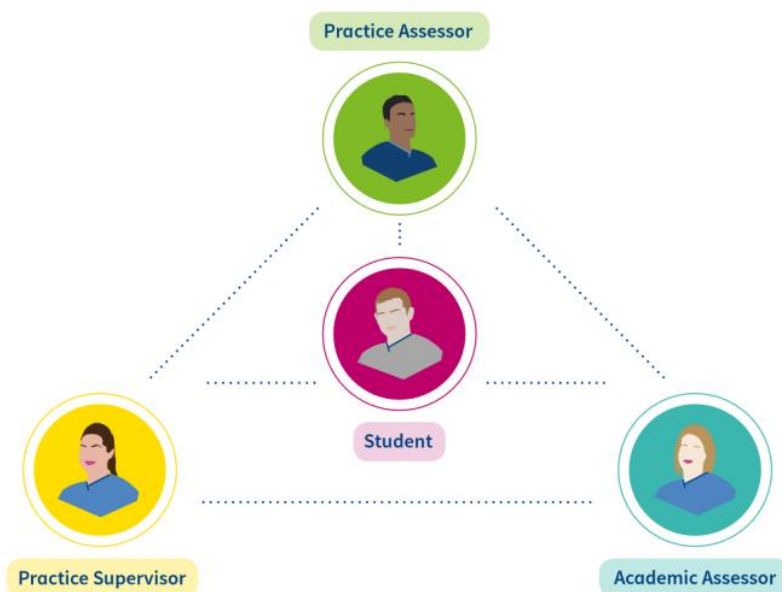


Practice Supervisor and/or Practice Assessor Preparation: Knowledge, Skills and Experience Guide and Record

New Practice Supervisor Preceptorship Pathway



Print Name:	
Line Manager Name:	

Title:	
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This guide and record provides signposting to learning resources and facilitates identification of individual learning needs. It also acts as a record to self declare preparation undertaken for the practice supervisor and/or practice assessor roles. Evidence of learning can be used to contribute to annual appraisal and Nursing and Midwifery Council (NMC) revalidation or professional regulatory body continuing professional development (CPD) requirements. Below you will find internal NHS Lothian intranet links as well as links which can be accessed externally for staff in care homes and other non-NHS Lothian areas.

If you have already undertaken practice supervisor preparation please ensure you discuss this with your line manager, complete the self-reflective template on page 4-5 then sign your self-declaration on page 6 and refer to the New Practice Supervisor Preceptorship Pathway found on page 7.

The NMC Standards for Student Supervision and Assessment (SSSA) (2018) introduced the roles of practice supervisor (PS), practice assessor (PA) and the academic role of academic assessor (AA). These replace the previous roles of Clinical Mentor, Sign-Off Mentor and Practice Teacher. Previous mentoring roles will have transferable skills to support and assess students, but please remember these are new roles with different responsibilities to increase objectivity in assessment.

Practice Supervisor Role (PS)

A PS contributes to the student's learning journey. You will act as a role model supporting and supervising learning, providing feedback, and contributing to assessments. You must also raise and respond to student conduct and competence concerns engaging with the practice assessor and academic assessor where required.

Practice Assessor Role (PA)

Your role as PA includes all of the above responsibilities and you are also responsible for completing the student's final assessment to confirm achievement of proficiencies. You will do this by seeking feedback from a variety of sources, including one or more PS regarding student conduct and performance. During each part of the programme, at least one PA will communicate and collaborate with the nominated AA to evaluate and recommend the student for progression.

Academic Assessor (AA)

The AA role reflects the way learning and assessment is structured in the academic environment. Their role involves collating and confirming the student's academic achievement. The AA will communicate and collaborate with the PA to conduct assessments related to student achievement of proficiencies and programme outcomes for progression from one part of the programme to another.

- **Part A (i): Practice Supervisor (PS) Preparation-** contains guidance for NMC registered nurses, midwives and eligible registered health and social care professionals to prepare as a practice supervisor within NHS Lothian.
- **Part A (ii): New Practice Supervisor Preceptorship Pathway (if required) -** contains guidance for new to role PS to consolidate knowledge, skills and experience and consider PA preparation.
- **Part B: Practice Assessor (PA) Preparation-** contains guidance for NMC registered nurses and midwives to prepare as a practice assessor within NHS Lothian.

- **As an accountable practitioner you have a responsibility to ensure you are prepared for the roles you undertake and access the appropriate learning resources that are available.**

Below are suggestions for questions that you can use to initiate and guide reflective discussions with your line manager or to inform your own self-reflection.

Please note that this is not an exhaustive list.

- ❖ What experience, if any, do you have in supervising learners?
- ❖ What knowledge and skills, if any, do you feel you need to develop to be competent in supervising learners?
- ❖ Are you familiar with the NMC pre- and post-registration Education Standards?
- ❖ How would you familiarise yourself with individual Programme requirements for the learners you are supervising?
- ❖ What tools or resources do you use when supervising learners? E.g., SMART learning outcomes, individualised learning development support plans and goal setting, daily objective setting, reasonable adjustment plan, provision of a variety of learning approaches (visual, auditory, read & write and kinaesthetic) as well as knowledge network resources.
- ❖ How do you plan to maintain your personal knowledge and skills relating to learning and teaching? What evidence will you gather to support this and how will you record this?

Please feel free to make some notes here:

Part A(i): Practice Supervisor Preparation

Step One:



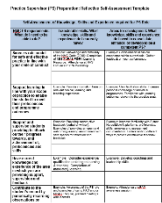
Discuss with your line manager that you are ready to develop your knowledge, skills and experience to prepare/ practice as a practice supervisor.



The [NHS Lothian Future Nurse & Midwife](#) intranet page will provide you with an overview of requirements to prepare as a practice supervisor within NHS Lothian.

For non-NHS Lothian staff, you can access the information via the [Future Nurse and Midwife – PEF CHEF \(nhslothian.scot\)](https://nhslothian.scot)

Step Two:



Complete your **reflective self-assessment for the practice supervisor role** on the next page. This will help you to identify areas for your own development and identify your learning needs.



Then access the **Pick and Mix Learning Resources** identified within **Appendix 1** to support your learning needs. You do not need to access all of them, pick the ones that support your self-assessed learning needs. You may wish to document evidence of your Learning within your Professional Portfolio

Step Three:



Record successful completion of preparation as a practice supervisor on your **Self-Declaration Statement** on page 6. Please keep a copy for your records and ensure your line manager has a copy. It is recommended that you discuss your ongoing development with your line manager.

Practice Supervisor (PS) Preparation: Reflective Self-Assessment Template

Self-Assessment of Knowledge, Skills and Experience required for PS Role		
NMC PS requirements: What do I need to be able to do?	Transferable skills: What knowledge, skills and experience do I currently have?	Areas for development: What knowledge, skills and experience do I need to consolidate, enhance, or develop to be a competent PS?
Serve as role model for safe and effective practice in line with your code of conduct	Example: Knowledge and familiarity of the NMC Code (2018); Completion of NES TURAS PS/PA Learning Resource. Attendance at NHS Lothian's PS/PA Workshop	Example: Consolidation of clinical experience within current role. Gather feedback on your performance.
Support learning in line with your scope of practice to enable the student to meet their proficiencies and programme outcomes	Example: Provide information here on relevant clinical, learning and teaching experience.	Example: Gain facilitation skills. Increase personal knowledge of individual programmes. Familiarise with learning outcomes relevant to the practice area.
Support and supervise students providing feedback on their progress towards, and achievement of, proficiencies and skills	Example: Providing constructive feedback (verbal or written). Examples of providing an open and welcoming learning environment with safe spaces for reflection and feedback.	Example: Increase familiarity with Future Nurse/Midwife platforms, proficiencies, skills, annexes and assessment documentation. Understanding different ways to provide constructive feedback
Have current knowledge and experience of the area in which you are providing support, supervision and feedback	Example: Consider experience/ qualifications relating to learning & teaching. Completion of mandatory learning.	Example: Develop coaching and leadership skills
Contribute to the student's record by periodically recording observations on conduct, proficiency & achievement of the students you are supervising	Example: Awareness of the PS role and examples of using e- PAD and/or MPAD. Regular, planned meetings with learners.	Example: Attendance at e-PAD awareness session

NMC PS requirements	Transferable skills	Areas for development
Understand the proficiencies and programme outcomes for the students you are supporting	Example: Attendance at e-PAD awareness session. On-line learning on e-PAD structure and use. Read the NMC Proficiencies for Registered Nurses (2018)	Example: Involvement with student recruitment and/or curriculum design and review.
Contribute to student assessments to inform decisions for progression	Example: Provide examples of any learning and teaching relating to assessment. Use of SMART tool. Completion of NES TURAS learning resource	Example: Increase knowledge of teaching, learning and assessment. And awareness of reasonable adjustments. Complete an agreed period as a co-supervisor.
Have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students you are supervising	Example: Reflect on the roles of PS/PA and AA. Provide examples of your experience with this tripartite approach.	Example: Plan attendance at PS/PA Workshop. Increase awareness of AA role.
Appropriately raise and respond to student conduct and competence concerns and are supported in doing so	Example: Reflect on the roles of PS/PA and AA. Provide examples of your experience with this tripartite approach.	Example: Increase awareness of Practice Learning Support Protocols within assessment documentation.
Access ongoing support to prepare, reflect and develop for effective supervision and contribution to student learning and assessment in practice	Example: Evidence gathered to support PDP and NMC revalidation	Example: Reflection on evidence relating to learning and teaching styles

Adapted from the NES National Framework for Practice Supervisors, Practice Assessors and Academic Assessors in Scotland, Appendix 1, (NES, 2019).

Self-Declaration Statement: Practice Supervisor Preparation

Following self-assessment and engagement with relevant learning and teaching resources, I confirm that I meet all requirements to undertake the role of Practice Supervisor as per the NMC (2023) Realising professionalism: Standards for education and training Part 2: Standards for student supervision and assessment.

Please sign below to confirm the following statements:

1. As a registrant I am satisfied that I meet the requirements to undertake the Practice Supervisor role and have discussed and reflected on my evidence with my line manager

2. I understand that this is a self-assessed competency and I commit to maintaining and evidencing currency with this competency through reflective discussion, accessing relevant resources and updating opportunities.

NMC Registrant Name	Practitioner Signature	Date
Line Manager Name with whom evidence was discussed	Line Manager Signature	Date

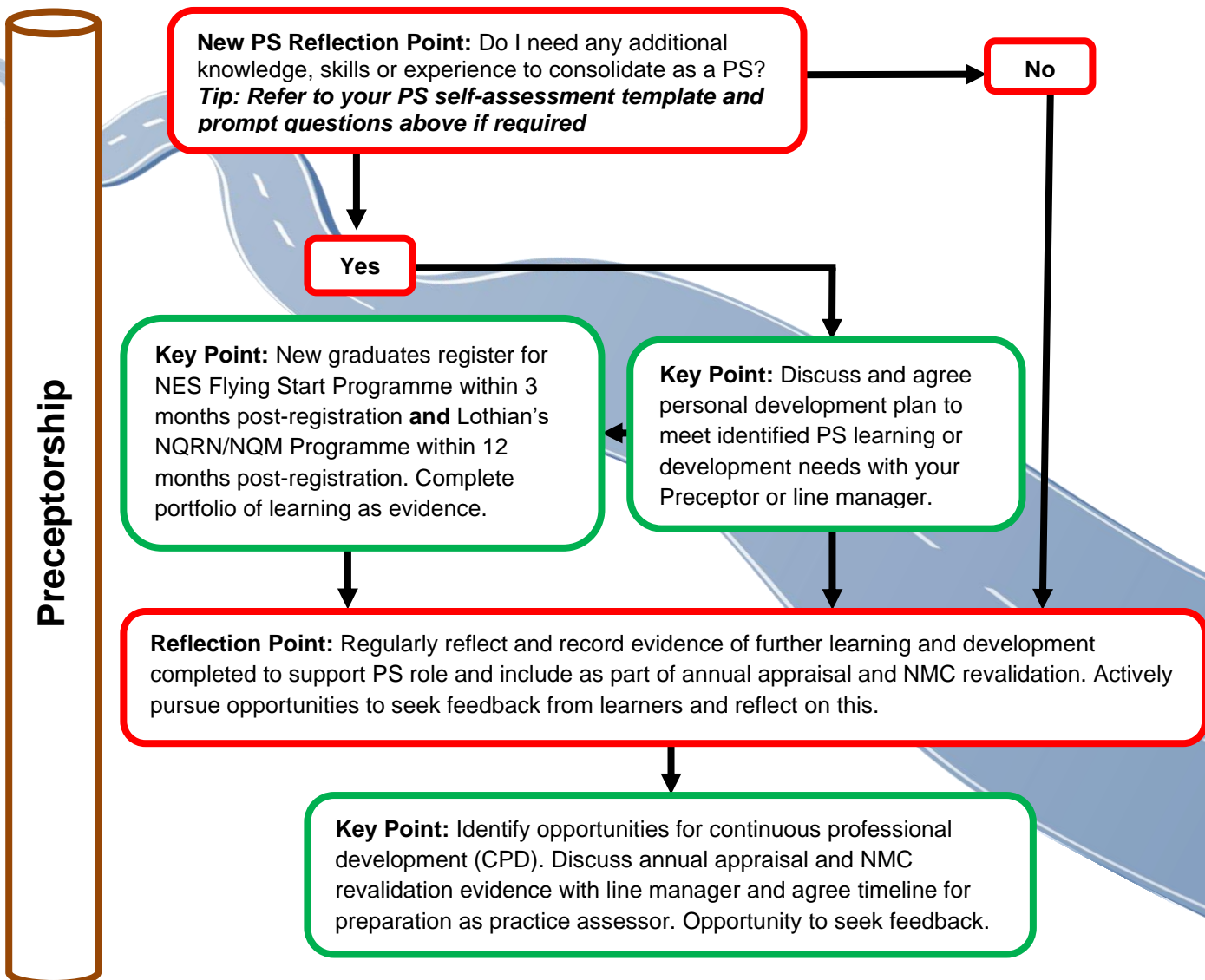
Please ensure your competency is recorded via Health Roster and that you and your manager keep a record of this self-declaration as evidence of your competency and re-visits this during PDP and revalidation discussions.

References: NMC (2023) Realising professionalism: Standards for education and training Part 2: Standards for student supervision and assessment

Part A (ii): New Practice Supervisor Preceptorship Pathway (if required) -

The purpose of this PS Preceptorship Pathway is to support any new to role PS, where required, and guide subsequent preparation as practice assessor (PA), where relevant. The PS Preceptorship Pathway is neither mandatory nor prescriptive and can be personalised to meet individual learning and development needs.

This PS Preceptorship Pathway proposes reflection and key consideration points to support new to PS role registrants. Optional pick and mix learning resources are identified within Appendix 2.



Practice Assessor (PA) Preparation: Reflective Self-Assessment Template

Self-Assessment for Practice Assessors		
The NMC PA requirements: What do I need to be able to do?	Transferable skills: What knowledge, skills and experience do I currently have?	Areas for development: What knowledge, skills and experience do I need to consolidate, enhance, or develop?
Conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning.	Example: Knowledge and familiarity of NMC (2018) Proficiency for Registered Nurses. Completion of NES Unit in Assessment. Previous experience of being a mentor.	Example: You may need to develop skills to complete a valid and reliable assessment or gain knowledge of the NMC Platforms and Proficiencies, Skill and Annexes and or Midwifery Domains
Ensure Assessment decisions are informed by feedback sought and received from practice supervisors.	Example: The NES Unit 4 on Feedback or previous experience of liaising with mentors with their final assessment	Example: You may need to develop skills in providing constructive feedback
Make and record objective, evidence-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self- reflection, and other sources	Example: Knowledge of the e-PAD and how to access and record in the relevant sections of the e-PAD. Completion of NES Unit 5 on Assessment. Completion of Facilitation of Learning in Flying Start Programme	Example: You may need to develop knowledge of the other roles involved with student assessment for example PS and AA
Maintain current knowledge and expertise relevant for the proficiencies and programme outcomes you are assessing	Example: Existing knowledge of the relevant HEI or college programme. Being up to date with clinical skill competencies, Learn-Pros and other mandatory training relevant to students' proficiencies and skills annexes	Example: Ensuring knowledge of the students' programme. Ensuring completion of CPD activities relevant to the PA role

In partnership with the nominated academic assessor evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies	Example: Previous experience as a sign-off mentor and have transferable skills	Example: Ensuring a clear understanding of the Practice Assessor role and how it works alongside the PS an AA
Periodically observe the student across environments in order to inform decisions for assessment and progression.	Example: Previous experience of mentoring a student and completing initial, interim and final assessments. Practice as a Practice Supervisor	Example: Knowledge of the e -PAD and relevant sections
Understand the student's learning and achievement in theory	Example: Having read communication from a particular HEI on their programme via the Future Nurse Website, PEF Newsletter or HEI update	Example: Knowledge of student's programme content
Communicate and collaborate with academic assessors at relevant points in the programme structure and student progression	Example: Experience of communication with HEI colleagues and knowledge of adhering to GDPR guidance.	Example: Knowledge of AA role. Knowledge of IT governance policies.

This template is from the NES national framework for practice supervisors, practice assessors and academic assessors in Scotland, Adapted from Appendix 8, (NES, 2019).

Self-Declaration Statement: Practice Assessor Preparation

Following self-assessment and engagement with relevant learning and teaching resources, I confirm that I meet all requirements to undertake the role of Practice Assessor as per the NMC (2023) Realising professionalism: Standards for education and training Part 2: Standards for student supervision and assessment.

Please sign below to confirm the following statements:




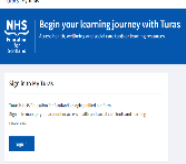
1. As an NMC registrant I am satisfied that I meet the requirements to undertake the Practice Assessor role and have discussed and reflected on my evidence with my line manager
2. I understand that this is a self-assessed competency and I commit to maintaining and evidencing currency with this competency through reflective discussion accessing relevant resources and updating opportunities.






NMC Registrant Name	Practitioner Signature	Date
Line Manager Name with whom evidence was discussed	Line Manager Signature	Date

Please ensure your competency is recorded via Health Roster and that you and your manager keep a record of this self-declaration as evidence of your competency and re-visit this during PDP and revalidation discussions

References: NMC (2023) Realising professionalism: Standards for education and training Part 2: Standards for student supervision and assessment

Appendix 1: Pick & Mix Learning Resources for Practice Supervisor and Practice Assessor Roles

Resource	Descriptor
 <p>TURAS</p> <p>Sign in to Turas Enter your details below</p> <p><u>NHS Education for Scotland (NES) The Preparation for Practice Supervisors and Practice Assessors' online learning units 1-6</u></p>	<p>These are hosted on TURAS learn (login required). They are interactive and you will complete an assessment at the end of each unit. These are optional and you do not have to undertake each unit or in any specific order. Your self-assessment will help you identify your required learning.</p> <p>Unit 1 -Roles and Responsibilities Unit 2 - Learning theory Unit 3 - Creating a positive learning environment Unit 4 - Feedback Unit 5 - Assessment Unit 6 - Supporting learners</p>
 <p><u>Practice Learning Handbook: for Practice Supervisors and Practice Assessor (NES 2019)</u></p>	<p>This Handbook provides an overview of roles to ensure practice supervision and assessment meet the NMC (2018) Standards for Student Supervision and Assessment (SSSA) in Scotland.</p>
 <p><u>NMC (2023) Standards for Student Supervision and Assessment (SSSA)</u></p>	<p>These NMC standards set out the roles and responsibilities of practice supervisors, practice assessors and academic assessors.</p>
 <p><u>NEW TURAS resource</u></p>	<p>The resources are designed to guide</p> <ul style="list-style-type: none"> • Supporting an underperforming student in the practice setting • Reasonable adjustment in the practice setting

Resource	Descriptor
Resources explaining student assessment	
<p><u>NMC proficiencies for pre-registration Nursing</u></p>  <p>Midwifery</p> 	<p><u>These standards of proficiency</u> represent the skills, knowledge, and attributes all registered nurses must demonstrate.</p> <p>The <u>standards of proficiency</u> represent the skills, knowledge and attributes that all registered midwives must demonstrate.</p>
Information about e-PAD and Higher Education Institution (HEI) Programmes	
<p><u>South East Scotland Interprofessional Practice Learning Hub</u></p> 	<p>This serves as a central hub for all information relating to Practice Learning and Practice Education for undergraduate and post-graduate education programmes in the following professions: Nursing (Adult, Child Health, Learning Disabilities and Mental Health) Midwifery- The hub exists to support students and practice partners from NHS Boards and non-NHS services who are involved in practice supervision and assessment.</p>
<p><u>Higher Education institutions programme information and updates</u></p> 	<p>This can be found on the Future nurse and Midwife Intranet site and contains information on HAI programmes and assessment documentation.</p> <p><u>For further information about individual programmes, please access via the South East Scotland Interprofessional Practice learning Hub</u></p>
 <p><u>NHS Lothian's Face to Face Practice Supervisor and Assessor Workshop</u></p>	<p>To consolidate your learning, (after completing the self-assessment and accessing the above resources), you may wish to attend an optional 2hr online workshop discussing the roles of practice supervisor, practice assessor and academic assessor.</p> <p>NHS Lothian staff: <u>BOOKABLE THROUGH eESS</u></p> <p>Non-NHS Lothian staff, please email <u>pefchefenquiries@nhslothian.scot.nhs.uk</u> to request a booking form.</p>

Appendix 2: PS Preceptorship Pathway Pick and Mix Resources

Resource	Descriptor
National Health Service Education for Scotland (NES) Preparation for Practice Supervisors and Practice Assessors' Learning Resource.	Resources completed as part of PS preparation. However, it may be useful to re-visit part, or all, of these depending on learning identified.
National Health Service Education for Scotland (NES) NMAHP Post-registration Development Framework	Designed for all Nurses, Midwives and Health Professionals in Scotland. Facilitates the development of core knowledge, skills and behaviours in four pillars of practice for NMAHPs working at Levels 5-8 of the Career Framework for Health. It also enables profession specific and specialist knowledge, skills and behaviours to be added. Includes links to The Development Needs Analysis Tool (DNAT) .
National Health Service Education for Scotland (NES) Flying Start Programme Flying Start NHS® Turas Learn	Information about NES Flying Start Programme which aims to support the transition from student to registrant during the first year post-registration. Flying Start NHS focuses on four Pillars of Practice: <ul style="list-style-type: none"> • Clinical Practice • Facilitating Learning • Leadership and • Evidence, Research and Development You will need to create a TURAS account to register for Flying Start.
National Health Service (NES) Preceptorship: a framework supporting nurses, midwives and SCPHN	Information about the Scottish Preceptorship Framework.
NHS Lothian Future Nurse/Midwife Intranet Page Non-NHS Lothian staff please see: Future Nurse and Midwife – PEF CHEF (nhslothian.scot)	Information about NHS Lothian PS/PA preparation plus useful bitesize learning resources and guidance on booking PA workshop.
NHS Lothian NQRN/NQM Programme Care home staff, please email: pefchefenquiries@nhslothian.scot.nhs.uk for more information	Information about NHS Lothian's bespoke NQRN/NQM Programmes.

Resource	Descriptor
NMC Supporting Information on Standards for Student Supervision and Assessment (SISSA) Hub	Scenarios and exemplars on how to support learners achieve platforms, proficiencies, skills and annexes.
NES: Restorative Clinical Supervision	Information on restorative clinical supervision
South- East Scotland Practice Learning Hub	Information on university Programmes, ePAD, mPAD and FAQs