

## Practice supervision of students

### The Role of the Practice Assessor

**All students on an NMC approved programme are assigned to a nominated practice assessor for a practice placement or a series of practice placements, in line with local and national policies. Student assessments are evidence based, robust and objective. Assessments and confirmation of proficiency are based on an understanding of student achievements across theory and practice. Assessments and confirmation of proficiency are timely, providing assurance of student achievements and competence.**

- Nursing students are assigned to practice and academic assessors who are NMC registered nurses with appropriate equivalent experience for the student's field of practice. Practice assessors are expected to appropriately raise and respond to concerns regarding student conduct, competence, and achievement, and are supported in doing so.
- Practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning which is recorded in the Myepad electronic documentation platform.
- Assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors (see role of the practice supervisor for further information).
- Practice assessors make and record objective, evidenced-based assessments on conduct, proficiency, and achievement, drawing on student records, direct observations, student self-reflection, and other resources.
- Practice assessors should complete an action plan when a student's performance causes concern and document these in the Myepad. The Practice assessor must liaise with the academic assessor and senior practice representative and The **SMART** principles should be used to construct the action plan.
- Practice assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing, and a nominated practice assessor works in partnership with the nominated academic 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.
- It is important that there are sufficient opportunities for the practice assessor to periodically observe the student across environments to inform decisions for assessment and progression. These points should be at intermediate and final interviews, assessment of professional values, episodes of care and medicine management assessment.
- The Practice assessor should ensure there are sufficient opportunities to gather and coordinate feedback from practice supervisors, any other practice assessors, and relevant people, to be assured about their decisions for assessment and progression.
- Practice assessors should understand the student's learning and achievement in theory and communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression.
- Practice assessors are not simultaneously the practice supervisor and academic assessor for the same student.

**Approved education institutions, together with practice learning partners, must ensure that practice assessors undertake preparation or evidence prior learning and experience that enables them to demonstrate achievement of minimum outcomes.**

- Minimum outcomes include: 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, and knowledge of the assessment process and their role within it. Receive ongoing support and training to reflect and develop in their role and to continue to proactively develop their professional practice and knowledge to fulfil their role. Finally, to understand the proficiencies and programme outcomes that the student they assess is aiming to achieve.