

# Interprofessional

# Practice Supervisor and Assessor Update

**Supports the recommended annual update for**

* + - * + **NMC Registrants**
        + **HCPC Registrants**

**A group of people in a hospital

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**This interprofessional practice supervisor and assessor update is intended to:**

* Reflect on current knowledge and skills
* Consider strategies that support learner inclusion
* Raise awareness of apprentice programmes
* Review the evidence base for assessment
* Highlight the importance of raising concerns promptly and the support available

**Faculty of Health and Social Science**

**2023-2024**

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Issue 3 November 2023

Materials prepared by Paula Shepherd, Senior University Practice Learning Adviser

 This update begins with a thank you.

Healthcare education is not possible without your contribution. Our students appreciate the level of support, encouragement and opportunity that you provide.

Here are just a few comments from the evaluations we have received this year.

A colorful banner with text and hand prints

Description automatically generated with medium confidence

**Practice Education at Bournemouth University**

At Bournemouth University, the **University Practice Learning Adviser Team** are an interprofessional practice education team that supports the quality management of practice placements. As part of the Faculty of Health and Social Sciences (FHSS) academic team, they are able to support you in all aspects of your practice supervisor and assessor role. The infographic below illustrates the ways in which we can support – but it is not prescriptive. If unsure, contact us and ask the question!



**For further information please our placements website at:**

[www.bournemouth.ac.uk/hss-placements](http://www.bournemouth.ac.uk/hss-placements)

Please note: For midwifery student placement queries please contact the Midwifery Link Lecturer in your organisation

**We are here to help with all aspects of practice placement supervision and assessment so please do contact us.**

**How to complete this update**

**For facilitators**

You can deliver the update using Prezi as a presentation supported by the study guide If you click into the Prezi link below you can share the presentation with the participants by navigating through the sections. You can then proceed at your own pace. You may find it helpful to email the participants this word document.

*Please note the update contains approximately 3 hours of activities.*

*There are timings included to help you plan your session.*

**Self-managed learning**

The presentation can be viewed easily on most devices. The navigation may differ according to the platform you use:

* It is best to use Chrome or Firefox browsers
* Click on the circle to ‘zoom in’ to the folder, click on the ‘pdf’ documents to enlarge them
* You may see a curved arrow at the right-hand side so that you can go back one page. There is a home button above it to take you back to the start. All platforms have back and forward cursors at the bottom of the page.
* Do not use the back arrow at the top of the internet page as it will take you out of the presentation.

**How do I complete the update?**

* The update is divided into sections.
* To get started, complete the knowledge and skills review and then select the most relevant activities
* It is recommended that Section 1 be reviewed in case of any updates to contacts and standards.

The ‘Prezi’ is updated regularly to ensure inclusion across the professional educational landscape both locally and nationally so you can revisit this update at any time to keep your knowledge current.

Once complete, let your practice education link know so that they can update their organisational database.

Access the presentation by using control and enter on the link below: -

[**https://prezi.com/view/MncSritOLrc00OBQKYB3/**](https://prezi.com/view/MncSritOLrc00OBQKYB3/)

# Skills and Knowledge Review

**15 minutes**

**Activity – Review how you have developed your practice supervisor and assessor knowledge and skills**

|  |  |  |
| --- | --- | --- |
| Criteria: | Met: | Additional comments |
| 1. I have completed a programme that has helped me in supervising and assessing learners in practice. | Yes/No | Course:  Date: |
| 1. I have supported learners in my workplace during the last year | Yes/No |  |
| I understand my responsibilities in supporting learners in relation to my code (NMC 2018; HCPC 2017) | Yes/No |  |
| 1. I have engaged in CPD in order to develop my professional practice. | Yes/No | Next Revalidation date: |
| 1. I know how to seek support when concerns arise and are aware of the Concerns Protocol (BU 2023) | Yes/No |  |
| 1. I am aware of the different practice placement support teams and know how to contact them | Yes/No |  |
| 1. I have completed an update in the last year regarding student supervision and assessment | Yes/No |  |
| 1. I have a working knowledge of current learner programmes, assessment strategies and know how to learn of changes to the programme. | Yes/No |  |
| 1. I am aware of the different pathways to health care education including apprenticeships | Yes/No |  |
| 1. I have an in-depth understanding of my accountability to the NMC / HCPC for my decision to pass / fail a student. | Yes/No |  |
| 1. I am aware of the roles and responsibilities of the: -  * Practice Supervisor * Practice Assessor | Yes/No  Yes/No |  |

**Activity: Pause for thought**

I value supporting learners because ……………………………………………………………………………………………………………………………………………………………………………………….

Take a moment to reflect on your recent experiences of supporting learners.

* What strategies were effective?
* What might you do differently?
* How could you develop your knowledge and skills?
* Is there anything you might not do?

Use the table below to record your reflection: -

|  |  |
| --- | --- |
| I would continue | I will consider |
| I could develop my understanding of | I would not |

**Update activity log**

Record the date and activities completed here, there is a **certificate** at the end of the update that you can use to evidence to your organisation the nature of your update.

|  |  |
| --- | --- |
| Date | Activities completed |
|  |  |
|  |  |
|  |  |

# Section 1: Professional standards



**Activity 1: Accessing Support (5minutes)**

* Identify your university and organisation link
* How will you make sure the other team members know who to contact?

|  |  |
| --- | --- |
| **Organisation practice education link** |  |
| **Link UPLA** |  |
| **Three ways to raise the team’s awareness of how to contact support are: -**  **1.**  **2.**  **3.** | |

**Activity 2: How do the standards help effective learning and assessment? (15 minutes)**

Supporting learners in practice is a team venture.

The benefits of this approach are: -

* Learner exposure to a wider range of knowledge and skills
* Stronger objective evidence-base to inform assessment
* The responsibility for supervision and assessment of a learner is shared
* The learner has greater flexibility in managing home / placement balance

**Identify how you would raise awareness of the different roles within the team for supporting learners for: -**

|  |
| --- |
| 1. **The team members** |
| 1. **The learners on placement** |
| **Identify one action you might take to promote the ‘team approach’ to supervision and assessment.** |

# Section 2: Effective Practice Learning

**Activity 3: The NHS longterm workforce plan (10 minutes)**

**What does it mean for me?**

|  |
| --- |
| What does the plan identify for your profession?  Review the infographic, is your professional journey reflected here?  What do you see as the opportunities and challenges?  How will you develop your role? |

**Activity 4: Becoming familiar with apprenticeships.** **(20 minutes)**

What are the key differences between a traditional healthcare degree programme and an apprenticeship degree?

|  |  |
| --- | --- |
| Apprentice | Degree |
|  |  |

What are the similarities between a traditional healthcare degree programme and an apprenticeship degree?

|  |  |
| --- | --- |
| Apprentice | Degree |
|  |  |

**Activity 5: Supporting the learning environment (20 minutes)**

Complete the table to identify how you and the team could support learners to feel included and gain a sense of belonging

|  |  |  |
| --- | --- | --- |
|  | Current practice | Consider |
| Health and well being  e.g., regular ‘check in’ during the day |  |  |
| Scope of practice  e.g., have programme specific information in the welcome pack and broad introduction to relevant policies |  |  |
| Supporting learning  e.g., include learning approach in planning objectives and scoping of neurodivergence |  |  |

# Section 3: Supervision of students

**Activity 6: Getting to know me (20 minutes)**

Review Jess's video and her blog to learn about her overseas placement.

Read Lorraine’s blog about her journey so far on the apprentice route.

Select one of the learner's experiences to reflect on how you may plan their placement.

There are two learner top tips videos that may help you in this.

|  |  |  |
| --- | --- | --- |
|  | **Action** | **Rationale** |
| **Prior to placement** |  |  |
| **In week one** |  |  |
| **During** |  |  |
| **On finishing the placement** |  |  |

How could you use experience to help learners recognise how their experience supports their development?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Pause for thought**

**Activity 7: Interviews – the scaffold of security (10 minutes)**

Review the video clip of Charmaine advising about the importance of using the interviews for the scaffold of the placement.

Provide examples of how you help learners to identify their achievements and learning objectives

|  |  |  |
| --- | --- | --- |
| Self-evaluation | Coaching | Reflection |
| e.g., use portfolio criteria. | e.g., what else? | What could be even better tomorrow? |

# Section 4: Assessment and confirmation of proficiency

**Activity 8: What feedback when? (15 minutes)**

**Review the learner comments, decide which of the five types of feedback you might apply and consider your rationale.**

|  |  |  |
| --- | --- | --- |
| **Comment** | **Feedback approach** | **Rationale** |
| Will I ever know enough? It worries me that I will make a mistake |  |  |
| I forgot to tell you that I was on a university day, but it does not matter as I am supernumerary. |  |  |
| I provided care for a whole group of clients. I feel I did well. |  |  |
| My last placement told me I did not know enough but did not tell me why |  |  |
| You have been amazing. Tell me what to focus on for the next placement. |  |  |
| I have already been assessed on that and do not need to practice it. |  |  |
| I spent the day with the community team, it was great, but how does it relate to this placement? |  |  |
| I am really nervous about presenting the case review. |  |  |

**Activity 9: Encouraging critcal reflection (15 minutes)**

The evidence the learner includes in their portfolio, supports your assessment decision, helps future placement teams to plan learning and helps the learner to develop their critical thinking. By providing comprehensive evidence, it can significantly reduce the amount you need to document.



For example, if there is little evidence, you will need to state the rationale for your decision in detail. When a learner has provided a detailed analysis of their key learning, you are more able to endorse and focus on feed forward ready for the next placement.

If you are supporting the nursing programme learners, they receive additional time each week to prepare their evidence for assessment. This is in addition to their practice week with you.

Clarify at the initial interview the evidence that you will require, the level of detail and the time you will need it. This can help to complete interviews in time and ensure that progress is effectively monitored. It will also boost learner confidence as they will be able to appreciate their achievements consistently.



[This Photo](https://freepngimg.com/png/29799-cute-starfish-transparent-image) by Unknown Author is licensed under [CC BY-NC](https://creativecommons.org/licenses/by-nc/3.0/)

There is a short video in the prezi resources to explain the starfish approach.

Using the STAR approach (Situation, Task, Action, Result) review this student reflection

1. Identify the additional information you would require to confirm the assessment criteria had been achieved.
2. What feedforward could you include based on the achievements identified.

**Part 2 practice assessment Criteria.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Achieved** | **Knowledge** | **Skills** | **Attitude and Values** |
| **YES** | Has a sound knowledge base to support safe and effective Practice and provide the rationale to support decision making. | Utilises a range of skills to deliver safe, person centred and evidence-based care with increased confidence and in a range of contexts. | Demonstrates an understanding of professional roles and responsibilities within the multidisciplinary team. Maximises opportunities to extend own knowledge. |
| **NO** | Has a superficial knowledge base and is unable to provide a rationale for care, demonstrating unsafe practice | With supervision is not able to demonstrate safe Practice and is unable to perform the activity and/or follow instructions despite repeated guidance | Demonstrates lack of self-awareness and understanding of professional role and responsibilities. Is not asking appropriate questions nor engaged  with their own learning. |

|  |
| --- |
| **Example final interview, placement one of part 2** |
|  |
| **Knowledge** |
| I have learned lots on this placement and feel that I am becoming more confident in my decision making as a result. I attended a diabetes education session which was very interesting. |
|  |
| **Skills** |
| I have practiced lots of skills and am gaining confidence. I can now provide personal care with less supervision. I am starting to complete assessments and need fewer prompts. |
|  |
| **Professional values** |
| I am always neat and tidy. I ask permission to provide care and am aware of confidentiality. |

|  |  |
| --- | --- |
| **STAR** | **Additional information I would need** |
| **Situation**  **(Detail of what happened)** | Knowledge  Skills  Professional Values |
| **Task**  **(Examples)** | Knowledge  Skills  Professional Values |
| **Action**  **(Key learning)** | Knowledge  Skills  Professional Values |
| **Result**  **(How has it informed future practice)** | Knowledge  Skills  Professional Values |

|  |  |
| --- | --- |
| Keep |  |
| Start |  |
| More |  |
| Less |  |
| Stop |  |

**Starfish Discussion**

**What would you include if using this approach?**

****

# Section 5: Managing Concerns

**Activity 10: Ask for help (10 minutes)**

Review the Concerns Protocol. If you had a concern about a learner's progress or quality of the learning experience, what action would you take and why?

|  |
| --- |
|  |

**Activity 11: Promoting effective learning (15 minutes)**

|  |
| --- |
| Pam is a final year student. They are completing the penultimate placement. Pam had been very organised, and the placement started well. You reviewed the placement with the practice supervisor and Pam before having a week's leave after the 2 weeks. There were no concerns, and the practice supervisor was happy to complete the midway interview in your absence. It is now week four and there are 2 weeks left. You have returned from leave and arrange a review with Pam. Prior to this you review the portfolio which includes the agreed evidence Pam needed to prepare. You are also made aware of a concern raised by Pam. |

Review the evidence provided in the prezi. Use the ‘Idea Framework’ to review Pam’s progress and address her concerns in readiness for the meeting.

* What have the supervisors done well?
* Is Pam’s concern reasonable?

|  |  |
| --- | --- |
| Identify | Pam’s knowledge. skills and professional values  Level of practice supervision |
| Describe | Pam’s knowledge. skills and professional values  Level of practice supervision |
| Encourage | Pam’s perspective of supervision  Practice supervision guidance |
| Action | Supporting Pam  Developing the learning organisation |

**Activity12: Quality assuring the learning experience (10 minutes)**

As a practice assessor, you want to be confident that your assessment is fair, reliable, and valid. Ensuring an effective learning experience is the foundation of robust assessment.

Complete this checklist

Are there any actions that you might need to take to ensure that you are confident that consistent approach will be taken to promote learning, supervision, and assessment?

|  |  |  |
| --- | --- | --- |
| **Practice supervisor and assessor checklist** | **Yes** | **No** |
| **Effective Practice learning** |  |  |
| Are the team aware of learners commencing placement? |  |  |
| Do you know who the practice supervisors for your learner will be? |  |  |
| Is clear information about the placement available to all learners? |  |  |
| Does the learner have a clear information about their role / responsibilities? |  |  |
| Is there an agreed process of induction in place? |  |  |
| Have you clarified the interview process with the supervisors? |  |  |
| Do you know how to access the academic assessor and any additional support? |  |  |
| Has any additional support been identified, and reasonable adjustments applied? |  |  |
| **Supervision of placement** |  |  |
| Has the ongoing record of achievement been reviewed, and goals agreed? |  |  |
| Are there arrangements for regular communication between supervisor and assessor? |  |  |
| Does the learner know the types of evidence they will need for their assessments? |  |  |
| Does the learner know how to raise a concern? |  |  |
| Does the Practice Supervisor know how to raise concerns and access support? |  |  |
| Is the midway interview organised to ensure practice assessor contribution? |  |  |
| How will the academic assessor be informed of any concerns promptly? |  |  |
| How will concerns be recorded? |  |  |
| How will the student be assisted to complete development plans? |  |  |
| **Confirmation of proficiency** |  |  |
| Is the learner aware of their responsibilities in collating evidence? |  |  |
| Have concerns been addressed promptly? |  |  |
| Is the final interview a review of all evidence with no surprises? |  |  |
| Is the feedback clear, constructive and is relevant to the assessment criteria? |  |  |
| Has feedforward been used to aid future development? |  |  |
| Is placement feedback reviewed and changes for future placements implemented? |  |  |

**Section 6: The Student Portfolio**

At Bournemouth University students complete online portfolios. You need to complete a simple registration process and you can do this by visiting [www.opalbu.com](http://www.opalbu.com) .

**This** [**short presentation**](https://youtu.be/MBKWjOXkOdc) **explains how to register on OPAL and how to access the student portfolio.**

For additional guidance on how to complete the OPAL assessment please see the relevant guides in the help area of [opal](https://www.opalbu.com/public/report.aspx?memberqueryid=00BDCAEE-1221-48CE-A0C9-5B9800BE4B08&nodeid=405CEC0D-6411-4A8B-94F3-0A0F2868CA7F) or access [The Placements Information](https://www.bournemouth.ac.uk/about/our-faculties/faculty-health-social-sciences/health-social-sciences-placements) area

**Thank you for completing your update and supporting tomorrow’s profession.**

**Please complete this 2-minute survey by clicking on this link:** [**Update evaluation**](https://bournemouth.onlinesurveys.ac.uk/practice-supervisor-and-assessor-update)**.**

**Thank you for your time**

Health and Care Professions Council (HCPC), 2019. *Standards of Education and Training*. Available from: [www.hcpc-uk.org](http://www.hcpc-uk.org)

Nursing and Midwifery Council, 2018. *Part 1: Standards framework for nursing and midwifery education.* Available from: [www.nmc.org.uk](http://www.nmc.org.uk). [accessed 07/08/2018]

Nursing and Midwifery Council, 2018. *Part 2: Standards for student supervision and assessment.* Available from: [www.nmc.org.uk](http://www.nmc.org.uk). [accessed 07/08/2018]

Nursing and Midwifery Council, 2018. *Part 3: Standards for pre-registration nursing programmes.* Available from: [www.nmc.org.uk](http://www.nmc.org.uk). [accessed 07/08/2018]

Nursing and Midwifery Council, 2018. *Future nurse: Standards of proficiency for registered nurses.* Available from: [www.nmc.org.uk](http://www.nmc.org.uk). [accessed 07/08/2018]

* Reflect on current knowledge and skills
* Consider strategies that support learner inclusion
* Raise awareness of apprentice programmes
* Review the evidence base for assessment
* Highlight the importance of raising concerns promptly and the support available



……….…………………………………….

Has completed the

**Practice Supervisor and Assessor Update**

The objectives of this update were to:

Date………………………………………