



NMC (2018 & 2019): Realising professionalism: Standards for education and training



Guidelines for Part 2 NMC Standards for student supervision and assessment (2018 updated 2023) Practice Supervisor, Practice Assessor and Academic Assessor roles and requirements.

Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workforce for a healthier Wales

Contents

Practice Supervisor	3
Practice Assessor	8
Academic Assessor	14
Criteria for roles	20
Practice Supervisor: do you meet the criteria for the role?	20
Practice Assessor: do you meet the criteria for the role	21
Practice Assessor Independent Prescriber V 300: do you meet the criteria for the role?	23
Academic Assessor: do you meet the criteria for the role?	24
Academic Assessor Independent Prescriber V300: do you meet the criteria for the role?	25
Further information.....	26
APPENDIX.....	27
Practice Supervisor Recognition of Prior Learning (RPL) and Experience (RPEL) form	27
Practice Assessor Recognition of Prior Learning (RPL) and Experience (RPEL) form	29
Role collaboration	32
Supporting a student who is not meeting required levels of proficiency and/or if there is insufficient engagement or evidence of achievement.....	33
All-Wales Action Plan.....	34
Part A. Considerations <i>during</i> practice learning allocations where a student may not be meeting required levels of proficiency or there is insufficient engagement.	35
Part B. All-Wales Action Plan pro forma for pre–registration Nursing students.	36
Part C. For Practice Supervisors/Practice Assessors/Academic Assessors or other key personnel supporting students.	38
Record of Supervision and Assessment Activity for PADR/VBA Revalidation.....	39
Section 1. Personal record	40
The EPICC Standard	45
Part 1. Standards framework for nursing and midwifery education (nmc.org.uk)	
Part 2. Standards for student supervision and assessment (nmc.org.uk)	
Part 3. Standards for post-registration programmes (nmc.org.uk)	



Practice Supervisor

**Role and definition:
Who can be a practice supervisor**

Practice supervision facilitates learning, promotes confidence and autonomy while safely supporting learners to achieve their proficiencies.

All NMC registered nurses and midwives are capable of supervising students and serving as role models for safe and effective practice. Students may also be supervised by other registered health and social care professionals.

The practice supervisor needs to have completed a Practice Supervisor Preparation Programme (see below) or has knowledge and experience demonstrated via Recognition of Prior Learning (RPL) that they meet NMC (2018 updated 2023) outcomes for the role of practice supervisor. Recognition of Prior Learning will be agreed and assessed in partnership between the practice learning environment provider and Approved Education Institution (AEI).

The practice supervisor must be able to demonstrate evidence of regular updating and CPD within their role and have up to date knowledge and experience relevant to the students they will be supervising.

Programme Specific information

The Practice Supervisor must:

Specific to Prescribing:

The practice supervisor must be a registered healthcare professional and an experienced and current prescriber with suitable equivalent prescribing qualification for the programme the student is undertaking.

Specific to Midwifery:

To be a 'designated' practice supervisor, offering continuity of supervision and support for midwifery students, midwives must have completed a midwifery preceptorship programme.

Specific to SCPHN:

A practice supervisor must have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN qualified professionals or can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN students.

Specific to community nursing SPQ

A practice supervisor must have undertaken a period of preceptorship in line with the NMC principles for preceptorship as community nursing SPQ qualified professionals or can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration community nursing SPQ students.

Practice Supervisor

Preparation programme - General

Practice Supervisor full preparation

Minimum one day equivalent

Theme 1: Roles and Responsibilities

Theme 2: Student Assessment

Theme 3: Managing Concerns

Plus: Specific update programme information

The overall aim of this programme is to prepare practice supervisors to undertake their role in accordance with the NMC (2018 updated 2023) Standards for Student Supervision and Assessment.

Since practice supervisors support a specific segment of the student learning journey there is no expectation for them to have in-depth understanding of all the programme outcomes. They should have enough breadth and depth of understanding of what the student is trying to achieve to be able to supervise the student; they should also bear in mind the stage of learning and the specific learning needs of the student.

Preparation programmes are available, delivered and supported by key personnel in both practice and education environments.

However, the opportunities for the practice supervisor to prepare for this role will be flexible and designed to meet the needs of practice supervisors from various professions and practice supervisors supporting different student groups.

If the practice supervisor has supported students previously the programme will give an overview of the role and allow the practice supervisor to review the new documentation.

If the practice supervisor is new to the role, the programme will allow a greater depth of exploration into student support and the practice supervisor role.

Roles and Responsibilities:

1. An outline of the roles of the practice supervisor, practice assessor and academic assessor.
2. Overview of the NMC (2018 updated 2023) Standards for student supervision and assessment.
3. The function of the role in providing evidence for the practice assessor and academic assessor to determine the students' progression and achievement.

Practice Supervisor

Preparation programme - General

4. Supporting the student to understand how to provide evidence for the practice and academic assessor towards progression and achievement
5. Accountability in relation to appropriate delegation in accordance with the Code (NMC 2018) and its supplementary information Delegation and Accountability.
6. Acting as a role model in instilling the principles of the NMC (2018) The Code – Professional standards of practice and behaviour for nurses, midwives, and nursing associates.
7. The importance of accurate record keeping.

Student Assessment:

1. Developing effective, supportive and professional relationships with students.
2. Models of supervision.
3. Developing understanding of how to facilitate student learning to meet the needs of a wide range of student learners.
4. In collaboration with the practice assessor, plan the student learning experience including reasonable adjustments or equality and diversity considerations that may need to be met.
5. Determining, in collaboration with the practice assessor, an appropriate level of supervision commensurate with the students' level of competence / proficiency, knowledge and skill and stage of the programme.
6. Encouraging students to take responsibility for their learning and development.
7. Encouraging reflective practice to facilitate individual students' development of competence and confidence.
8. Giving effective feedback and feed-forward to enable students to reflect on and improve their practice.
9. Helping students to develop resilience.
10. Supporting students who raise any concerns in the learning environment.

Practice Supervisor

Preparation programme - General

Managing Concerns:

1. How to raise concerns regarding a student's conduct, competence, and performance.
2. Supporting students who are experiencing difficulty in meeting expected progress.
3. Contributing to the development and review of action plans to facilitate improvement in student's practice.
4. An overview of the All-Wales Action Planning Protocol.

Preparation Programme: Specific content

The programme specific content includes:

- An overview of the specific programme and associated standards.
- Professional regulatory requirements of the programme.
- Specific competencies / proficiencies of the programme.
- Practice Assessment Documentation and requirements.
- Points of assessment / progression point criteria.
- Specific models of supervision and assessment.

Practice supervisors will need to cover this for all programmes for which they are supporting students, for example a practice supervisor may be supporting nursing, prescribing and SCPHN students and therefore will need an understanding of all three programme requirements.

Ongoing support for Practice Supervisors

The practice supervisor will receive ongoing support and updating on their role by one or more of the following:

- The Practice Assessor
- The Academic Assessor
- Peers
- The Practice Education Facilitators (and other equivalents)
- Managers - ward/unit/team operational managers
- The Link Lecturer / tutor for the practice area
- The Personal Tutor / Personal Academic Coach / Academic Mentor for the student they are supervising.

There will also be an opportunity to attend discussion forums to reflect on supervision experiences, share best practice and reflect on the development of the role. These update sessions will be jointly facilitated by the Practice Placement Provider, the Practice Education Facilitators or equivalent and the Approved Education Institutions.

Practice Supervisor

Allocation of Supervisors to Students

Each practice learning environment will have a nominated person responsible for allocating each student to an appropriate practice supervisor(s).

Students should have opportunities to learn from a range of relevant people in practice learning environments, including users of services, registered and non-registered individuals, and other students as appropriate.

The number and type of students that can be supported in a practice learning environment will be detailed within the Practice Educational Audit of the specific learning environment.

There may be different models of supervision offered depending on the practice area in conjunction with the AEI's.

Practice Assessor

Role and Definition: who can be a practice assessor.

The practice assessor must be a Nursing and Midwifery Council (NMC) registrant. Who the assessor will be is dependent on the programme the student is studying. The assessor should have completed the Practice Assessor Preparation Programme or has knowledge and experience demonstrated via Recognition of Prior Learning (RPL) that they meet NMC (2018, updated 2023) outcomes for the role of practice assessor.

The practice assessor will be able to demonstrate evidence of regular updating and CPD within their role and have up to date knowledge, competence and experience relevant to the students they will be assessing.

The practice assessor assesses the student's overall performance for their practice learning, taking account of whether or not the relevant proficiencies and programme outcomes have been met, and if they display the required values of their professional role. Direct observations by the assessor can provide invaluable insights so they must have sufficient opportunities to observe the student in practice to inform their assessment decisions.

The Standards identify that student assessments are evidence based, robust and objective. Assessments and confirmation of proficiencies are based on an understanding of student achievements across theory and practice. Assessments and confirmation of proficiencies are timely, providing assurance of student achievements and competence. This includes ensuring that a practice assessor works in partnership with the 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.

Criteria - Specific

The Practice Assessor must:

Specific Programme Requirements:

To assess a **nursing student** the Practice Assessor must be a registered nurse with appropriate equivalent experience of the students' field of practice.

Specific to prescribing

To assess a **prescribing student** the Practice Assessor must be a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking.

Specific to midwifery

To assess a **midwifery student**, the practice assessor must be a registered midwife who has completed a midwifery preceptorship programme and is suitably experienced.

Practice Assessor

Specific to SCPHN

To assess a **specialist community public health nurse (SCPHN) student** the practice assessor must be an experienced registered SCPHN for the programme the student is undertaking. The practice assessor must have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or can evidence prior learning and relevant experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN.

In exceptional circumstances the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN student is undergoing education and training in a practice learning environment. In such instances the student, practice supervisor/ assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person.

Specific to SPQ

To assess a **community nursing specialist practice qualification student** the practice assessor must be an experienced registered community SPQ nurse for the programme the student is undertaking. The practice assessor must have undertaken a period of preceptorship in line with the NMC principles for preceptorship as community nursing SPQ or can evidence prior learning and relevant experience that enables them to engage in fair, reliable and valid assessment processes in the context of community nursing SPQ.

In exceptional circumstances the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the community nursing SPQ student is undergoing education and training in a practice learning environment. In such instances the student, practice supervisor/ assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person.

Practice Assessor

Preparation programme - General...

Practice Assessors Full Preparation Programme

Minimum two-day equivalent

Theme 1: Roles and Responsibilities – half day equivalent

Theme 2: Student Assessment - half day equivalent

Theme 3: Managing Concerns - half day equivalent

Plus: Specific update programme information: half day equivalent – per programme

Roles and Responsibilities

1. An outline of the roles of the practice supervisor, practice assessor and academic assessor.
2. Overview of the NMC (2018, updated 2023) Standards for student supervision and assessment.
3. Acting as a role model in instilling the principles of the NMC (2018, updated 2023) *The Code* – Professional standards of practice and behaviour for nurses, midwives and nursing associates.
4. Effectively supporting the practice supervisors and overseeing the supervision process.
5. The function of the role in determining students' progression and achievement in collaboration with the practice supervisors and academic assessors.
6. Effective record keeping providing comprehensive evidence for the conferment of progression and achievement of proficiencies.
7. Engaging in reflection to enhance learning, growth and competence in self and others.
8. Demonstrating currency and competence in the role as part of revalidation.

Student assessment

1. Developing the knowledge, skills and competence to effectively assess students.
2. Ways of gathering assessment data – direct observation, records within the students Practice Assessment Document – students' self-reflections, feedback from practice supervisors and people who use services and their carers.

Practice Assessor

3. Conducting objective assessments, gathering and analysis of the evidence provided by the practice supervisor and the student and others (for example people who use services).
4. Making and recording objective, evidenced-based assessments on students conduct, proficiency and achievement.
5. Identifying assessment points and appropriate timing of assessments – per practice learning environment - per series and progression point assessments.
6. Accountability in assessment.
7. Assessing students with additional learning needs/disabilities or who require reasonable adjustments.
8. Ensuring equality, diversity and inclusion when conducting assessments.
9. Giving effective feedback and feed-forward to facilitate students' development.
10. An overview of the quality assurance processes underpinning assessment in the practice setting.

Managing Concerns:

1. Supporting students who raise concerns relating to the practice learning environment.
2. How to raise concerns regarding a student's conduct, competence, and performance.
3. An overview of the Fitness to Practice Policies and procedures within the AEI setting.
4. Supporting students who are experiencing difficulty in meeting expected progress.
5. Setting and reviewing action plans in collaboration with the Academic Assessor to facilitate improvement in student's practice.
6. An overview of the All-Wales Action Planning Protocol.

The preparation will also address the programme specific elements required for all programmes being supported. For example, the practice assessor may be supporting nursing, prescribing, SCPHN or community nursing SPQ post registration students and therefore will need an understanding of all these programme requirements.

Practice Assessor

Preparation programme - Specific

This preparation includes:

- An overview of the specific programme and associated standards.
- Professional regulatory requirements of the programme.
- Specific competencies / proficiencies of the programme.
- Practice Assessment Documentation and requirements.
- Points of assessment / progression point criteria.
- Specific models of supervision and assessment.

The above is the minimum programme specific content to be addressed however, programme teams can address any further content they determine relevant to the individual programme.

The specific preparation programmes relate to one or more of the following NMC approved programmes leading to initial entry or subsequent annotation on the NMC register:

- Registered Nurse – all fields of practice
- Registered Midwife
- Return to Practice
- Independent Prescriber (V300).

Specialist Community Public Health Nurse:

- Health Visiting,
- School Nursing,
- Occupational Health Nursing,
- Public Health Nursing.

Community Nursing Specialist Practice Qualification:

- Community children's nursing,
- Community learning disabilities nursing,
- Community mental health nursing,
- District nursing,
- General practice nursing,
- Health and social care nursing.

Practice Assessor

Ongoing Support for the Practice Assessors

Practice assessors will receive ongoing support and updating with the role by one or more of the following:

- The Academic Assessor
- The Practice Education Facilitators (and other equivalents for each AEI)
- Managers
- The Link Lecturer / Tutor for the practice area
- The Personal Tutor / Academic Mentor / Personal Academic Coach for the student they are assessing
- The relevant programme leaders
- During discussions at annual appraisal
- During revalidation by use of critical reflection on their role.

During discussions with other practice assessors and academic assessors to share best practice and discuss assessment decisions.

Practice assessors new to the role may wish to shadow an experienced practice assessor.

There is a requirement for the practice assessor to demonstrate during revalidation discussion that they remain competent to fulfil the role. There will be opportunity on an annual basis to participate in discussion and updating of the role. There is an opportunity on an annual basis to participate in discussion and updating of the role. This updating may be accessed via a variety of ways, including, in discussions with one of the individuals listed above who will support the practice assessor, drop-in sessions, teaching and assessing events, online learning etc.

Support and updating may be accessed via a variety of ways, including, in discussions with one of the individuals listed above who will support the practice assessor, by discussion forum, drop-in sessions, annual learning, teaching and assessing events, online reflection and learning, annual updating or newsletters.

These update sessions will be jointly facilitated by the practice placement provider, the practice education facilitators or equivalent and the approved education institutions.

Allocation of Assessors to Students

Each practice learning environment will have a nominated person responsible for allocating each student appropriate practice assessors as required. This will vary depending on the individual arrangements for each programme as to the points of assessment and if students are assessed on every practice learning environment over a series of practice learning experiences.

Practice Assessor

A database will be held in partnership with the AEI and practice providers which details the number of practice assessors and for which NMC approved programme the Practice Assessor has due regard.

For NHS practice partners the database will be maintained by the practice education facilitators (or equivalent) and shared with the relevant AEIs who partner the practice area.

For non-NHS Practice Learning Partners, the database may be maintained by either the Practice Partner or the AEI but must be shared between both parties.

Academic Assessor

Role and Definition: who can be an Academic Assessor

The academic assessor must be a Nursing and Midwifery Council (NMC) registrant. The academic assessor should have completed an academic assessor preparation programme (this may be as part of a Post-graduate Certificate in Education) or demonstrates via Recognition of Prior Learning (RPL) and experience that they meet NMC (2018 updated 2023) outcomes for the role of academic assessor.

1. Be working towards a Post Graduate Certificate in Education or equivalent.
2. Be working towards a master's level qualification.
3. Academic assessors are not simultaneously the practice supervisor and practice assessor for the same student.
4. The academic assessor will be employed by the AEI.
5. Demonstrate continual professional development with their role.
6. Demonstrate an in-depth knowledge of the assessment process and their role within it.
7. Have in-depth knowledge of the proficiencies and programme outcomes that the students they confirm are aiming to achieve.
8. Demonstrate effective interpersonal communication skills, relevant to student learning and assessment and be able to effectively foster environments that encourage student empowerment.
9. Demonstrate detailed knowledge of the raising concerns policies and fitness to practice polices.
10. Demonstrate detailed knowledge of the process to ensure that students are provided with adjustments in accordance with relevant

Academic Assessor

equalities and human rights legislation in all learning environments and for supervision and assessment.

11. To be able to effectively collate and confirm student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme
12. Make and record objective, evidence-based decisions on conduct, proficiency and achievement, and recommendations for progression and working in partnership with practice assessors in line with programme standards and local and national policy
13. Ensure communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

programme specific

Specific to Prescribing

To assess a prescribing student the academic assessor must be a registered healthcare professional with suitable equivalent qualifications for the programme the student is undertaking.

Specific to Midwifery

To assess a midwifery student the academic assessor must be a registered midwife.

Specific to SCPHN

To assess a specialist community public health nurse (SCPHN) student the academic assessor must be an NMC registered SCPHN with appropriate equivalent experience for the students' field of practice. Academic assessors must have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or can evidence prior learning and relevant academic assessor experience that enables them to engage in fair reliable and valid assessment processes in the context of SCPHN.

Specific to SPQ

To assess a community nursing SPQ student the academic assessor must have an SPQ annotation and have appropriate equivalent experience for the students' field of practice. Academic assessors must have undertaken a period of preceptorship in line with the NMC principles for preceptorship as community nursing SPQ or can evidence prior learning and relevant academic assessor experience that enables them to engage in fair reliable and valid assessment processes in the context of community nursing SPQ.

Academic Assessor

Preparation Programme - General:

Academic Assessors Full Preparation Programme

Minimum two-day equivalent

Theme 1: Roles and Responsibilities – half day equivalent

Theme 2: Student Assessment - half day equivalent

Theme 3: Managing Concerns - half day equivalent

Plus: Specific update programme information: half day equivalent – per programme

The preparation programme content may be met by the undertaking of a Post-graduate Certificate in Education (or equivalent programme). This can be mapped to the content below, any element not addressed can be outlined as part of annual performance review, and any deficit addressed.

The overall aim of this programme is to prepare academic assessors to undertake their role in accordance with the NMC (2018 updated 2023) Standards for student supervision and assessment. The programme covers three main themes, including roles and responsibilities, student assessment and managing concerns.

Roles and Responsibilities:

1. An outline of the roles of the practice supervisor, practice assessor and academic assessor.
2. Overview of the NMC (2018 updated 2023) Standards for student supervision and assessment.
3. Acting as a role model in instilling the principles of the NMC (2018) The Code – Professional standards of practice and behaviour for nurses, midwives, and nursing associates.
4. Effectively supporting the practice supervisors and practice assessors.
5. The function of the role in determining students' progression and achievement in collaboration with the practice supervisors and practice assessors.
6. Effective record keeping providing comprehensive evidence for the conferment of progression and achievement of proficiencies.
7. Engaging in reflection to enhance learning, growth and competence in self and others.
8. Demonstrating currency and competence in the role as part of revalidation.

Academic Assessor

Preparation Programme - General...

Student Assessment:

1. Developing the knowledge, skills, and competence to effectively assess students.
2. Ways of gathering assessment data – detail of summative assessment outcomes, discussions with Personal Tutors, records within the students Practice Assessment Document – students’ self-reflections, feedback from practice assessors, practice supervisors, and people who use services and their carers.
3. Conducting objective assessments, gathering and analysis of evidence provided by practice supervisors, practice assessors, student, and others (for example people who use services and their carers).
4. Objectivity in assessments, gathering and analysis of the evidence provided by the practice supervisors, practice assessors, the student, and others (for example people who use services and their carers) in collaboration with the practice assessor.
5. Making and recording objective, evidenced-based assessments on students conduct, proficiency and achievement.
6. Identifying assessment points and appropriate timing of assessments – per placement- per series and progression point assessments.
7. Accountability in assessment.
8. Assessing students with additional learning needs/disabilities or who require reasonable adjustments.
9. Ensuring equality, diversity and inclusion when conducting assessments.
10. Giving effective feedback and feed-forward to facilitate students’ development.
11. Academic supervision and assessment of formative and summative assessments.

Academic Assessor

Managing Concerns:

1. Supporting students who raise concerns relating to the practice learning environment.
2. How to raise concerns regarding a student's conduct, competence, and performance.
3. An overview of the Fitness to Practice policies and procedures within the AEI setting.
4. Supporting students who are experiencing difficulty in meeting expected progress.
5. Setting and reviewing action plans in collaboration with the Practice Assessor and Practice Education Facilitators or equivalent as appropriate, to facilitate improvement in student's practice.
6. An overview of the All-Wales Action Planning Protocol.

Preparation Programme - Specific

This may be one or more of the following NMC approved programmes leading to initial entry or subsequent annotation to the NMC register:

- Registered Nurse – all fields of practice
- Registered Midwife
- Return to Practice
- Independent Prescriber (V300).

Specialist Community Public Health Nurse:

- Health Visiting,
- School Nursing,
- Occupational Health Nursing,
- Public Health Nursing.

Community Nursing Specialist Practice Qualification:

- Community Children's Nursing,
- Community Learning Disabilities Nursing,
- Community Mental Health Nursing,
- District Nursing,
- General Practice Nursing,
- Health and Social Care Nursing.

Academic Assessor

The programme specific content will address:

- An overview of the specific programme and associated standards.
- Professional regulatory requirements of the programme.
- Specific competencies / proficiencies of the programme.
- Practice assessment documentation and requirements.
- Academic assessment requirements.
- Points of assessment / progression point criteria.

The academic assessor will need to cover preparation for all programmes for which they are assessing students, for example they may be assessing nursing, prescribing and SCPHN students and therefore will need an understanding of all three programme requirements.

The above is the minimum programme specific content to be addressed however, programme teams can address any further content they determine relevant to the individual programme.

Ongoing Support for Academic Assessors

The academic assessor will receive ongoing support in their role from their specific programme leads within their AEI and peer support from other academic assessors. Academic staff new to higher education may be offered opportunities to shadow experienced academic assessors during their probation period.

Allocation of Academic Assessors to Students

The programme lead, lead midwife for education, or designate for each NMC approved programme will have responsibility to allocate an appropriate academic assessor for each part of the student's programme.

The approved educational institution will maintain detail of all academic assessors, this detail will include annotation as to which programme the academic assessor has the appropriate experience and qualification to assess.

Criteria for roles

*Practice Supervisor / Practice Assessor and Academic Assessor Preparation Programme

A flexible approach will be adopted to help prepare practice supervisors, practice assessors and academic assessors. This will incorporate, multi-mode delivery including face to face, online, scenarios and videos covering agreed content.

There will be opportunity for those who already meet the role requirements by nature of previous experience and/or qualifications, to have recognition for this previous experience / previous learning and move directly into the role of practice supervisor, practice assessor or academic assessor – see below for further detail.

Practice Supervisor: do you meet the criteria for the role?

Review	Yes	No
Are you registered with either the NMC, GMC, HCPC, GPhC or Social Care Wales?	Once you have completed the required preparation you can fulfil the role of Practice Supervisor.	You are not able to act in the role of a Practice Supervisor but can still make a valuable contribution to students learning and development.
Have you had previous preparation to provide supervision and facilitate learning for students?	You will need to undertake the update half day (equivalent) Practice Supervisor preparation programme.	You will need to undertake the full Practice Supervisor Preparation Programme –one day (equivalent).
Are you a registrant who has previously completed a course or equivalent in relation to the NMC Standards for Learning and Assessment in Practice (SLAiP,2008)	You will need to undertake the update half day (equivalent) Practice Supervisor preparation programme.	You will need to undertake the full Practice Supervisor Preparation Programme –one day (equivalent).
Are you a registrant who has completed practice supervision preparation during their pre-registration programme?	You will not require any further formal preparation, but your line manager will determine your readiness to act as a Practice Supervisor. If you are a registered midwife, you must have completed your preceptorship programme to be a 'designated' practice supervisor for midwifery students.	

Practice Supervisor: do you meet the criteria for the role?

Review	Yes	No
<p>For SCPHN programmes Are you a registrant who has undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN qualified professional or can evidence prior learning and relevant experience that enables you to facilitate effective evidence-based learning opportunities for post-registration SCPHN students.</p>	<p>You will need to undertake the update half day (equivalent) Practice Supervisor preparation programme.</p>	<p>You will need to undertake the full Practice Supervisor Preparation Programme –one day (equivalent).</p>
<p>For community nursing SPQ programmes Are you a registrant who has undertaken a period of preceptorship in line with the NMC principles for preceptorship as community SPQ qualified professional or can evidence prior learning and relevant experience that enables you to facilitate effective evidence-based learning opportunities for post-registration community nursing SPQ students.</p>	<p>You will need to undertake the update half day (equivalent) Practice Supervisor preparation programme.</p>	<p>You will need to undertake the full Practice Supervisor Preparation Programme –one day (equivalent).</p>

Practice Assessor: do you meet the criteria for the role

Review	Yes	No
<p>Are you a registered nurse?</p>	<p>Once you have completed the required update preparation you can fulfil the role of Practice Assessor for a nursing student.</p> <p>See also *below</p>	<p>You are not able to act in the role of a practice Assessor for a nursing student but can still make a valuable contribution to students learning and development and may be able to fulfil the role of a practice supervisor if you are a registered health or social care professional.</p>

Practice Assessor: do you meet the criteria for the role

Review	Yes	No
Are you a registered midwife?	Once you have completed the required update preparation you can fulfil the role of practice assessor for a midwifery student. See also **below	You are not able to act in the role of a practice assessor for a midwifery student but can still make a valuable contribution to students learning and development and may be able to fulfil the role of a practice supervisor if you are a registered health or social care professional.
Are you a NMC registered Specialist Community Public Health Nurse (SCPHN) who has undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or can evidence prior learning and relevant practice assessor experience that enables you to engage in fair, reliable and valid assessment processes in the context of SCPHN?	Once you have completed the required update preparation you can fulfil the role of practice assessor for a student studying the SCPHN programme See also *** below	You are not able to act in the role of a practice assessor for a SCPHN student but can still make a valuable contribution to students learning and development and may be able to fulfil the role of a practice supervisor if you are a registered health or social care professional.
Are you a registered nurse with a Specialist Practitioner Qualification (SPQ) who has undertaken a period of preceptorship in line with the NMC principles for preceptorship as community nursing SPQ or can evidence prior learning and relevant practice assessor experience that enables you to engage in fair, reliable and valid assessment processes in the context of SCPHN /community nursing SPQ?	Once you have completed the required update preparation you can fulfil the role of practice assessor for a student studying for a SPQ. See also ****below	You are not able to act in the role of a practice assessor for a student studying for a SPQ but can still make a valuable contribution to students learning and development and may be able to fulfil the role of a practice supervisor if you are a registered health or social care professional.

Practice Assessor Independent Prescriber V 300: do you meet the criteria for the role?

Review	Yes	No
Are you a registered prescriber – this may be with the NMC, HCPC, GMC or GPhC?	Once you have completed the required update preparation you can fulfil the role of practice assessor for a student studying towards a prescribing qualification for which you have the appropriate equivalent experience.	You are not able to act in the role of a practice assessor for a prescribing student but can still make a valuable contribution to students learning and development.
Have you had previous preparation to provide supervision and facilitate learning for students?	You will need to undertake the update half day (equivalent) practice assessor preparation programme.	You will need to undertake the full practice assessor preparation programme – two day (equivalent).
Are you a registrant who has previously completed a course or equivalent in relation to the NMC Standards for Learning and Assessment in Practice (SLAiP,2008)	You will need to undertake the update half day (equivalent) practice assessor preparation programme.	You will need to undertake the full practice assessor preparation programme – two day (equivalent).

Academic Assessor: do you meet the criteria for the role?

Review	Yes	No
Are you a registered nurse with or working towards a PGCert Ed or equivalent?	Once you have completed the required preparation you can fulfil the role of academic assessor for a nursing student. See also * below	You are not able to act in the role of an academic assessor for a nursing student.
Are you a registered midwife with or working towards a PGCert Ed or equivalent?	Once you have completed the required preparation you can fulfil the role of academic assessor for a midwifery student. See also **below	You are not able to act in the role of an academic assessor for a midwifery student.
Are you a registered Specialist Community Public Health Nurse (SCPHN) with or working towards a PGCert Ed or equivalent? Have you undertaken a period of preceptorship in line with the NMC principles of preceptorship as SCPHNs or can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN?	Once you have completed the required preparation you can fulfil the role of academic assessor for a student studying the SCPHN programme See also *** below	You are not able to act in the role of an academic assessor for a SCPHN student.

Academic Assessor: do you meet the criteria for the role?

Review	Yes	No
Are you a registered nurse with a community nursing Specialist Practitioner Qualification (SPQ) and have or are working towards a PGCert Ed or equivalent? Have you undertaken a period of preceptorship in line with the NMC principles of preceptorship as community nursing SPQ or can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of community nursing SPQ?	<p>Once you have completed the required preparation you can fulfil the role of academic assessor for a student studying for an SPQ.</p> <p>See also **** below</p>	You are not able to act in the role of an academic assessor for a student studying for an SPQ.

Academic Assessor Independent Prescriber V300: do you meet the criteria for the role?

Review	Yes	No
Are you a registered prescriber – this may be with the NMC, HCPC, GMC or GPhC, with or working towards a PGCert Ed or equivalent?	Once you have completed the required preparation you can fulfil the role of academic assessor for a student studying towards a prescribing qualification for which you have the appropriate equivalent experience.	You are not able to act in the role of an academic assessor for a prescribing student.
Do you meet the criteria for an academic assessor as detailed on page 23?	You will need to undertake the update half day (equivalent) academic assessor preparation programme.	You will need to undertake the full academic assessor preparation programme – two days (equivalent).
Have you had previous experience in assessing and confirming student's progression and achievement?	You will need to undertake the update half day (equivalent) academic assessor preparation programme.	You will need to undertake the full academic assessor preparation programme – two days (equivalent).

Further information

Practice and academic assessors for nursing SCPHN and SPQ students do not necessarily need to have due regard; however, they do need to have the appropriate equivalent experience for the students' field of practice in accordance with the NMC (2018 updated 2023) Standards:

*Nursing students are assigned to practice and academic assessors who are registered nurses with appropriate equivalent experience for the student's field of practice.

**Midwifery students are assigned to practice and academic assessors who are registered midwives and who have completed the required preparation programme.

***Specialist community public health nurse (SCPHN) students are assigned to practice and academic assessors who are NMC registered SCPHNs with appropriate equivalent experience for the student's field of practice

****Community nursing specialist practice qualification (SPQ) students are assigned to practice and academic assessors who are NMC annotated SPQ's with appropriate equivalent experience for the student's field of practice

APPENDIX

Practice Supervisor Recognition of Prior Learning (RPL) and Experience (RPEL) form

Name		
Professional registration		
Field of practice		
Place of current employment		
Name of current employer		
Practice Supervisor		
<p>Are you registered with either the NMC, GMC, HCPC, GPhC or Social Care Wales?</p> <p>N.B to supervise SCPHN or community nursing SPQ students you will have to have undertaken a period of preceptorship, in line with the NMC principles for preceptorship, as SCPHN or SPQ qualified professionals and be experienced in the students' specific field of practice or can evidence prior learning and relevant practice supervisor experience that enables you to facilitate effective evidence-based learning opportunities for post-registration students</p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<p>Once you have completed the required preparation for each area of practice appropriate for the students you will be supervising you can fulfil the role of practice supervisor.</p>	<p>You are not able to act in the role of a practice supervisor.</p>
<p>Have you had previous preparation to provide supervision and facilitate learning for students?</p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<p>You will also need to undertake the update - half day (equivalent) practice supervisor preparation programme for <i>each area of practice</i> appropriate for the students you will be supervising. Ensure you have enough breadth and depth of understanding of what the student is trying to achieve to be able to supervise the student</p>	<p>You will need to undertake practice Supervisor preparation and programme specific update (s) –</p>
RPL/RPEL Reviewer Name:	Designation:	

Following a review of the evidence provided, I confirm that the individual I named above meets/does not meet (delete where appropriate) the criteria to fulfil the role of <u>practice supervisor</u>	
If the individual does not meet the criteria to fulfil the role of Practice Supervisor, they will require Practice Supervisor preparation and/or the programme specific update(s)	
Signed <input data-bbox="252 450 1129 510" type="text"/>	
Please confirm the type of student the registered practitioner can supervise and their field of practice where relevant.	

NB: Once the relevant programme update preparation has been completed, please inform your reviewer to ensure your details are entered onto the Register for Practice Supervisors held within the practice learning environment.

Practice Assessor Recognition of Prior Learning (RPL) and Experience (RPEL) form

Name		
Professional registration		
Field of practice		
Place of current employment		
Name of current employer		
Practice Assessor		
Are you a registered nurse?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	Once you have completed the required preparation programme you can fulfil the role of Practice Assessor.	You are not able to act in the role of a Practice Assessor
Are you a registered Specialist Community Public Health Nurse (SCPHN) who has completed their preceptorship or can evidence RPL/RPEL with appropriate equivalent experience for the student's field of practice?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<p>Once you have completed the required preparation you can fulfil the role of Practice Assessor for a student studying the SCPHN programme</p> <p>To be a Practice Assessor for SCPHN students you will have to have completed Practice Assessor training and undertaken a period of preceptorship, in line with the NMC principles for preceptorship, as a SCPHN qualified professional and be experienced in the student's specific field of practice or can evidence prior learning and relevant practice assessor experience that enables you to engage in fair, reliable and valid assessment processes in the context of SCPHN for the programme the student is undertaking.</p>	You are not able to act in the role of a Practice Assessor for a SCPHN student.

<p>Are you a registered nurse with a Specialist Practitioner Qualification (SPQ) who has completed their preceptorship or can evidence RPL/RPEL with appropriate equivalent experience for the student's field of practice?</p>	<p>Yes <input type="checkbox"/></p> <p>Once you have completed the required preparation you can fulfil the role of Practice Assessor for a student studying for a SPQ.</p> <p>To be a Practice Assessor for community nursing SPQ students you will have to have completed Practice Assessor training and undertaken a period of preceptorship, in line with the NMC principles for preceptorship, as an SPQ qualified professional and be experienced in the student's specific field of practice or can evidence prior learning and relevant practice assessor experience that enables you to engage in fair, reliable and valid assessment processes in the context of community nursing SPQ for the programme the student is undertaking</p>	<p>No <input type="checkbox"/></p> <p>You are not able to act in the role of a Practice Assessor for a student studying for a SPQ.</p>
<p>Are you a registered prescriber – this may be with the NMC, HCPC, GMC or GPhC?</p>	<p>Yes <input type="checkbox"/></p> <p>Once you have completed the required preparation you can fulfil the role of Practice Assessor for a student studying towards a prescribing qualification for which you have the appropriate equivalent experience.</p>	<p>No <input type="checkbox"/></p> <p>You are not able to act in the role of a Practice Assessor for a prescribing student.</p>
<p>Were you previously a Mentor, Sign-off Mentor or Practice Teacher and completed a course related to NMC (2008) Standards for Learning and Assessment in Practice (SLAiP)</p>	<p>Yes <input type="checkbox"/></p> <p>You will need to undertake the update - half day (equivalent) Practice Assessor preparation programme.</p>	<p>No <input type="checkbox"/></p> <p>You will need to undertake the full Practice Assessor Preparation Programme - two day (equivalent).</p>

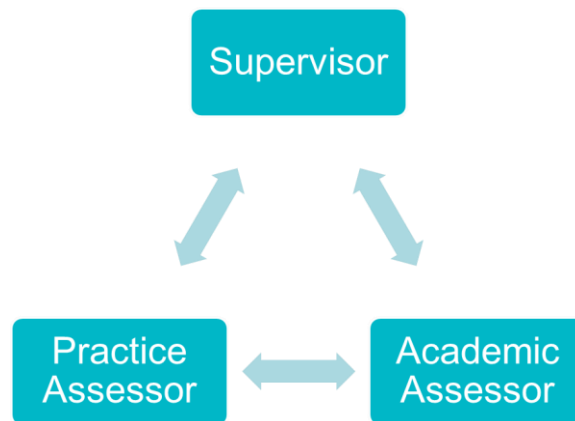
RPL/RPEL Reviewer Name:		Designation:	
<p>Following a review of the evidence provided, I confirm that the individual named above meets/does not meet (delete where appropriate) the criteria to fulfil the role of Practice Assessor.</p> <p>If the individual does not meet the criteria to fulfil the role of Practice Assessor, they will require Practice Assessor preparation and/or the programme specific update(s)</p>			
Signed		Date	
Please confirm the type of student the registered practitioner can assess and their field of practice where relevant.			

Role collaboration

Every student is allocated a Practice Supervisor (or more) for each practice learning experience. They are also allocated a Practice Assessor and Academic Assessor.

All three individuals work together to ensure safe and effective learning experiences that uphold public protection and the safety of people. Separating out the supervision and assessment roles ensures greater consistency and more objectivity in the assessment process. The inclusion of supervisors who are not registered with the NMC increases the opportunity for inter-professional working and learning.

The shared responsibility between the Practice Assessor and Academic Assessor ensures robust, objective, fair and transparent assessments and shared decision making to uphold public protection and ensuring only those who have met all programme requirements and proficiencies and are clearly able to demonstrate the principles of the Code are entered to the NMC professional register. Post registration community nursing qualifications (SCPHN and SPQ), when completed in the above manner, can be additionally entered onto the register.



The Practice Assessment Document for each programme details the exact roles and responsibilities of the Practice Supervisor, Practice Assessor and Academic Assessor, at what point assessments will occur and how the evidence of development, progression and achievement is documented and communicated.

There are different Practice Assessment Documents for each NMC approved programme. However, all of these documents detail the proficiencies, skills and professional attitudes, values and behaviours to be assessed as part of the programme requirements. They also detail the student's role in producing evidence of progression and achievement and how they are developing critical reflective skills to enhance their development.

The Practice Assessment Documents will also identify the action to take if a student is failing to make progress or if you have any concerns about a student's professional behaviour or ability.

Supporting a student who is not meeting required levels of proficiency and/or if there is insufficient engagement or evidence of achievement

If you have any concerns as either a Practice Supervisor or Practice Assessor, then the first step is to seek guidance from the Practice Education Facilitators (or equivalent) and the Academic Assessor or Programme Lead. The action required will depend on the nature of the concern as to what action may be needed.

It may be that an action plan would be put in place with the student to identify clearly what the concerns are and what is expected of the student. If there is deemed to be a risk to public safety, then this is escalated immediately via the Approved Education Institution/health boards Fitness to Practice Procedures.

What is important is that you are not alone in this situation – you will be supported. Likewise, the student will also receive support from various sources including from their Personal Tutor (or equivalent). There is an All-Wales Action Plan which has been developed to help you in a situation where a student is not achieving the level expected and/or if there is insufficient engagement or evidence of achievement.

The process of supervising and assessing students is one of partnership to ensure safe and effective learning and assessment that upholds public protection.

It is also a process which fosters a positive learning relationship with the student and enhances their professional and personal development, empowering the student to become a resilient, critical thinker and decision maker who can analyse, reflect on and improve their practice.

Key to your role is facilitating the students move from dependence on you as a supervisor / assessor to working safely but more independently – it is a little bit like letting go of the guiding hand. The Practice Assessment Documents outline the expected student performance for each programme. The stage at which you move from directly supervising / guiding the student to more of a distant supervision also depends on the competence, proficiency and confidence of the student. This can be a challenge, but the student is still required to inform you if you ask them to perform or undertake a task that is beyond their level of competence / proficiency.

It may be useful to revisit the NMC and All-Wales guidance in relation to delegation and accountability.

[delegation-and-accountability-supplementary-information-to-the-nmc-code.pdf](#)

heiw.nhs.wales/files/weds-practicing-appropriate-delegation/all-wales-guidelines-for-delegation2020/

It is essential that the learning culture respects the principles of equality and diversity and enables the values of the Nursing and Midwifery Council - *The Code* (2018, updated 2023) to be upheld.

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

The above link will take you to *The Code* – it is useful to encourage students to think about and relate their practice to *The Code*. It is also useful to ask your students to reflect on the NMC guidance relating to professionalism as they develop during the course.

<https://www.nmc.org.uk/standards/guidance/professionalism/>

In respecting the principles of equality and diversity – the preparation programme will discuss these principles and also address in detail how you can effectively support students who have additional or diverse needs. You may be required to make reasonable adjustments for students with specific disabilities. In addition, if you have any specific needs or require any adjustments to fulfil the role as a Practice Supervisor or Practice Assessor, please discuss these with the appropriate people.

All-Wales Action Plan

The following pages contain an All-Wales Action Plan pro forma for use following collaboration and agreement between the student, Practice Supervisor/s, Practice Assessor, Academic Assessor and other key personnel involved such as Programme Lead (including the Practice Education Facilitator or equivalent) for the practice learning environment. It is essential students are made aware of any concerns should they not be meeting required proficiency outcomes so they can be afforded further opportunities to achieve.¹

Copies of all action plans must be retained in the student's Practice Assessment Document.

Action plans must identify specific, measurable objectives and review dates, reference to relevant proficiency outcomes within the Practice Assessment Document and indicate areas for the student's continuing development. All action plan documentation must be signed by the student and relevant personnel involved. The student must be kept fully informed regarding the ways this information is intended to be shared, used, and stored.

The Action Plan for post graduate community nursing SCPHN and SPQ students can be found in the appendix of the field specific Practice Assessment Documents. Guidance for using the Action Plan is in the PAD Guidance
<https://heiw.nhs.wales/files/all-wales-scpnh-spq-pad-guidance-0324/>

¹ A distinction must be made between a student's *fitness to practice* in relation to health or conduct issues affecting their ongoing learning, and circumstances this pro forma is designed to meet where a student is deemed fit to practice but is not meeting NMC *Future Nurse: Standards of proficiency for registered nurses* (2018, updated 2023).

Part A. Considerations *during* practice learning allocations where a student may not be meeting required levels of proficiency or there is insufficient engagement.

The following issues must be considered by you and others involved in your assessment when formulating action plans.

	<p>ASSESSMENT FOOTPRINT for All-Wales Action Plan. Considerations during assessment situations where a student is not meeting required levels of proficiency in practice</p>	
<p>Does assessment of the student’s proficiency include consideration of programme progression criteria?</p>		<p>Interpreting proficiency</p>
<p>Has there been consideration of the student’s ability to reflect on their own performance?</p>		
<p>Is assessment decision-making being documented in ways that capture the <i>specific</i> detail of supervisor and assessor concerns?</p>		
<p>Are the emotional effects and organisational resources of supervising a student who is not meeting required levels of proficiency being acknowledged?</p>		<p>Nurturing hope</p>
<p>Is the student’s sense of vulnerability and belongingness being addressed?</p>		
<p>What measures are in place to support supervisors and assessors with the prospect the student may not achieve required NMC Standards?</p>		
<p>Have ground-rules for the learning contract been agreed between the student and supervisors/assessors?</p>		<p>Managing assessment progress</p>
<p>Is the All-Wales Action Plan format being used?</p>		
<p>Has the student’s previous placement history been fairly considered in the context of the current assessment circumstances?</p>		
<p>What assurance is there the student has understood the nature of concerns fed back by supervisors and assessors?</p>		
<p>Is there agreement between all key personnel involved about the way in which assessment decisions have been reached?</p>		

Part B. All-Wales Action Plan pro forma for pre-registration Nursing students.

For Post-Registration SCPHN and SPQ Students See the Appendix in the Programme Specific PAD

Page 1 – Action Plan details

All-Wales Action Plan Pro forma for pre-registration Nursing students								
Name of student		Cohort		Student no.				
Practice setting		Placement start and end date						
Practice Assessor		Academic Assessor						
Other key practice/ AEI personnel involved ²	Names & roles							
Dates of meeting	Initial discussion		Review dates					
Summary of current circumstances								
Review of progress								
Student comments								

² Other key personnel may include the Practice Education Facilitator (or equivalent); Personal Tutor (or equivalent); Link Lecturer; Programme Manager.

Page 2 - Forward plan: Please add rows as necessary.

No.	Date identified	Specific concern	Related proficiency outcomes	Agreed (SMART) objectives	Review date	Working towards or achieved
Student				Date		
Practice Assessor				Date		
Academic Assessor				Date		

Part C. For Practice Supervisors/Practice Assessors/Academic Assessors or other key personnel supporting students.

Use this when debriefing to reflect on the transparency and credibility of decision making post [action plan] assessment.

Checklist of key processes		Key review indicators
1.	Was the student's <i>fitness to Practice</i> considered?	The concern was clearly about the student's ongoing learning development rather than an immediate concern about their health or conduct.
2.	Were supervisors and assessors clear about the nature of concerns? Were these discussed with the student?	-The concern was about the student's proficiency rather than a consequence of the learning environment or supervisor/assessor relationship. -Reasonable adjustments were implemented in relation to students' additional learning needs.
3.	Was usual practice learning outcome documentation (in addition to an All-Wales Action Plan) completed in a timely manner?	-The initial statement of intent was documented as part of the student learning contract. -An intermediate placement interview took place. - Relevant criteria for the student's stage on the programme were utilised.
4.	Was the impact of delivering constructive feedback to the student well thought-out?	-Key Health Board and AEI personnel involved in assessment process were identified. -The location for feedback discussions with the student was considered. -Supervisors and key assessment personnel involved understood and accepted their accountability and commitment to the decision-making process.
5.	Were the implications of formulating an action plan considered?	-The All-Wales Action Plan template included measurable objectives. -Detailed examples of concerns were provided and related to work towards achievement of particular practice learning outcomes. -Feedback was built on the student's strengths and achievements. -The student was encouraged to self-assess against programme progression criteria. -Action plan deadlines and review meetings were organised and agreed. Situations of continued lack of progress were communicated to relevant Health Board and University personnel.
6.	Following the assessment period was debriefing of key assessment personnel provided?	Key personnel involved in the assessment situation were offered structured opportunity to discuss the assessment process, particularly where those periods involved intense emotional effort.

Record of Supervision and Assessment Activity for PADR/VBA Revalidation

Information in this section is for practice supervisors and assessors to use when revalidating for the NMC and annual review

Name	
Practice setting	
Professional qualifications	
Professional registration	
Date (period this insert covers)	

For support and advice contact:

Practice Education Facilitator/ Education Liaison Nurse Team		
Contact	email	Telephone extension and base

Ongoing updating:

Ongoing updating for Practice Supervisor and Practice Assessor roles involves a blended learning approach. Within a three-year period, registered health and social care professionals acting in either a Practice Supervisor or Practice Assessor capacity (or undertaking both roles) must provide sufficient evidence of educational activities in order to demonstrate up to date knowledge of the student programme/s they are supporting.

Whilst there is no prescribed amount of evidence required, a discussion about a registrants' supervision and assessment activities must take place within the annual PADR and three-year NMC Revalidation review. Amongst an individual's provision of evidence of educational activity (see sections below), it is anticipated that at least one of these must include participatory learning as part of the breakdown of declared activities.

Section 1. Personal record

I have contributed to the following aspects of effective practice learning	Sign and date
Effective practice learning	
1. Assisted students to achieve NMC proficiencies including where relevant, particular skills and procedures contained in the Annexes.	
2. Encouraged students to take an active part in their own learning and facilitated their learning with a range of people across a variety of settings.	
3. Tailored support to the stage of learning, proficiencies and programme outcomes for the students I have supervised or assessed.	
Supervision of students	
1. Served as a role model for safe and effective practice in line with The Code (NMC 2018, updated 2023).	
2. Supported learning in line with students' scope of practice to enable them to meet their proficiencies and programme outcomes.	
3. Contributed to students' record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of students.	
4. Received ongoing support to prepare, reflect and develop for effective supervision and contribution to student learning and assessment.	
5. Have understanding of the proficiencies and programme outcomes when supporting student to achieve.	

Assessment of students and confirmation of proficiency

1. Acted as a practice assessor and/or worked in partnership with others to coordinate feedback and confirm student achievement of proficiencies and programme outcomes for practice learning.	
2. Maintained current knowledge and expertise relevant to students' proficiencies and programme outcomes.	
3. Received ongoing support and training to reflect and develop in my practice supervisor/assessor role, including providing constructive feedback to facilitate professional development in others.	
4. Recognised the importance of avoiding simultaneously acting as the practice supervisor and practice assessor for the same student.	
5. Worked in partnership with academic assessors to contribute towards recommending students for progression for each part of the programme in line with programme standards and policies.	

Name	Signature	Reviewer

Involvement in additional educational activity

Additional practice education activities

Date	Reflective time involved	Examples of education related activity. <ul style="list-style-type: none"> • Attended practice supervisor/assessor update sessions led by programme education providers and facilitators • Undertaken on-line updating • Participated in informal group discussions within the workplace concerning the validity and reliability of assessment decision- making • Attended at practice education information sessions, workshops or conference events • Involved in the recruitment of students onto health care programmes • Acted as additional practice learning environment supervisor • Delivered teaching sessions with students • Involved in educational monitoring and approval events

Record of student supervision and assessment activity

Practice learning dates (from – to)	Student Cohort	Student’s NMC Approved Programme	Student stage in Programme	Practice supervisor or assessor during this period?
EXAMPLE Nov 2019 - Feb 2020	Sept 2019	Pre-registration nursing - Adult	Part 1	Practice assessor

Reflective template:

Use a reflective log to record practice supervision and assessment activities in which you have been involved. NMC reflection page: <http://revalidation.nmc.org.uk/what-you-need-to-do/written-reflective-accounts/>

REFLECTIVE ACCOUNTS FORM

Reflective account:

What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?

What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?

How did you change or improve your practice as a result?

How is this relevant to your professional Code of Practice?

Select one or more themes: Prioritise people – Practice effectively – Preserve safety – Promote professionalism and trust

The EPICC Standard



Spiritual Care Education Standard

Core Spiritual Care Competencies for Undergraduate Nursing/Midwifery Students

Preamble

Introduction

This EPICC Spiritual Care Education Standard describes the spiritual care competencies expected from undergraduate nursing and midwifery students. For every competence, the learning outcomes are described in aspects of knowledge, skills and attitudes. These competencies are based on studies on spiritual care competencies¹, which were discussed and agreed upon during the EPICC Teaching and Learning Events 1 and 2². It should be considered that these competencies are practiced within a compassionate relationship and founded in a person-centred and reflective attitude of openness, presence and trust, that is fundamental for nursing and midwifery as a whole.

Spirituality

EPICC has adopted the European Association for Palliative Care (EAPC)³ definition of spirituality and an adapted version of its definition of spiritual care (to reflect wellbeing as well as illness), which were derived from international consensus work in palliative care.

Spirituality: "The dynamic dimension of human life that relates to the way persons (individual and community) experience, express and/or seek meaning, purpose and transcendence, and the way they connect to the moment, to self, to others, to nature, to the significant and/or the sacred."

¹ These studies are:

- Van Leeuwen, R., & Cusveller, B. (2004). Nursing competencies for spiritual care. *Journal of Advanced Nursing*, 48, 234-246. doi: 10.1111/j.1365.2648.2004.03192.x
- Van Leeuwen, R., Tiesinga, L. J., Middel, B., Post, D., & Jochemsen, H. (2009). The validity and reliability of an instrument to assess nursing competencies in spiritual care. *Journal of Clinical Nursing*, 18, 2857-2869. doi: 10.1111/j.1365-2702.2008.02594.x
- Attard, J. (2015). *The design and validation of a framework of competencies in spiritual care for nurses and midwives: A modified Delphi study* (Doctoral dissertation). University of South Wales, UK.

² Teaching and Learning Event 1 (30th October – 3rd November, 2017), Zwolle, Netherlands. Teaching and Learning Event 2 (24th September – 28th September, 2018), Valletta, Republic of Malta.

³ EAPC (n.d.). *EAPC Task Force on Spiritual Care in Palliative Care*. Retrieved from <https://www.eapcnet.eu/eapc-groups/task-forces/spiritual-care>. Last accessed 18/02/19.



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The spiritual field is multidimensional:

1. Existential challenges (e.g., questions concerning identity, meaning, suffering and death, guilt and shame, reconciliation and forgiveness, freedom and responsibility, hope and despair, love and joy).
2. Value-based considerations and attitudes (e.g., what is most important for each person, such as relations to oneself, family, friends, work, aspects of nature, art and culture, ethics and morals, and life itself).
3. Religious considerations and foundations (e.g., faith, beliefs and practices, the relationship with God or the ultimate).

Spiritual care

'Care which recognises and responds to the human spirit when faced with life-changing events (such as birth, trauma, ill health, loss) or sadness, and can include the need for meaning, for self-worth, to express oneself, for faith support, perhaps for rites or prayer or sacrament, or simply for a sensitive listener. Spiritual care begins with encouraging human contact in compassionate relationship and moves in whatever direction need requires' (adapted from ⁴).

Cultural context

The content and application of the EPICC Spiritual Care Education Standard should be considered within the cultural context and the language of the country in which it is used.

Terminology

Throughout the EPICC Spiritual Care Education Standard, the terms 'person and individual' is used. These terms refer to the 'patient', 'client', 'service user', 'pregnant woman', 'carer', 'family member', 'relative', 'care recipient' and so on, depending on the country in which the Standard is used, along with the local context.

⁴ NHS Scotland (2010). *Spiritual Care Matters: An introductory resource for all NHS Scotland staff*. Retrieved from <https://www.nhs.uk/media/3723/spiritualcaremattersfinal.pdf>. Last accessed 18/02/19.



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	COMPETENCIES	KNOWLEDGE (COGNITIVE)	SKILLS (FUNCTIONAL)	ATTITUDE (BEHAVIOURAL)
1	INTRAPERSONAL SPIRITUALITY Is aware of the importance of spirituality on health and well-being.	- Understands the concept of spirituality. - Can explain the impact of spirituality on a person's health and well-being across the lifespan for oneself and others. - Understands the impact of one's own values and beliefs in providing spiritual care.	- Reflects meaningfully upon one's own values and beliefs and recognises that these may be different from other persons'. - Takes care of oneself.	- Willing to explore one's own and individuals' personal, religious and spiritual beliefs. - Is open and respectful to persons' diverse expressions of spirituality.
2	INTERPERSONAL SPIRITUALITY Engages with persons' spirituality, acknowledging their unique spiritual and cultural worldviews, beliefs and practices.	- Understands the ways that persons' express their spirituality. - Is aware of the different world/religious views and how these may impact upon persons' responses to key life events.	- Recognises the uniqueness of persons' spirituality. - Interacts with, and responds sensitively to the person's spirituality.	- Is trustworthy, approachable and respectful of persons' expressions of spirituality and different world/religious views.
3	SPIRITUAL CARE: ASSESSMENT AND PLANNING Assesses spiritual needs and resources using appropriate formal or informal approaches, and plans spiritual care, maintaining confidentiality and obtaining informed consent.	- Understands the concept of spiritual care. - Is aware of different approaches to spiritual assessment. - Understands other professionals' roles in providing spiritual care.	- Conducts and documents a spiritual assessment to identify spiritual needs and resources. - Collaborates with other professionals. - Be able to appropriately contain and deal with emotions.	- Is open, approachable and non-judgemental. - Has a willingness to deal with emotions.
4	SPIRITUAL CARE: INTERVENTION AND EVALUATION Responds to spiritual needs and resources within a caring, compassionate relationship.	- Understands the concept of compassion and presence and its importance in spiritual care. - Knows how to respond appropriately to identified spiritual needs and resources. - Knows how to evaluate whether spiritual needs have been met.	- Recognises personal limitations in spiritual care giving and refers to others as appropriate. - Evaluates and documents personal, professional and organisational aspects of spiritual care giving, and reassess appropriately.	- Shows compassion and presence. - Shows willingness to collaborate with and refer to others (professional/non-professional). - Is welcoming and accepting and shows empathy, openness, professional humility and trustworthiness in seeking additional spiritual support.



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<https://blogs.staffs.ac.uk/epicc/files/2019/06/EPICC-Spiritual-Care-Education-Standard.pdf>