ROBERT GORDON UNIVERSITY ABERDEEN

**Master of Science (MSc) Advancing Practice**
**(Clinical Practice and Nursing Routes)**

---

# PRACTICE SUPERVISOR / PRACTICE ASSESSOR HANDBOOK

September 2020

**School of Nursing, Midwifery and Paramedic Practice**

## Glossary of Terms

| | |
|---|---|
| PS | Practice Supervisor |
| PA | Practice Assessor |
| AA | Academic Assessor |
| PET | Practice Education Team |
| PE | Practice Educator (HCPC only) |
| PEL | Practice Education Lecturer |
| PLE | Practice Learning Experience |
| PLSP | Practice Learning Support Protocol |
| Tripartite | A meeting between 3 people, usually the student, practice supervisor, PEF or PEL or CHEF |
| ATL for Practice Learning | Academic Team Lead for Practice Learning |
| PT | Personal Tutor |
| PAD | Practice Assessment Document |

**Table of Contents**


Contacts ..... 1

Student Supervision and Assessment ..... 1

Aim ..... 1

Support ..... 2

- Practice Supervisor (PS) ..... 2
- Practice Assessor (PA) ..... 3
- Academic Assessor (AA) ..... 4
- RGU Practice Education Team (PET) ..... 4
- Organisation's Practice Education Team ..... 5
- Inclusion Team ..... 5
- Personal Tutor ..... 5

MSc Advancing Practice (Clinical Practice and Nursing Routes) ..... 5

- Route Structure ..... 5
- Teaching and Learning Strategy ..... 7

Assessment in Practice ..... 7

- Practice Assessment Documentation ..... 7
- Fit to Sit Policy: Extenuating Circumstances ..... 8
- Practice Learning Support Protocol ..... 9
- Student Absence ..... 9

References ..... 10

Appendix 1: PET Contact Details

Appendix 2: Tripartite Review Template

Appendix 3: Raising Concerns Flowchart for Practice Supervisor / Practice Assessor / Academic Assessor

Appendix 4: Raising Concerns Flowchart for Students

## Contacts

| Name | Role | Contact details |
|---|---|---|
| Heather Bain | Academic Strategic Lead: Academic Programmes | heather.bain@rgu.ac.uk<br>01224 262634 |
| Jane Mair | Programme Leader<br>Route Leader District Nursing and Clinical Practice (Interim)<br>Module Co-ordinator NUM092 | j.c.mair1@rgu.ac.uk<br>01224 262602 |
| Emma Hay-Higgins | Route Leader Nursing | e.hay-higgins1@rgu.ac.uk<br>01224 262497 |
| John Clarke | Module Co-ordinator NUM094 | j.clarke@rgu.ac.uk<br>01224 262925 |
| Audrey Stephen | Module Co-ordinator NUM096, NUM100 | a.i.stephen@rgu.ac.uk<br>01224 263150 |
| Matthew Sunter | Module Co-ordinator NUM090 | m.sunter2@rgu.ac.uk<br>01224 263655 |
| Graham Macaulay | Module Co-ordinator NUM093, NUM081 | g.macaulay@rgu.ac.uk<br>01224 262928 |
| Katrina Whittingham | Module Co-ordinator NUM091 | k.a.whittingham1@rgu.ac.uk<br>01224 262984 |
| Arlene Jopp | Administrator/Team Leader | nursingcpd@rgu.ac.uk<br>01224 262643 |
| Joan Anderson | Assistant Administrator | nursingcpd@rgu.ac.uk<br>01224 262600 |

## Student Supervision and Assessment

The purpose of this document is to help Practice Supervisors (PS) and Practice Assessors (PA) understand and develop their role and how they can collaborate to ensure practice supervision and assessment meet professional standards. PS and PA provide an essential contribution to teaching, learning and assessment within the MSc Advancing Practice programme. In addition, PS and PA play an essential role in helping students develop their competence in practice.

## Aim

To offer all students the highest standard of Practice Learning Environments (PLEs) and meet the requirements of professional bodies. These learning environments will be consistent in supervision, opportunity for development and assessment of professional competence. This will be done through progressive and collaborative partnerships with all PLE providers.

## Support

There are various sources of support available to support students during PLEs.

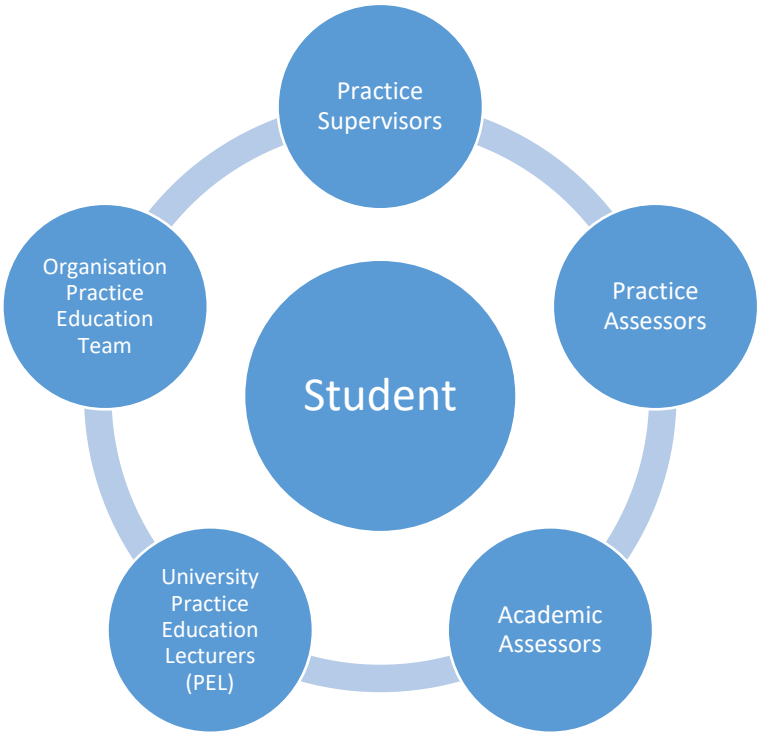



Figure 1: Practice partnership model of supervision

While a student is undertaking NUM081 Work Based learning for Advancing practice, they will nominate a Practice Supervisor and a Practice Assessor to teach and support them and to assess their performance in practice. Every student will be assigned a nominated Academic Assessor. Additional information is available within the NES National Framework for Practice Supervisors, Practice Assessors and Academic Assessors in Scotland (NES 2019a) and the NES Practice Learning Handbook for Practice Supervisors and Practice Assessors (NES 2019b).

### Practice Supervisor (PS)

The PS can be any registered health and social care professional working within PLEs. This professional will have contemporary knowledge and experience relevant to the student being supervised and will have been suitably prepared to undertake this role. The PS will supervise student learning and support them in working towards achievement of the required competencies and learning outcomes.

The role of the PS is to contribute to the student's learning by:

- providing the student with a sense of belonging, ensuring the PLE is welcoming and supports the student's learning experience

- providing the student with an induction and orientation to the PLE
- in discussion with the student, identifying individual learning needs and objectives
- providing constructive feedback in an honest, timely manner
- supporting the student using action planning
- liaising with others who have contributed to the student's learning
- contributing to the student's Practice Assessment Documentation (PAD) as required and providing constructive feedback to enhance development and impact on future performance
- communicating with the Practice Assessor, and at times the Academic Assessor, to share views regarding student progression
- serving as a role model for safe and effective practice in line with professional codes.

Each student will have a PS who will be the nominated person to support the student's development as well as address any concerns. This nominated PS will support the student in developing learning goals for that PLE. Each student will potentially be supported by a number of additional PS.

**Practice Assessor (PA)**

Students undertaking NUM081 Work Based Learning for Advancing Practice will nominate a PA with appropriate equivalent experience for the student's field of practice.

The PA will be assigned to a student for the duration of the programme. The PA role differs from that of the PS as the PA will seek feedback from PS in relation to student performance and conduct in order to inform assessment decisions.

The role of the PA is to:

- contribute towards student induction and orientation and potentially contribute to the student's initial meeting
- set dates for the interim and final performance review meetings
- contribute towards the continuity and coordination of student supervision through liaison with PS, the student and other team members
- establish and maintain effective communication and collaboration with PS and the AA
- discuss and agree how the PS will contribute to the student's review meetings
- undertake objective, evidence-based decisions around student progression, accurately recording the rationale and outcome of the decisions within the student's Practice Assessment Documentation (PAD)
- provide feedback and support to PS on key aspects of their role

- act in a timely fashion if a student is failing to achieve the required learning outcomes or in relation to concerns around professional behaviour or conduct.

***Note:*** *Practitioners cannot simultaneously be the PS and PA for the same student, with the exception of prescribing programmes, and only in exceptional circumstances.*

**Academic Assessor (AA)**

The AA will be a member of staff from Robert Gordon University (RGU) and will work in partnership with the nominated PS and PA to evaluate and make appropriate recommendations with regards to student progression for each part of the programme.

They will do this by:

- collating and confirming student achievement of the required competencies and learning outcomes in each part of the programme
- making and recording objective, evidence-based decisions on conduct, proficiency and achievement
- maintaining current knowledge and expertise relevant to the competencies and learning outcomes they are assessing and confirming
- understanding the student's achievements and learning in practice
- being approachable, supportive and aware of individual student learning needs.

***Note:*** *The AA cannot simultaneously be the PS or PA for the same student.*

**RGU Practice Education Team (PET)**

The role of the University's PET is to ensure support is provided for all students, PS and PA during PLEs.

In addition, the PET will:

- influence, develop and enhance the quality of practice learning by providing support and educational input to the PLE
- facilitate PS/PA preparation in partnership with placement providers
- support the implementation of the Quality Standards for Practice Placement (NES 2008) and the Standards for Student Supervision and Assessment (NMC 2018a) within all pre and post registration PLEs and ensure adherence with all quality assurance processes
- provide support in relation to student performance in practice
- maintain clear communication channels with all relevant stakeholders if a student is failing to achieve the required learning outcomes or in relation to concerns around professional behaviour or conduct.

Contact details for the team can be found in Appendix 1.

### Organisation's Practice Education Team

There are several Lead Practice Educators, Practice Education Facilitators (PEFs), Practice Educators (PEds) and Associate Practice Educators available in the practice setting to support students, PS and PA. These educators are employed by the local organisation e.g. NHS, to ensure that student, PS and PA support is available as required and to support student learning in practice. If a PLE does not have a named Practice Educator, support will be available from the RGU Practice Education Team (see Appendix 1).

### Inclusion Team

The inclusion team work in conjunction with NHS Grampian Occupational Health Department, GO Health, in providing information and support to students who require reasonable adjustments when undertaking PLEs.

| | |
|---|---|
| Cameron Smith | ohadjustments@rgu.ac.uk |
| Zoi Papadatou | |

### Personal Tutor

If the student requires pastoral support, you can signpost them to their personal tutor; however, for concerns around performance, professional behaviour or conduct the PEF, PEL and AA should be contacted.

## MSc Advancing Practice (Clinical Practice and Nursing Routes)

### Route Structure

The programme structure is based on the Scottish Credit Qualifications Framework (SCQF). The framework comprises 12 levels, of which Level 11 is directly relevant to the programme. The programme can be undertaken full time or part time in two stages. However, there are exit points on completion of modules leading to the achievement of a Postgraduate Certificate (PgCert) Health Care with 60 credits or a Postgraduate Diploma (PgDip) Advancing Practice (Nursing or Clinical Practice) with 120 credits. During Stage 1 the student will be required to consolidate their learning in practice and achieve agreed professional competencies.

Stage 2 of the programme consists of module NUM100, Advancing Practice Dissertation. The dissertation will be focused entirely on the student's selected area of practice, and will allow them to demonstrate learning which reflects all key theories, principles and concepts required in advanced clinical practice.

A blend of theory and practice learning environments challenges the student to be flexible, adaptable and open to experiencing a range of teaching and learning approaches. The programme will allow students to demonstrate a breadth of clinical competence during their PLEs. Students will be supported by their PS and PA to challenge and explore their knowledge base and demonstrate application of this knowledge in practice.

| MSc ADVANCING PRACTICE (Clinical Practice) | | |
|---|---|---|
| **Stage 1** | | **Stage 2** |
| **SEMESTER 1**<br>NUM092<br>Leadership for in Advancing Practice (15)<br>NUM094 Pathophysiology for Advancing Practice (15) | **SEMESTER 1**<br>NUM090<br>Prescribing for Healthcare Practitioners (30) | **SEMESTERS 1 & 2**<br>NUM100<br>Advancing Practice Dissertation (60) |
| **SEMESTER 2**<br>NUM093<br>Clinical History Taking and Examination Skills for Advancing Practice (15)<br>Elective Module (15) | **SEMESTER 2**<br>NUM096<br>Research and Evidence for Advancing Healthcare Practice (15)<br>NUM081<br>Work based learning for Advancing Practice (15) | |
| ▼ | ▼ | ▼ |
| **PgCert Healthcare (60 credits)** | **PgDip Advancing Practice (Clinical Practice) (120 credits)**<br>**Progression from Stage 1 to Stage 2** | **MSc Advancing Practice (Clinical Practice) (180 credits)** |

| MSc ADVANCING PRACTICE (Nursing) | | |
|---|---|---|
| **Stage 1** | | **Stage 2** |
| **SEMESTER 1**<br>NUM092 Leadership for in Advancing Practice (15)<br>NUM091Professional Context for Advancing Practice (15) | **SEMESTER 1**<br>Elective Module (15)<br>Elective Module (15) | **SEMESTERS 1 & 2**<br>NUM100<br>Advancing Practice Dissertation (60) |
| **SEMESTER 2**<br>Elective Module (15)<br>Elective Module (15) | **SEMESTER 2**<br>NUM096<br>Research and Evidence for Advancing Healthcare Practice (15)<br>NUM081<br>Work Based Learning for Advancing Practice (15) | |
| ▼ | ▼ | ▼ |
| **PgCert Healthcare (60 credits)** | **PgDip Advancing Practice (Nursing) (120 credits)**<br>**Progression from Stage 1 to Stage 2** | **MSc Advancing Practice (Nursing) (180 credits)** |

### Teaching and Learning Strategy

The teaching and learning strategy for the MSc programme is designed to:

- ensure teaching and learning methods are informed by research and scholarly activity and reflect a student-centred philosophy
- prepare the student for working at an advanced level by ensuring the learning is aligned to contemporary health and social care policy within advanced healthcare practice.
- ensure professional outcomes and competencies are central to the learning experience
- enable the student to acquire an advanced level of cognitive, interpersonal and psychomotor skills required for contemporary healthcare practice
- facilitate the student to aim for and achieve excellence
- promote deep and meaningful learning in theory and in practice.

Additional information on the programme curriculum can be found within the dynamic syllabus on the RGU Practice Learning webpage: www.rgu.ac.uk/practice-learning

## Assessment in Practice

Assessment in practice is an integral component of the teaching and learning process, and provides the opportunity to assess the student's achievement of professional competencies and learning objectives. Detailed guidance about assessment is provided in the School's Assessment Charter, available from the RGU Practice Learning webpage: www.rgu.ac.uk/practice-learning

### Practice Assessment Documentation

Every student will be given a Practice Assessment Document which provides a record of the student's learning progress and achievement of the required learning outcomes throughout NUM081. This allows the PS, PA and AA to see an overview of progress.

The PAD provides an opportunity to reflect and demonstrate evidence on learning from academic activities and application to practice learning as well as from practice experience; students must demonstrate achievement of their professional competencies for advanced practice.

The PAD also highlights the points at which planned meetings should occur to provide the opportunity to review student progression and achievement and to complete the required sections within the PAD. The name and email address of the AA allocated for each part of the programme will be documented within the PAD.

### Preliminary Meeting

The preliminary meeting at the start of the module takes place with the nominated PA and PS to discuss objectives. The mid-way and final assessment dates are also set. This is recorded in the PAD.

### Tripartite Meeting

The tripartite meeting should take place approximately half way through the PLE. The AA will document a record of the meeting (Appendix 2: Tripartite Review Template) - this should be signed by the PA and AA and a copy retained in the PAD.

### Final Assessment

The final assessment should take place during the last weeks of the module. This assessment should be a face to face meeting with the PA who will review the student's progress and collate evidence from the PS and other relevant parties to support the assessment decision.

### Final PLE of Confirmation of Completion

The AA will have an overview of the student achievement to date as they will have reviewed the PAD on completion of the module and will have had the opportunity to liaise with PS/PA as required.

At the end of the final PLE, the AA and PA will confirm the student has completed all the relevant practice learning outcomes and is competent to work at the level of an advanced practitioner.

### Fit to Sit Policy: Extenuating Circumstances

The University operates a Fit to Sit Policy which means that if students undertake an assessment they are declaring themselves well enough to do so. The University Regulations require students to submit work for assessments within the notified timescale and in accordance with the conditions for the programme/module. However, the University recognises that illness or other valid circumstances can impact on a student's ability to submit and/or attend an assessment. The University's Fit to Sit Policy, therefore, incorporates provision for extenuating circumstances.

It is the responsibility of the student to ensure that the School is informed of any extenuating circumstances, such as illness or other valid circumstances, which might prevent them from undertaking an assessment or is impacting on their ability to prepare for the assessment.

More information is available from: www.rgu.ac.uk/academicregulations

## Practice Learning Support Protocol

The Practice Learning Support Protocol (PLSP) is aimed to be used by those involved in student assessment during PLEs. The PLSP provides a consistent and transparent way of providing student support and escalating concerns.

For the purpose of this protocol, the term Practice Education Lecturer (PEL) has been used to represent the members of academic staff with responsibility for student learning and PS and PA support during PLEs.

PLEs for both pre-registration and post-registration students remains a core component of programmes. A collaborative approach to supporting students in clinical practice should be taken.

PS, PA and AA are supported in their role by colleagues, managers, the local Practice Education Team (PET) and Practice Education Lecturers (PELs). PS and PA may require support from the AA or PET and PELs when making difficult decisions regarding assessment, a student's competence or fitness to progress. Where students have a concern about their PLE, they should be encouraged to raise this in a supportive manner.

This PLSP offers a clear and robust system for escalating concerns. It is separated into two flowcharts:

- one relating to PS, PA and AA concerns (Appendix 3)
- one relating to student concerns (Appendix 4)

A PLSP can be initiated in relation to any concerns regarding student conduct, competence and achievement and clearly aligned to the competencies / proficiencies of the relevant programme.

## Student Absence

Please refer to the School of Nursing & Midwifery's Attendance Policy for absence management guidance, available from the RGU Practice Learning webpage: www.rgu.ac.uk/practice-learning

If the student is following the correct policy and procedure, provide the student with the opportunity to identify any additional support needs. When the student returns to placement, the PS or PA should complete the return to work paperwork and submit a copy to StudentCentre-Nursing@rgu.ac.uk. All discussions with the student should be documented in the additional notes pages of the PAD. The PS or PA should highlight any concerns around student absence to the PET and PEL.

If the student is not following the correct policy and procedure, please refer to the *Raising Concerns Flowchart for Practice Supervisor/Practice Assessors* (Appendix 3).

## References

NHS EDUCATION SCOTLAND (NES), 2019a. *National framework for practice supervisors, practice assessors and academic assessors in Scotland.* Edinburgh: NES.

NHS EDUCATION SCOTLAND (NES), 2019b. *Practice learning handbook: for practice supervisors and practice assessors.* Edinburgh: NES.

NHS EDUCATION SCOTLAND (NES), 2008. *The quality standards for practice placements.* Edinburgh: NES.

NURSING AND MIDWIFERY COUNCIL (NMC), 2018a. *Realising professionalism: standards for education and training. Part 2: Standards for student supervision and assessmen*t. London: NMC.

## Appendix 1: PET Contact Details

| **PEL** | | | |
|---|---|---|---|
| Post-registration PEL Lead | Jane Mair | j.c.mair1@rgu.ac.uk | 01224 262602 |
| PEL | Kay Knox | k.knox3@rgu.ac.uk | 01224 263587 |
| NHS Orkney | Graeme Bartlett | graeme.bartlett1@nhs.net | 01856 888104 |
| NHS Shetland | Post vacant | | |

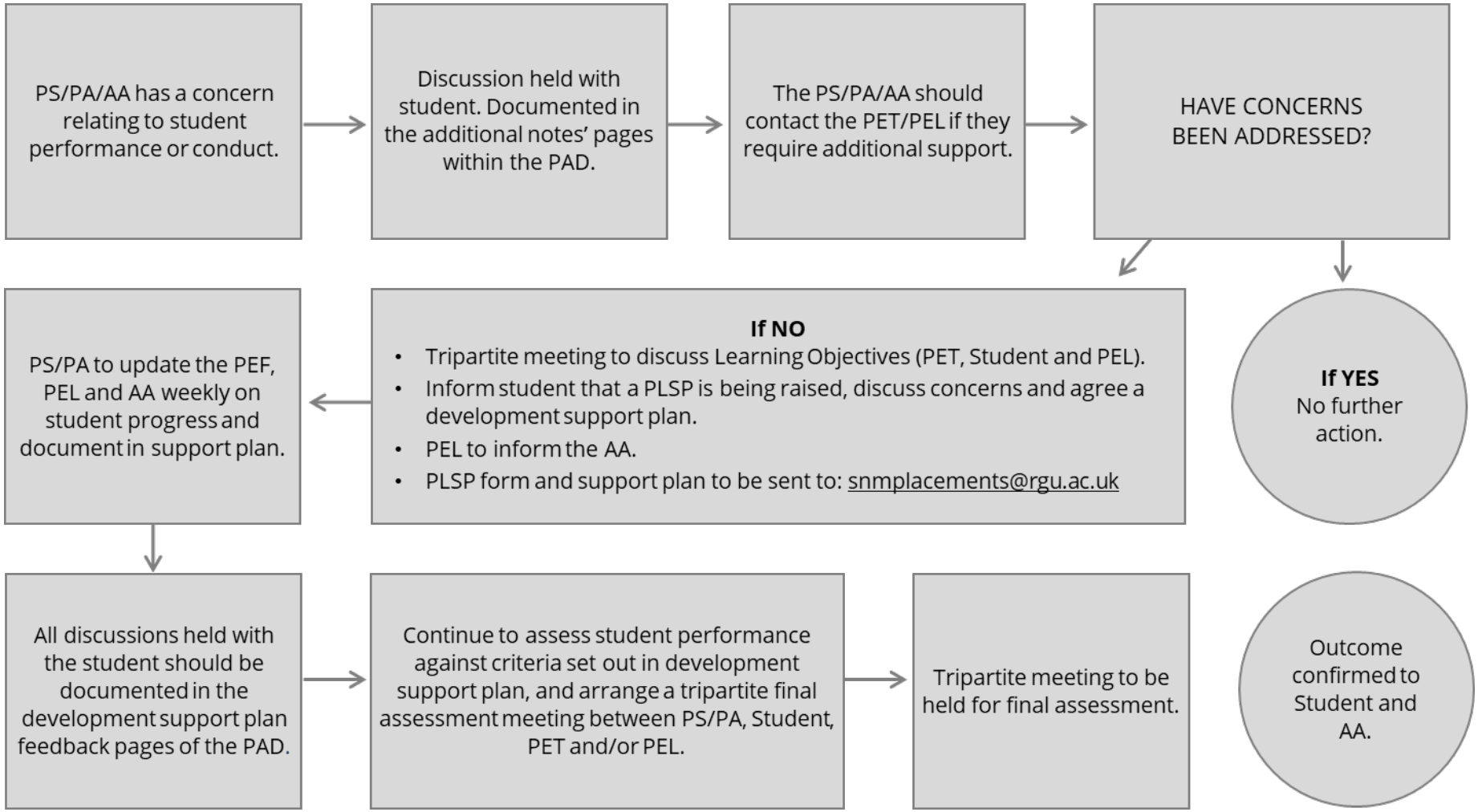
## Appendix 2: Tripartite Review Template

**Record of Tripartite meeting**

| | | |
|---|---|---|
| **Student's name** | | |
| **Cohort and if part-time or full-time** | | |
| **Date of visit** | | |
| **Time of visit** | | |
| **Venue** | | |
| **Persons present** | | |
| **Agenda item from Student/Practice Assessor** | | **1) Learning contract & Learning style, 2) SWOT analysis, 3) Core and additional skills, 4) PT assessment of student's learning, 5) Progression and progress on Reflective learning logs, 6) Learner relationships and satisfaction with learning, 7) Alt Placement hrs, 8) Sickness & Absence, 9) Prescribing, 10) other issues raised by student or PA, 11) Academic work, 12) Anything else Student or PA may wish to discuss today?** |
| **Learning contract/objectives & Learning Style** | | |
| **SWOT analysis**<br>**(not compulsory)** | | |
| **Core & additional Skills** | | |
| **Assessment of learning/Domains and Competencies** | | |

| | | |
|---|---|---|
| **Progress on reflection-weekly logs** | | |
| **Learner relationships with PS/PA, wide team and satisfaction with learning** | | |
| **Alternative Practice.** | | |
| **Sickness & Absence** | | |
| **Prescribing (if appropriate)** | | |
| **Other issues raised by students, PS/PA** | | |
| **Summary** (how did the meeting go? What were the key points, plan of actions to be completed before the next visit) | | |
| **Date & location of next visit** (Minimum of once per term, sooner if there are issues that must be reviewed sooner) | | |
| **Signature** (AA)<br>**Name** (AA) | | |
| **Date** (of completing this report) | | |

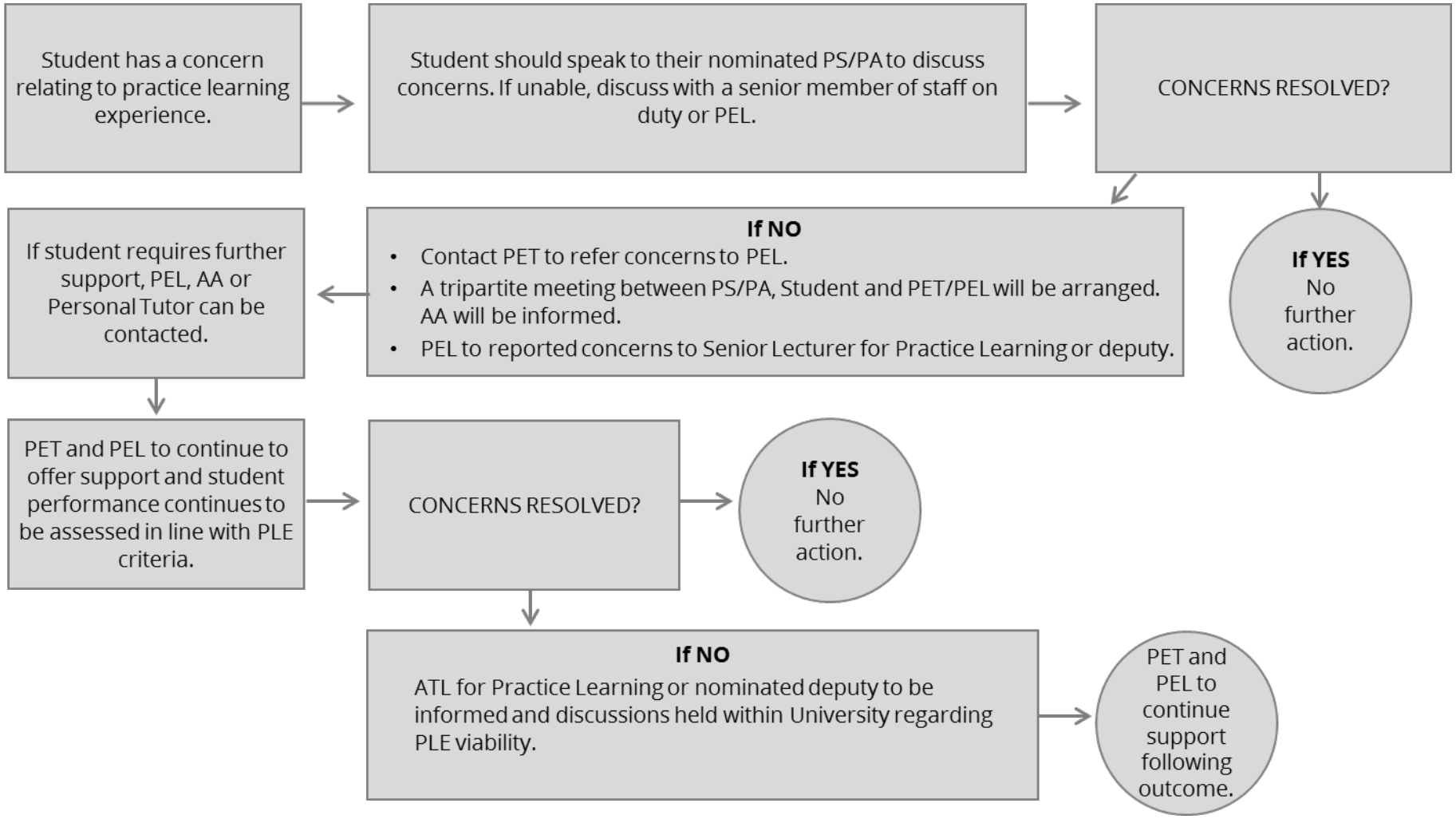
## Appendix 3: Raising Concerns Flowchart for Practice Supervisor / Practice Assessor / Academic Assessor




PET = Practice Education Team PEL = Practice Education Lecturer PS = Practice Supervisor PA = Practice Assessor AA = Academic Assessor

## Appendix 4: Raising Concerns Flowchart for Students

If students have significant concerns around patient safety/care, they should refer to the NES Raising Concerns, Student Guidance document and raise their concern immediately or at the earliest opportunity with the PET/PEL.




PET = Practice Education Team PEL = Practice Education Lecturer PS = Practice Supervisor PA = Practice Assessor AA = Academic Assessor