**Implementation of NMC (2018) standards for student supervision and assessment.**

**Information for managers of placement areas**

**Overview**

All NMC approved programmes (apart from midwifery) will move to the new standards for the supervision and assessment (SSSA) of students from September 2019. Please refer to the NMC supporting information: <https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/>

**What will this mean in practice?**

The new NMC standards separate out the supervision of students and the assessment of students. This means that students will need to be allocated a practice supervisor(s) AND a practice assessor in placement.

**How will the assessment of practice work?**

The practice supervisor supports and supervises students, provides feedback on their progress and contributes to students’ record of achievement and assessment. The practice assessor will obtain feedback from practice supervisors and service users/carers, and in addition must observe the student in order to provide evidence for the assessment decision. The practice assessor works closely with the academic assessor based in the University, and who ensures that the assessment decision is evidence based and objective. Some of this collaboration may be via PARE, if used.

**What are the qualifications required for the practice supervisor and practice assessor roles?**

**Practice supervisor:** Any NMC registered nurse, midwife, nursing associate **and other registered health and social care professionals** can be a practice supervisor, as long as they meet the NMC requirements for the role. The NMC expect that all registered nurses, midwives and nursing associates are capable of supervising students.

**Practice assessors** must meet the NMC requirements for the role and the specific programme requirements as below:

* **nursing** students are assigned to practice and academic assessors who are registered nurses with appropriate equivalent experience for the student’s field of practice
* **nursing associate** students are assigned to practice and academic assessors who are either a registered nursing associate or a registered nurse
* 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
* students studying for an NMC approved **post-registration qualification** are assigned to practice and academic assessors in accordance with relevant programme standards.
* For **prescribing programmes**, the practice assessor must be a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking. (In exceptional circumstances the same person may be the practice supervisor.

**Will all the current mentors/sign-off mentors/practice teachers automatically migrate into the new roles?**

No. All practice supervisors and assessors must be able to demonstrate they can meet the required outcomes for the role, and the focus has shifted from attending courses to demonstrating they can meet the outcomes on a continual basis. All practice supervisors and assessors will require to be updated about the new standards and approach for supervising and assessing students.

**What kind of preparation will be available to upskill current mentors/sign-off mentors/practice teachers?**

A self-declaration form will be used, and upskilling available via a range of methods: workshops / PARE resources / individual support / factsheets. Some of these will be on-line, some face to face.

**What level of student supervision is required – is it still 40% of time and what about supernumerary status?**

The NMC has updated these requirements. The NMC (2018) standards for **pre-registration nursing programmes** state that: “students in practice or work placed learning must be supported to learn without being counted as part of the staffing required for safe and effective care in that setting. For apprentices, this includes practice placements within their place of employment; this does not apply when they are working in their substantive role. Placements should enable students to learn to provide safe and effective care, not merely to observe; students can and should add real value to care. The contribution students make will increase over time as they gain proficiency and they will continue to benefit from ongoing guidance and feedback. Once a student has demonstrated that they are proficient, they should be able to fulfil tasks without direct oversight. The level of supervision a student needs is based on the professional judgement of their supervisors, taking into account any associated risks and the students’ knowledge, proficiency and confidence”.

**Nursing Associate students** are required to have **protected learning time**: designated time in which students are supported to learn. All students are appropriately supervised until they have demonstrated proficiency in aspects of care. Supernumerary status is one approach to protected learning time. For work-placed learning routes students must be released for at least 20 percent of the programme time, which is assured protected learning time in external practice placements, enabling them to develop the breadth of experience required for a generic role, and protected learning time must be assured for the remainder of the required programme hours.

**What support and time is required in practice for the practice supervisor and practice assessor roles?**

**Practice supervisors**: In addition to the day-to-day supervision, feedback, and recording progress in the PAD, practice supervisors will need to have sufficient opportunities to engage with practice assessors and academic assessors to share feedback on the student they are supervising. Practice supervisors must also receive ongoing support to prepare, reflect and develop in their role.

**Practice assessors:** It has been agreed across GM that practice assessors will receive protected time for the role. In addition to the time required to observe students, make and record assessments, practice assessors will need to have sufficient opportunities to gather and coordinate feedback from practice supervisors, other practice assessors and relevant people. Practice assessors must also receive ongoing support and training to reflect and develop in their role.

**Will there still be annual updates and triennial reviews?**

The requirement for annual updates and triennial review have been replaced by the requirement for all practice supervisors and assessors to continually remain up to date, and to receive ongoing support to prepare, develop and reflect in the roles.

**How will the quality of practice supervision and assessment be monitored?**

* All NHS Trusts/CCGs/PVOs are required to complete an organisational checklist / self-appraisal tool for practice learning environments
* All practice supervisors/assessors are required to complete a self-declaration relating to the NMC standards. This will be on PARE.
* Electronic register/alternative system held on management information system in healthcare organisations to identify practice supervisors and assessors.
* Annual performance appraisal and development review (PADR) to include practice supervisor and assessor role
* All practice supervisors and assessors recommend to integrate role to revalidation.
* Feedback from students, practice supervisors and practice and academic assessors.
* Practice education facilitators and practice assessors oversee these processes in partnership with AEIs.
* The GM (2019) policy for the identification, selection, monitoring and removal of practice placements applies.

**For more details on the NMC standards see:** [**https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/**](https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/) **Version 1 April 2019**