

Practice Assessor, Practice Supervisor and Academic Assessor roles.

Department of Nursing and Midwifery, Sheffield Hallam University.

2019.

Kath Warren and John Freeman.

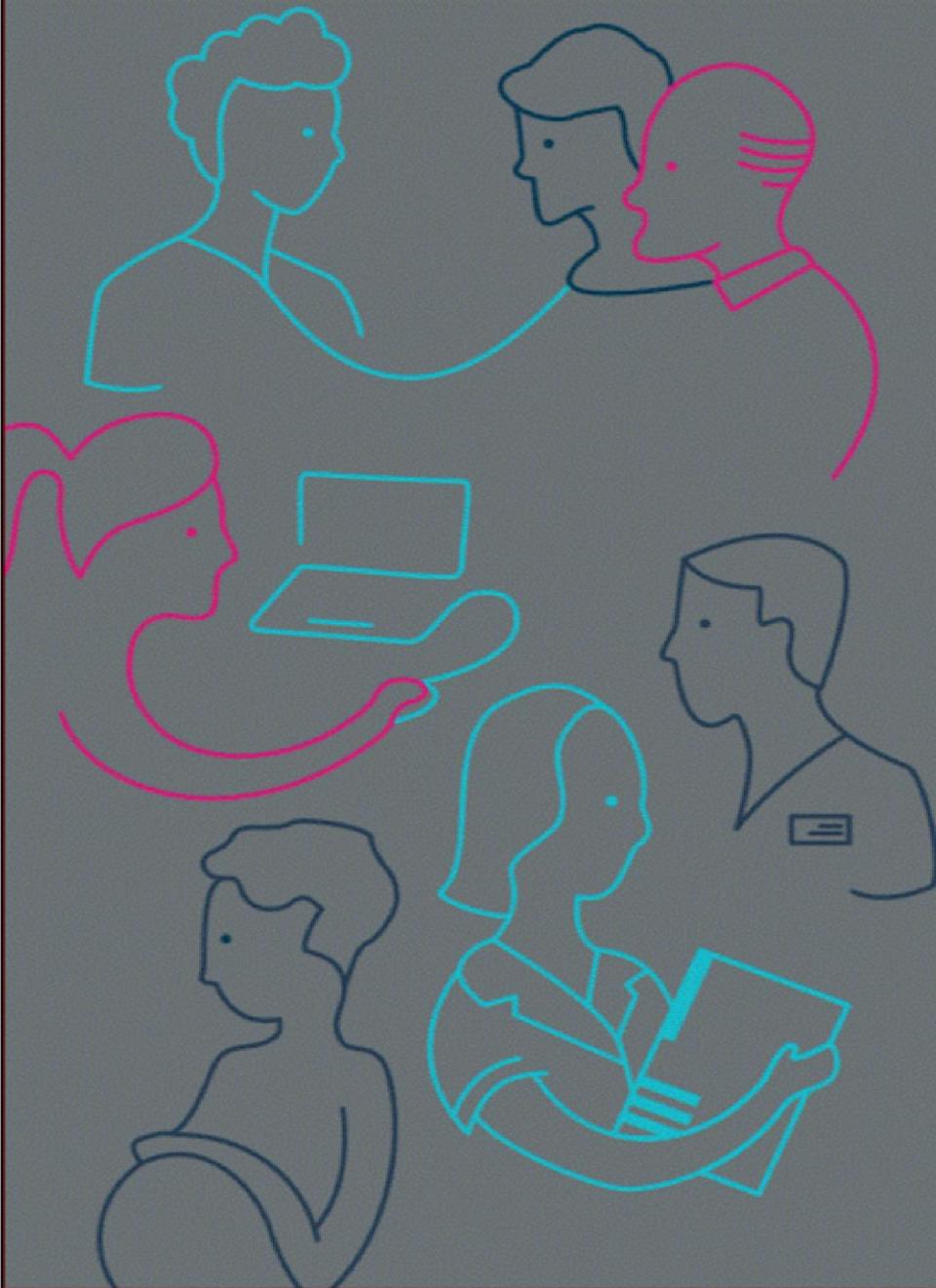
Aims of the workshop.

- To provide background about the new roles and how Academic Assessors are being prepared.

**Realising professionalism:
Standards for education and training**

Part 2: Standards for student supervision and assessment

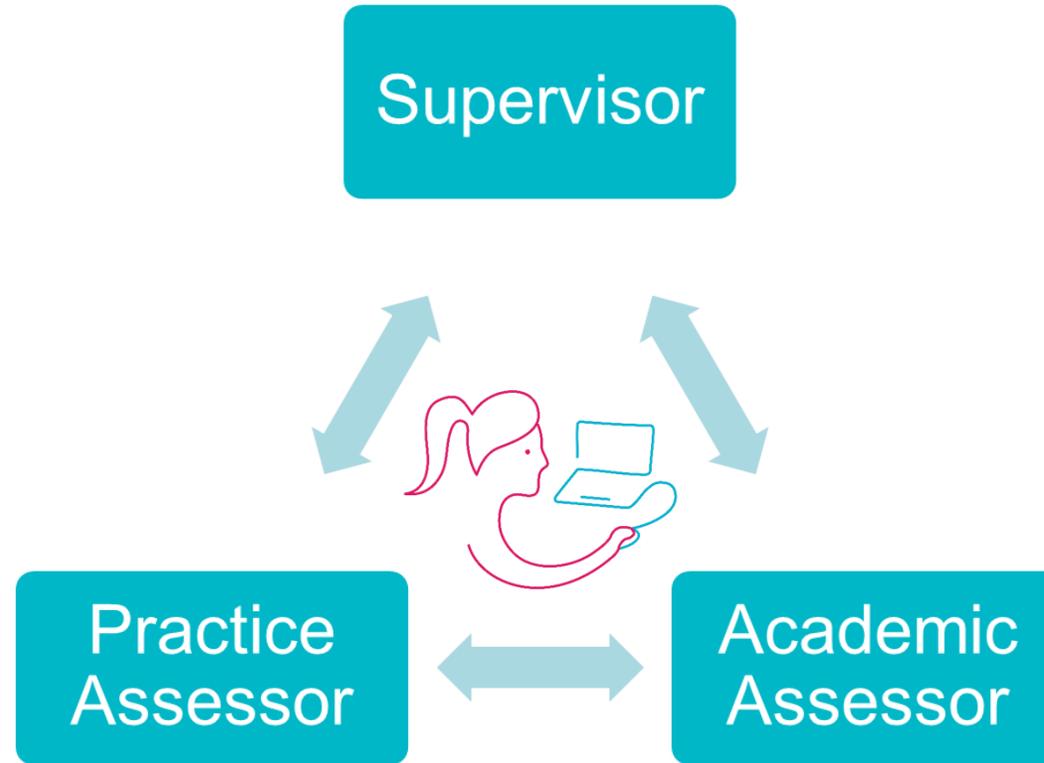
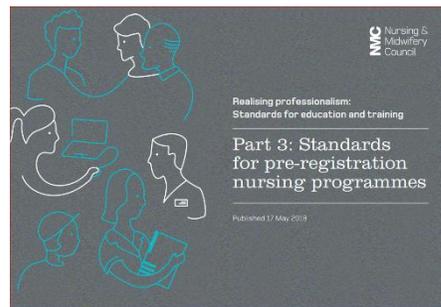
Published 17 May 2018



Principles of the new standards for student supervision and assessment.

Separate supervision and assessment roles in order to:

- Increase consistency in assessment judgments;
- Avoid 'failing to fail' situations;
- Improve interprofessional working;
- Enhance joint working between AEs and practice placement partners;
- Supporting students becomes every NMC registrant's responsibility (it is in the Code);
- Everyone will have an input to assessment.



BACKGROUND.

- Nursing students are assigned to practice assessors and academic assessors who are registered nurses with appropriate equivalent experience for the student's field of practice.
- Midwifery students are assigned to practice and academic assessors who are registered midwives.
- Specialist community public health nurse (SCPHN) students are assigned to practice and academic assessors who are registered SCPHNs with appropriate equivalent experience for the student's field of practice.

BACKGROUND (cont...)

- Together with yourselves, i.e. practice learning partners, we must ensure that all students on an NMC approved programme are assigned to a different nominated academic assessor for each part of the programme.

TOGETHER, we must ensure that...

- Academic assessors collate and confirm student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme;
- Academic assessors make and record objective, evidence based decisions on conduct, proficiency and achievement, and recommendations for progression, drawing on student records and other resources;

TOGETHER, we must ensure that...(cont.)

- The nominated academic assessor works in partnership with a nominated practice assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies;
- Academic assessors have an understanding of the student's learning and achievement in practice;
- Communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression.

SUITABILITY FOR THE ROLE.

- To meet the NMC guidance, a change for the student, in each part or year of the course would be needed, where we think the Student Experience Tutor (SET), or buddy academic from the SET group could step in to act as Academic Assessor. The Academic Advisor, acting in their normal role, would still provide the ongoing continuity throughout the whole course.

Preparation for the role.

- All nursing registrants who act as academics in the Department of Nursing & Midwifery hold relevant qualifications as required by the university, and have had previous or current practice experience, including the supervision of students;
- Academics are also required to have completed an approved course under NMC Standards for Learning and Assessment in Practice (SLAiP) (2008) (i.e. mentor, practice teacher or lecturer).

Preparation for the role.

- Preparation on other key aspects such as collating and confirming student achievement of proficiencies and programme outcomes, maintaining current knowledge, communicating and collaborating with practice assessors at scheduled relevant points in programme structure and student progression, and more.

Practice Supervisors: role and responsibilities.

- Who- any registered health and social care professional working in a practice environment. ... must be registered with a professional regulator like the NMC, GMC or HCPC;
- However, those ... who are not registered with a professional regulator but are working in a practice learning environment, such as phlebotomists or teachers (in a primary or secondary school), may also contribute to nursing and midwifery education.

Practice Supervisors (NMC 2018)

<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervision-assessment.pdf>

4. Practice supervisors: contribution to assessment and progression

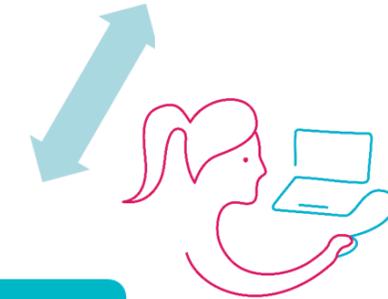
4.1 by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising

Supervisor

4.4 are expected to appropriately raise and respond to student conduct and competence concerns and are supported in doing so.

4.2 contribute to student assessments to inform decisions for progression

Practice Assessor



4.3 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

Practice Assessors- who?

The practice assessor will be a registered nurse, midwife, nursing associate, or SCPHN. For prescribing programmes, the practice assessor can be any qualified and experienced prescriber.

Who the practice assessor will be is dependent on the student they are assigned to.

Students are assigned to a nominated practice assessor who...

6.3 Nursing = Registered Nurses with appropriate equivalent experience for the student's field of practice

6.4 Midwifery = Registered Midwives

6.5 Specialist community public health nurse (SCPHN) = Registered SCPHNs with appropriate equivalent experience for the student's field of practice

6.6 NMC approved post-registration = in accordance with relevant programme standards.

Role and Responsibilities of Practice Assessors.

7.1 conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning;

7.2 assessment decisions ... are informed by feedback sought and received from practice supervisors;

7.3 make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection, and other resources.

Sufficient opportunities to:

7.6 periodically observe the student across environments in order to inform decisions for assessment and progression and



Practice
Assessor

7.7 gather and coordinate feedback from practice supervisors, any other practice assessors, and relevant people, in order to be assured about their decisions for assessment and progression

Academic Assessors.

Who?

Registered Nurses, Midwives, Nursing Associates, SCPHN or qualified and experienced prescriber.

6.3 nursing students are assigned to ... academic assessors who are registered nurses with appropriate equivalent experience for the student's field of practice;

6.4 midwifery = Registered midwives;

6.5 SCPHN students = Registered SCPHNs with appropriate equivalent experience for the student's field of practice

6.6 NMC approved post-registration qualification = in accordance with relevant programme standards

(updated NMC 2018/9);

6.7 nursing associate students are assigned to practice and academic assessors who are either a registered nursing associate or a registered nurse.

Pan Midlands, Yorkshire and East - Student responsibilities.

Students must take a key role in their supervision and assessment in practice and must be:

- Prepared for and have a sound understanding of the proficiencies they need to achieve;
- Aware of the person they should to speak to in the practice area if they have concerns;
- Actively encouraged to seek out practice supervisors to support their learning and encourage feedback to be recorded in their PADs;
- Made aware of their nominated PA and AA from the beginning of the placement.

Pan Yorkshire, Midlands and East of England - Academic Assessor role.

- The AA role may be undertaken by academic staff members and it is up to each AEI to articulate this role clearly;
- Mechanisms of communication and support for practice must be clearly outlined so that the appropriate level of communication and collaboration occurs to support student progression;
- Preparation and support will be managed by the local AEI.

Familiar elements in the PAD

- Initial Interview – completed by the PS and the student;
- Mid-point Interview – completed by student with support of the PA who will review progress and any cause for concern will liaise with AA (action plans may be implemented);
- End-point Interview – completed by the student with support of the PA who will review progress and confirm achievement. End of interview – will complete checklist for assessed documents.

Key Components

Professional Values: Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. All must be achieved by the end of each placement.

Proficiencies: These reflect aspects of the 7 Platforms, communication and relationship management skills and nursing procedures (NMC 2018). These can be assessed in a range of placements but must be achieved at least once by the end of the Part.

Episode of Care: This holistic assessment(s) facilitate the student's progress and must be achieved by the end of the Part.

Medicines Management: There is one assessment included in each part and each must be achieved by the end of the Part.

Patient/Service User/Carer Feedback Form: Feedback will be sought in relation to how the student cared for the person receiving care. This is not formally assessed but will contribute to overall student feedback.

Recording Additional Experiences and Feedback: There additional pages for the student to record reflections on their own learning and pages to record communication and additional feedback from all those supporting learning and assessment.

Ongoing Achievement Record: The OAR summarises overall achievements and provides a comprehensive record of student development and overall performance.

How the Academic Assessor role could be allocated.

Academic Adviser group (AA)- same person for all 3 parts	Academic Assessor- year/ part one	Academic Assessor- year/part two	Year/ part three- Same person Academic Assessor <u>and</u> Adviser
a (John)	Hayley	Angela	John
b (Hayley)	Greg	John	Hayley
c (Greg)	Angela	Hayley	Greg
d (Angela)	John	Greg	Angela

Questions to reflect on...

1. Identify five key skills of the nurse or midwife in supporting learning in practice;
2. Who can be a Practice Supervisor?
3. What is the main role of the Practice Supervisor?
4. Who can be a Practice Assessor?
5. What is the main role of the Practice Assessor?
6. What is the main role of the Academic Assessor?
7. Who will provide feedback on the student's performance to inform the assessment process?

Scenario 1

Student A is in the middle of her programme of study. She has been in the placement for four weeks. Her Practice Supervisor has raised some concerns regarding her competence with some skills following several learning opportunities and she has failed these. Her PA contacts you to discuss this.

- How would you respond?
- What communication and interpersonal skills would you need to demonstrate?
- What do you need to address?
- What would you do after the discussion?

Scenario 2.

Student B is at the beginning of his programme of study. He has already undertaken a six week placement. He started in placement two weeks ago. Members of the team report to the PS that he often has been seen using his phone and seems to have limited professional boundaries with patients/service users.

- What would you do as the Academic Assessor?
- Who would you liaise with?
- How would you monitor the student?

Thank you!

- <https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/student-supervision-assessment.pdf>
 - <https://www.myepig.ac.uk/>

- If you have any questions or feedback, please contact:
 - J.P.Freeman@shu.ac.uk