>Not a requirement but will still exist as locally agreed and renamed</td>
</tr>
<tr>
<td>Yearly update</td>
<td>Not a requirement but will still exist as locally agreed and renamed</td>
</tr>
<tr>
<td>Triennial reviews</td>
<td>Not a requirement</td>
</tr>
<tr>
<td>Sign off mentor</td>
<td>Not a requirement but Practice Assessor and Academic Assessor signs off the ‘part’.</td>
</tr>
<tr>
<td>Supportive roles as registrants</td>
<td>Locally agreed supportive roles - ‘overseer’</td>
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PRACTICE SUPERVISOR – GUIDELINES ON ROLE AND RESPONSIBILITIES

- Need to understand the new roles and how they will work together
- Understand Practice Supervisor role and responsibilities
- Have knowledge of different types of learner in clinical area
- Support learners with needs and how to identify those who are not learning/achieving (to include escalation process).
- Manage concerns about a student and know how to escalate concerns
- Utilise coaching conversations in clinical setting to help develop/support learners in practice
- Be able to gather and record information/observations to feedback to Practice Assessor
- Contribute to recommendations for assessment and progression
- Give feedback in a safe/constructive way
- Recognise your own limitations
- Uphold Public Protection
PRACTICE SUPERVISOR – GUIDELINES ON ROLE

‘Practice Supervision enables students to learn and safely achieve proficiency and autonomy in their professional role’ (Part 2: Standards for student supervision and assessment, NMC, 2018).

- Has current knowledge and experience in the area they are working in
- Role model for safe and effective practice
- Supports and supervises students
- Supports learning in line with their scope of practice
- Enables students to meet proficiencies and programme outcomes
- Provides feedback on progress
- Contributes to the student record of achievement by periodically recording relevant observations on the students conduct, proficiency and achievement
- Has 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
- Contributes to students assessments to inform decisions about progression
SUPERVISORS QUESTIONS

- How will Supervisors contact Assessor?
- When will the supervisors give feedback?
- Will Assessor have access to all supervisors feedback?
- What will Supervisors be giving feedback on?
- How many supervisors will work with the student?
- Will Supervisors have access to students PAD?
- Who will arrange students induction and first interview?
PRACTICE ASSESSORS - PREPARATION

Must undertake or evidence prior learning and experience that enables them to demonstrate achievement of the following minimum outcomes:

- Interpersonal communication skills, relevant to student learning and assessment
- Conducting objective, evidence based assessments of students
- Providing constructive feedback to facilitate professional development in others
- Knowledge of the assessment process and their role within it
ASSESSOR ROLES: PRACTICE AND ACADEMIC ASSESSOR

- Nursing students are assigned to practice and academic assessors with appropriate equivalent experience for the students field of practice
- Midwifery students are assigned to practice and academic assessors who are registered midwives
- Specialist Community Public Health Nurses (SCPHN) are assigned to practice and academic assessors with appropriate equivalent experience for the students field of practice
- Nursing Associate students are assigned practice and academic assessors who are either registered nursing associates or a registered nurse
- Students studying for an NMC approved post registration course are assigned to practice and academic assessors in accordance with relevant programme standards

- Maintain current knowledge and expertise relevant for the proficiencies and outcomes they are assessing
- Practice and academic assessors receive ongoing support to fulfil their roles, and are expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement and are supported in doing so
Practice Assessor
Not simultaneously the same practice supervisor and practice assessor for the same student

- Expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement
- Does not need to be physically based or employed in each or any of the environments in which the student is placed.
- Have an understanding of the students learning and achievement in theory.
- Gather and coordinate feedback from practice supervisors, any other practice assessors and relevant people.
- Has sufficient opportunities to observe the student in order to inform decisions for assessment and progression.
- Make and record objective, evidence based assessments on conduct, proficiency and achievement.
- Assess the students overall performance to confirm student achievement of proficiencies and programme outcomes for practice learning.
- Work with the nominated academic assessor to recommend the student for progression for each part of the programme.

Academic Assessor
Not simultaneously the practice supervisor, practice assessor or academic assessor for the same student

- All students are assigned to a different nominated academic assessor for each part of the programme
- Expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement
- Has an understanding of the students learning and achievement in practice and an understanding of the students curriculum and what they must achieve
- Collate and confirm student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme.
- Make and record objective, evidence based assessments on conduct, proficiency and achievement and recommendations for progression, drawing on student records and other resources.
- Work in partnership with the nominated practice assessor to recommend the student for progression for each part of the programme, in line with local standards and national policies.

Communication and collaboration between Practice Assessors and Academic Assessors is scheduled for relevant points in the programme structure and student progression.
WILL STUDENTS BE SUPERNUMERARY?

Supernumerary status for students will be maintained. However, NMC propose that decreasing levels of supervision be permissible in direct correlation with individual students’ increasing proficiency and confidence. Once a student has been deemed proficient they should be allowed to practice without direct supervision.

‘…providing some flexibility should provide students with a broader range of opportunities for safely and effectively developing their practice and confidence’.
SUPERVISING AND COACHING

- ‘A process of support offered to an individual, which is performance focused, goal centred and results in action’ (Ho et al. 2007)

- Enabling students to find solutions to their own problems

- Drawing out solutions through effective questioning and listening skills

- Does not depend on any expert/subject specific knowledge’

- Non-hierarchical
<table>
<thead>
<tr>
<th>Mentoring/Teaching</th>
<th>Supervising/Coaching</th>
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</thead>
<tbody>
<tr>
<td>Answers questions</td>
<td>Asks questions</td>
</tr>
<tr>
<td>Steps in and provides care</td>
<td>Steps back and allows the student to learn by providing care</td>
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<tr>
<td>Is watched by the student</td>
<td>Watches the student</td>
</tr>
<tr>
<td>Directs the student’s learning</td>
<td>The student demonstrates what they’ve learnt (usually self-directed) to the supervisor/coach.</td>
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<tr>
<td>Shows the student how</td>
<td>Is shown how, by the student</td>
</tr>
<tr>
<td>Allocates work to the student</td>
<td>Is allocated work by the student</td>
</tr>
<tr>
<td>Talks</td>
<td>Listens</td>
</tr>
<tr>
<td>Does the same work as before, but with a student</td>
<td>Works differently, while supervising/coaching the student</td>
</tr>
<tr>
<td>Identifies individual learning opportunities in the ward environment</td>
<td>Uses the whole ward as a complete learning environment</td>
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BENEFITS

- Promotion of growth and development
- Improved reflection skills
- Enhanced thinking
- Increased self-esteem
- Job enrichment and performance
- Increased ability to deal with and resolve problems
- Confidence building in decision making
- Improved self-worth and job satisfaction
- Increased motivation

NHS & Department of Health Leaderships Centre (2004)
EXAMPLE OF APPROACHES

- Peer dyads/peer learning

- CLiP/CPAL – Collaborative Learning in Practice/ Collaborative Peer Assisted Learning
  click to view video

- Hub and Spoke
Coaching:
Helping the person find their own solutions to problems.
Non Directive.

- Listening to understand
- Reflecting
- Paraphrasing
- Summarising
- Asking questions that raise awareness
- Giving feedback
- Making suggestions
- Offering guidance
- Giving advice
- Instructing
- Telling

Mentoring:
can, when appropriate,
involve offering guidance and giving advice to help solve problems.
Directive.
The GROW model has two elements:

**Awareness and Responsibility**

**GROW**

- **Goal** – learner to establish the goal (s) they wish to achieve
- **Reality** – explore the current situation
- **Options** – explore the options that will lead to the achievement of the goal
- **Will** – confirm the options and actions required
<table>
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<tbody>
<tr>
<td>▪ Clear Communication</td>
</tr>
<tr>
<td>▪ Regular feedback</td>
</tr>
<tr>
<td>▪ Observe and monitor</td>
</tr>
<tr>
<td>▪ Set aside time</td>
</tr>
<tr>
<td>▪ Know their team well</td>
</tr>
<tr>
<td>▪ Contracting</td>
</tr>
<tr>
<td>▪ Questioning</td>
</tr>
<tr>
<td>▪ Listening</td>
</tr>
<tr>
<td>▪ Being objective</td>
</tr>
<tr>
<td>▪ Giving Feedback</td>
</tr>
<tr>
<td>▪ Follow the learners progression</td>
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| ▪ A coaching approach relieves the sometimes burden of mentorship….But you have to “let go!” |
| ▪ Encourages nurses to take a ‘Step up – step back’ approach |
| ▪ Helps students take the lead |
| ▪ Develops nursing skills such as delegation, prioritisation and time keeping |
HOW WILL YOU ORGANISE STUDENT LEARNING?

- What do you think you need to do differently now as a Practice Supervisor and as a Practice Assessor?
- How do the new standards affect the organisation of student placements in your workplace?
- What do you think needs to change in your workplace so that you implement the Practice Supervisor and Practice Assessor roles?
- How will you ensure students are allocated supervisors and an assessor?
BePAD CREATE AN ACCOUNT

- Create ONE account
- ONLY use your WORK email
- Maybe make your work email your ID - remember the password!
- You will ONLY be able to access BePADs you are LINKED / INVITED into by the student
- The link/ invite lasts for a placement (Practice Supervisors/Practice Assessors/ Academic Assessors /Link Lecturers)
- You can see previous information but not overwrite it

bepad.org.uk
HAVE YOU MET THE OUTCOMES?

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