**Checklist for Completing Practice supervisor and assessor declaration**

This form will help you to review the standards that you are declaring yourself competent against and provide you with links to sources of support so that you can complete training / research around any gaps you may have.

Managers will be able to use this form to check understanding when the  **supervisor/ assessor** has satisfied all the outcomes.

**Practice supervisor**

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| **PRE-REQUISITES FOR ROLE of Practice Supervisor** |
| Practitioners with experience in supervising and assessing students are required to fully understand the roles, responsibilities and processes relating to the implementation of the new NMC (2018) SSSA standards.  This update can be achieved in a range of ways: a workshop / PARE resources / individual support / factsheets.  Practitioners who are **new** to supervising and assessing students will be required to undertake preparation for the practice supervisor role. This preparation can be achieved in a range of ways: workshops / PARE resources / individual support / factsheets. |
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| You must be a NMC registered nurse, nursing associate or midwife, or other registered health and social care professional |
| **ROLE AND RESPONSIBILITIES.**  **All practice supervisors must be able to meet the NMC criteria below.** |

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| **All practice supervisors must:** | **What needs to be in the training?**  **Lesson guide/ sign posting provision** |  | **Signposting to sources of information that can help you** |
| Have undertaken equality and diversity training | Have you met **Trust based** training requirement? |  |  |
| Do you understand **Reasonable adjustment**? |  |
| Do you understand **unconscious bias**? |  |
| Serve as role models for safe and effective practice in line with their code of conduct and have current knowledge and experience of the area in which they are providing support, supervision, and feedback. | Do you understand the New NMC standards and role boundaries?  Do you know how to give **feedback**? |  |  |
| Do you understand the importance of **role modelling in** safe and effective practice? |  |
| How do you assess you have the **required knowledge and experience** to support the student? |  |
| Do you understand **effective supervision**? Appropriate delegation  Do you understand the principles of direct and indirect supervision? |  |
| Support learning in line with their scope of practice to enable the student to meet their proficiencies and programme outcomes.  Support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills. | Do you understand how to give **appropriate support** for **student's scope of practice** to meet their proficiencies? |  |  |
| Do you understand **supervision** requirements including use of assessment documentation and electronic systems? |  |
| Do you know how to give effective **feedback** on progress?  Are you aware of Formative and Summative assessment? |  |
| Contribute to student assessments to inform decisions for progression, including contributing to the student’s record of achievement.  Clearly liaise and communicate with practice assessors and academic assessors to share observations. | Do you understand how to **set learning goals** and facilitate learning? |  |  |
| Do you understand what **coaching** is and effective communication? |  |
| Do you know how, when and why you would communicate with the **nominated person**?  Do you understand how to **provide evidence** **for assessment** and **Practice Assessor & Academic Assessor roles**? |  |
| Do you understand the how to use the curriculum PAD? |  |
| Do you know what the Online **PARE system** is? |  |
| Understand how to raise and respond to student conduct and competence concerns, with support. | Are you familiar with **local & regional policies** **and processes** related to learners you support? |  |  |
| Do you understand how and when to **raise concerns**?  Do you know how, when and why you would communicate with the **nominated person**? |  |
| Have understanding of the proficiencies and programme outcomes they are supporting students to achieve. Understand the NMC (2018) requirements for supernumerary status and protected learning time. | Do you understand **supernumerary status**? |  |  |
| Are you familiar with the **programme proficiencies** for the student you are supporting? |  |

**Practice Assessor**

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| **PRE-REQUISITES FOR ROLE of Practice Assessor** | |
| **NMC programme** | **Required Practice Assessors qualifications for each programme:** |
| Nursing associate | Registered nursing associate or a registered nurse |
| Pre-registration nursing and RTP. | Registered nurse with appropriate equivalent experience for the student’s field of practice |
| Pre & post -registration midwifery | Registered midwife |
| SCPHN | Registered SCPHNs with appropriate equivalent experience for the student’s field of practice |
| Prescribing programmes (V100/V150/V300) | Registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking |
| Post-registration programmes (DN, GPN). | Registered nurse with specialist practitioner qualification  (NB: programme standards currently under review). |

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| **ROLE AND RESPONSIBILITIES.**  **All practice assessors must be able to meet the NMC criteria below. Those with experience of supervising and assessing students are likely to have evidence of competence from previous students, reviews, revalidation or reflective diaries.** |
| Practitioners with experience in assessing students are required to fully understand the roles, responsibilities and processes relating to the implementation of the new NMC (2018) SSSA standards. This can be achieved in a range of ways: a workshop / PARE resources / individual support / factsheets. |

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| **Standard** | **Criteria** | **What needs to be in the training?**  **Lesson guide/ sign posting provision** |  | **Signposting to sources of information that can help you** |
| 4.3 (part1) | Have undertaken equality and diversity training | Have you met **Trust based training** requirement? |  |  |
| Do you understand **Reasonable adjustment**? |  |
| Do you understand **unconscious bias**? |  |
| 6.8, 7.1,7.2 | Conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning, informed by feedback sought and received from practice supervisors. Raise and respond to concerns about student conduct, competence and achievement, with support. | Do you understand the principles of **assessment**? |  |  |
| Do you understand how to complete the **Practice placement documentation (PAD)**? |  |
| Do you understand how to navigate the online PARE system? |  |
| Do you understand how to collect **feedback** and communicate with Practice supervisors to make assessment of students? |  |
| Do you understand the local/ Regional processes and policies for **raising concerns** in relation to students? |  |
| 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 | Do you know how to review a **range of** different types of **evidence of achievement**? |  |  |
| Do you know how to **document assessment** in relation to the evidence using **New PAD**? |  |
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| 7.4 | Maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing | Do you know how you can **maintain your competence** in relation to supporting students? |  |  |
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| 7.5 - 7.7 | Gather and coordinate feedback, and work in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme. | Do you know how, when and why you would communicate with the **nominated academic assessor**? |  |  |
| Do you know how, when and why you would communicate with the **nominated person**? |  |
| 7.8 | Have an understanding of the student’s learning and achievement in theory. | Do you know how to gain understanding of **student achievements in theory**? |  |  |
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| 8.4 | Have an understanding of the proficiencies and programme outcomes that the student they assess is aiming to achieve. Understand the NMC (2018) requirements for supernumerary status and protected learning time. | Do you understand **supernumerary status**? |  |  |
| Are you familiar with the **programme proficiencies** for the student you are supporting? |  |
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