

University of Brighton

School of Health Sciences

# SUPPORTING LEARNERS IN PRACTICE SETTINGS FOR NMC REGULATED COURSES POLICY JANUARY 2020

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## Introduction

In the School of Health Sciences (SHS) across all of the NMC programmes offered, there are significant learning opportunities available to our learners in a range of care settings including (but not exclusive to) the NHS, Private, Voluntary and Independent sectors. Effective practice learning in these centres is regularly monitored and the academic teams across the NMC programmes work closely with practice learning partners to ensure robust practice learning, student supervision and assessment. Through this partnership education governance and quality is maintained with compliance to the NMC Standards Framework for Nursing and Midwifery Education (2018a). Both the practice learning partners and the SHS are working towards fully implementing the NMC Standards for student supervision and assessment (2018b) and responding to guidance being issued by the NMC.

Providing and supporting practice learning opportunities and assessment enables learners to acquire the knowledge, skills and behaviour to meet present and future challenges. This is an essential aspect of student learning within NMC courses and this policy has been developed based on existing practice in the School in response to the new NMC guidance for supporting students in practice. This document supports the School wide SHS (1) Policies and Processes which support student practice learning 2016 -2019.

## Glossary

Standards for Student Supervision and Assessment	SSSA
Practice Supervisor	PS
Practice Assessor	PA
Academic Assessor	AA
Practice Assessment Document	PAD
Ongoing Achievement Record	OAR
Practice Liaison Lecturer	PLL
Practice Educator Facilitator	PEF
Higher Education Institute	HEI
Health Education England	HEE

## Role of Practice Assessor, Practice Supervisor and Academic Assessor

### Practice Supervisor

The practice supervisor (PS) is an appropriately prepared health or social care practitioner e.g. a registered Nurse, Midwife or registered health or social care professional. The agreed preparation is a one day programme delivered by the placement provider and/or Higher Education Institute (HEI) following Health Education England (HEE) guidance. The HEI and placement colleagues have been working together on PS preparation programmes and have run successful and well evaluated pilot PS training programmes during the academic year 2018-2019. Placement providers across the placement patch have agreed on the content of PS preparation and will share and recognise PS training delivered across the patch. Successful completion of PS training will be recorded on the shared mentor/educator database. (Please refer to the HEE 2019 Supporting Learners in Practice: Preparing Practice Supervisors, Practice Assessors and Academic Assessors in Health Education England South Area).

Pre-registration students/learners are prepared for the role of practice supervisor as registered practitioners. For example, in the BSc Nursing programme and FdSc Health and Social Care Practice Nursing Associate (Apprenticeship), students/learners receive preparation for education roles within their taught curriculum and this preparation covers the content of practice supervisor preparation.

The practice supervisor supports the student/learner during a placement within a part or stage of the programme and works in partnership with the named practice assessor (PA). The practice supervisor undertakes the initial interview in the placement which helps the student/learner to identify their learning opportunities and plan how to complete their learning on the placement. The student/learner and PS develop and agree a learning plan which includes reasonable adjustments if applicable.

The PS reviews progress of the student/learner with their learning plan and professional values, proficiencies, and summative assessments. Interviews should be conducted with input from the student's practice assessor (PA). Any concerns about the student/learner's learning or progress must be referred to the student/learner's academic assessor (AA) who will liaise with the student/learner's PA, the practice liaison lecturer team (PLL) or link lecturer, and the practice education facilitator (PEF) and placement education team. Concerns must be documented in the student/learner's practice assessment document (PAD) with an agreed action plan and review dates. (Appendix 1 flow chart on student progress reviews).

The PS contributes to assessment by giving the student/learner regular feedback and recording this within the student's PAD in liaison with the student/learner's PA and AA, this feedback informs the PA's assessment decisions.

## **Practice Assessor**

Practice assessors (PA's) are registered Nurses or Midwives with current knowledge and expertise and with appropriate preparation for their role. Locally, placement providers and the HEI have agreed that the preparation will be a 2 day training programme following HEE guidance. (Please refer to the HEE 2019 Supporting Learners in Practice: Preparing Practice Supervisors, Practice Assessors and Academic Assessors in Health Education England South Area). The existing mentorship module has been reviewed to prepare registrants for both the Standards to support learning and assessment in practice (SLAiP) (NMC 2008) roles of mentor and sign-off mentors for students/learners on courses moving to Standards for Student Supervision and Assessment (SSSA) (NMC 2018b) after 2019 and for the SSSA roles of practice assessor and practice supervisor. The mentorship module has been validated to be delivered in credit and non-credit bearing versions. The mentorship/educator lead for the HEI works together with placement providers to deliver the preparation in flexible ways including shared delivery. Successful completion of PA training will be recorded on the shared mentor database.

The practice assessor conducts assessments informed by feedback from the practice supervisors. PA's have a key role in assessing and confirming the student/learner's proficiency and providing assurance of student/learner achievements and competence. This includes facilitating learning opportunities including any reasonable adjustments the student/learner may need to get maximum benefit from the placement. The PA observes the student/learner, and conducts and records student/learner assessments informed by student/learner reflections, and by feedback from practice supervisors and other relevant people to confirm achievement. The PA liaises with the academic assessor (AA) scheduling communication at relevant points. (Appendix 1 flow chart on student progress reviews).

There are numerous elements requiring assessment in practice. One or more Practice Supervisors can contribute to the assessment of some of the proficiencies in discussion with the PA, but they must be working in their scope of practice. When assessing the student/learner, the PA should take into account sources of evidence that encompass knowledge, skills, attitudes and the views of those receiving care. The PA reviews assessment documentation in the student/learner's practice PAD that has been completed by a range of other health or social care professionals who have contributed to aspects of the student's assessment over the stage/part of the programme. Comments should acknowledge those exceptional students who are exceeding expectations for their stage in practice or who have particularly commendable attitudes, behaviours, knowledge or skills.

If the student/learner is not meeting the required standards this should be highlighted as a development need. If there is a cause for concern or a fitness for practice issue that requires prompt action an Action Plan should be instigated to address specific needs or concerns within a specified timeframe. In the event of this, the PA would seek guidance from the Academic Assessor and/or senior practice representative with support from the Practice Liaison Lecturer (PLL) team or Link Lecturer. (Appendix 2 – Action Planning Processes)

A student/learner must have a separate practitioner allocated as their practice supervisor and practice assessor with the exception of students/learners on a prescribing programme. However, a practitioner can fulfil the roles of practice assessor and practice supervisor but not for the same student/learner.

### **Practice Supervisor and Practice Assessor allocation**

Practice assessors and practice supervisors are allocated to the student/learner by the placement. The shared mentor/educator database is used to check that practitioners are recognised as having been appropriately prepared and have received an annual update to support them in their roles. The process of allocation will ensure that students/learners are allocated a separate practice supervisor and practice assessor (with the one exception of students/learners on prescribing courses where the SSSA standards permit the student/learner to be supported by one practitioner with both PS and PA roles if needed). The shared mentor/educator database reflects the phased transition from SLAiP to SSSA across NMC regulated programmes. The database continues to record mentor, sign-off mentor, and triennial review status alongside recording of the new roles of practice supervisor, practice assessor, and academic assessor.

The implementation of the three roles of AA, PS, and PA has been agreed by the HEI in partnership with placement providers who have been working together following HEE and NMC guidance. (Please refer to the HEE 2019 Supporting Learners in Practice: Preparing Practice Supervisors, Practice Assessors and Academic Assessors in Health Education England South Area).

### **Academic Assessor**

The Academic Assessor (AA) is a member of the course academic team, who are NMC registrants with appropriate equivalent experience for the students field of practice including Midwifery students who are assigned to Midwifery Academic Assessors and Specialist Community public Health Nurses are assigned to Academic Assessor who are SCPHN's. Midwifery Academic Assessors will be allocated from the Midwifery Link Lecturer Team.

Each student/learner will be assigned an academic assessor for each stage/part of the course. A stage or part might be a year of the course or a different time period with a defined assessment stage at the end. For a Return to Practice student or Independent Prescribing student a stage or part would normally be the full length of the module or programme.

An Academic Assessor cannot be assigned to a student/learner for consecutive parts or stages of a programme; but in a programme with more than two parts or stages, they could be the academic assessor for non-consecutive parts.

The AA needs to be clearly identified on the student/learner's PAD. Academic assessors need to have been appropriately prepared and to receive support in this role. AA preparation is mandatory for those staff undertaking this role. Preparation for the role has been agreed and is outlined in the HEE (2019) Supporting Learners in Practice: Preparing Practice Supervisors, Practice Assessors and Academic Assessors in Health Education England South Area. The Practice Lead for Nursing will oversee and monitor training.

Each course leader/academic lead will allocate Academic Assessors and have an overview to ensure an Academic Assessor never acts as AA for a student/learner in consecutive stages/parts of the programme. The course leader will oversee the allocation of Academic Assessors to students/learners supported by the academic lead and mentorship/educator lead (with a register of all academic assessors). All academic staff members are aware that they are not able to be the AA for a student in consecutive parts/stages of the programme.

The same mechanisms are in place for the Registered Nurse Degree Apprenticeship to support the supernumerary learning of the apprentices in learning with other pre-registration nursing students. This role will not apply for any 'On the Job Training' mentorship which will be another form of learning within the apprenticeship framework.

The Academic Assessor will meet with their allocated students/learners at designated points in each stage/part of the programme and will communicate with the student/learner's Practice Supervisors and Practice Assessors as needed. They will work in partnership with Practice Assessors (remotely or in person) at key points in the programme structure. (Appendix 1 flow chart on student progress reviews). (Please also refer to the Guide for Academic Assessors for a further breakdown of role requirements in Nursing). There will be designated points within each part/stage where the Academic Assessors and Practice Assessors communicate/meet to review the student/learner's assessment document and agree on the assessment outcome and whether the student/learner is to be recommended for progression from one part/stage of the programme. Communication can be in person, via email, or telephone as appropriate and can be informed and supported by the delegated work of the Practice Liaison Lecturer team or Link Lecturer. These meetings and the outcome of the meetings need to be clearly documented within the student/learner's PAD and Ongoing Achievement Record (OAR). The PA can contact the AA at any point in the student's placement for further support/advice regarding student progression and attainment.

Academic Assessors may supplement their knowledge and expertise through teaching and may contribute to formative assessment associated with the practice learning module, thus retaining currency of clinical skills which will be useful when required at re-validation. Each Academic Assessor may assess different students across the three years as per the NMC guidance (SSSA 2018b:6.1), this may include engagement with Objective Structured Clinical Examinations (OSCE's) or formative assessment of skills via skills workshops. Each AA will assess different students across the three years as per the NMC guidance (SSSA 2018b: 6.1).

The AA provides continuity over the part/stage of the programme and has an overview of student/learner achievement to inform progression. If there is cause for concern in relation to the student/learner's performance the AA is involved in agreeing an action plan which can be delegated to/or on liaising with the Practice Liaison Lecturer/Link Lecturer team.

The Academic Assessor's role is not to overturn the professional judgement of the Practice Assessor. The AA ensures the student/learner has met the practice learning outcomes of the stage/part of the programme by reviewing and confirming overall achievement in the PAD and OAR.

Each Academic Assessor will have a workload allowance of 7 hours per 10 students (pro-rata 0.7 hr for each student) each year. Each hour of contact with a student will also accrue 1.1 TRA pro-rata.

## **Trainee Nursing Associate (TNA) (Apprenticeship) requirements**

Protected Learning Time (PLT) is the time in workplace, or another health or care setting, during which the apprentice is learning and supported to learn. The NMC require a minimum of 1150 practice PLT hours over the 2 years:

- A minimum of 675 practice PLT hours will be achieved during external placements (30 hours per placement week).

- Additional PLT practice hours whilst in home base (normal place of work), of no less than 7.5 hours /week. This is in addition to the off-the-job-training hours.

Students will be supervised during Protected Learning Time. The level of supervision required is a matter of professional judgement by the Practice Supervisor /Practice Assessor; some activities, will require direct supervision and for others indirect supervision is appropriate.

### 1. How PS and PA can support achievement of PLT:

- Provide opportunities to practise skills.
- Share knowledge and effectively demonstrate how that knowledge supports safe practice.
- Observe the learner in practice.
- Provide TNA with constructive feedback on their performance
- Enable access to available resources, learning and CPD opportunities
- Delegate to other Practice Supervisors/Practice Assessors and anyone else who may suitably enable learning
- Identify a patient pathway across settings

### 2. Practice Supervisor/Practice Assessor responsibilities specific for the TNA:

- Oversee and negotiate with learner how PLT and Off the Job Training (OTJT) is to be achieved and check that it is being correctly organised; i.e. off-the-job-training equivalent to 1 day/week throughout the year and PLT for practice learning (minimum 1 day/week).
- Sign the learner's attendance record for learning in your workplace.
- Check that the accumulation of PLT is on track when in order to complete 6 monthly progress reviews.
- Report any slippage in hours beyond 20% to the PEF and agree an action plan.
- Oversee the whole of the placement learning by either supervising or identifying who will be responsible for supervising the learner, at times when you are not there.

**Table 1: Guide to recommended accumulation of learning hours at 6 monthly intervals, calculated on a 45.5 week year to allow for annual leave**

	University scheduled time and OTJT	Homebase PLT	EP PLT
<b>6 Months</b>	171	169	180
<b>12 Months</b>	342	338	360
<b>18 Months</b>	513	506	540
<b>24 Months</b>	682.5	675	690
<b>Total</b>	OTJT and University attendance (682.5 hours) and independent study (682.5 hours)  Total = 1365 hours theory	Homebase (675 hours) and EP (609 hours)  Total = 1365 hours practice	

OTJT – Off The Job Training – based on 7.5hrs per week

PLT – Protected Learning Time on home-base – based on a minimum of 7.5hrs per week

EP - External Placement – based on 30hrs per week of placement (23 weeks)

IS hours of self-study based on 7.5 hours per week.

## **Supporting student learning via Practice Liaison Lecturer (PLL) or Link Lecturer - Role Title and definition**

The Practice Liaison Lecturer (PLL) and Link Lecturer (midwifery programme) is defined as being a member of the School of Health Sciences academic staff team whose role is to work collaboratively with practice providers to support and facilitate students learning and achievement.

Each PLL/Link Lecturer will (normally) be allocated with an agreed amount of time of 200 workload hours to enable this work, which will be of equal value as teaching activity and recognised as such by the school. This activity will also be recognised as direct student contact. These figures will be pro rata for part time staff unless individually agreed. For the Midwifery programmes link lecturers will have similar hours distributed by student numbers and link areas. The PLL/Link Lecturer will promote positive learning environments, ensure full compliance with the NMC Standards for student supervision and assessment (2018), and work in conjunction with Practice Education Facilitators (PEF).

Although there may be occasions when field specific representation is needed the intention is that each PLL will undertake generic activities aimed at supporting the practice learning of **all** students on NMC regulated pre-registration or second registration courses including Trainee Nursing Associates (TNA's) Return to Practice students, Community Specialist Practice, Specialist Community Public Health Nurses and Nurse Prescribing. They will also support international exchange students in liaison with the international exchange module leader and Paramedic Practice students engaging in practice learning outside the ambulance service. PLL's will be visible in practice but would not normally undertake direct hands on care as part of their role.

## **How the Link Lecturer Works for the Midwifery Programmes**

Each midwifery lecturer will be allocated an area which is reflective of the PLL zones (East, West and Central) to support Practice Learning pertinent for Midwifery students. The team will support practice learning colleagues via a more formalised link lecturer process and will visit clinical areas allocated and will be the main point of contact for Midwifery students and placement learning colleagues in the Midwifery context. Link Lecturers will adhere to the aims and objectives of the PLL teams as below.

## **How the Practice Liaison Teams (PLL teams) work**

The practice placement learning opportunities identified by SHS are divided into three geographical localities, central, east and west ([see Geographical Locations](#)). The Deputy Head of School for Practice learning is responsible for maintaining the PLL teams and for ensuring that each PLL team will be able to meet specific needs of a locality. The size of the team will reflect the number of placements in the locality across all NMC regulated courses and the number of SHS learners on NMC regulated programmes across the placement patch.

There is a designated PLL lead across the three teams and for private, voluntary, and independent (PVI) sector placements. The designated PLL lead is a core member and chair of the Practice Learning Partnership group and a member of the across school practice learning group. The latter is chaired by the Practice Educator Tutor. The Practice Learning Partnership group membership includes representation from the three PLL teams.

## **Aims of the PLL teams**

The teams will:-

- Promote effective partnership working between the SHS and their practice learning partner providers.

- Ensure full compliance with the SSSA (NMC 2018b)
- Promote effective practice learning through supporting practice supervisors, practice assessors, the practice education team, and academic assessors.
- Support and advice learners on their development and achievement in a range of settings across practice and practice related HEI activity.
- Work collaboratively to promote creative ways of achieving practice learning outcomes that enable students to reflect on their experience(s) and understand the relevance of their theoretical learning to practice.
- Engage with programme teams in promoting student empowerment within practice learning environments.

## Team Objectives

- Work collegially with practice partners and other relevant stake holders to achieve excellence with regard to practice learning.
- Work collaboratively with Practice Education Facilitators (PEF's) and education teams, Primary Care Workforce Tutors (PCWT) and/or Lecturer Practitioners, and the PLL/PVI lead to support SHS students learning in practice.
- Collaborate with students to enhance their practice learning opportunities within the SHS and practice settings that empowers them to become resilient, caring, reflective and lifelong learners (NMC 2018a :3.2).
- Support practice partners to identify and develop learning opportunities that reflect contemporary practice, provide an understanding of the patient / client journey and facilitate the development of learner proficiencies through the application of theory to practice.
- Monitor that each student has a nominated practice assessor who has the skills and knowledge for the role and ensure that practice assessors are not simultaneously the practice supervisor to the same student (SSSA 2018b:7.10) and that there are different practice assessors for each student across the different parts of the programme.
- Promote opportunities that enable students to experience inter-professional learning (NMC 2018a:1.13).
- Ensure that there is effective communication and dissemination of information between the SHS staff members and/or groups, those supporting practice, and students, including communication in relation to the Care Quality Commission (CQC) and other external quality monitoring processes.
- Work collaboratively as a PLL team to agree a rota for responding to enquiries (e.g. via the PLL email account for Central, West or East teams) received from students, mentors, practice placement educator / supervisor and other practice staff supporting students learning. This may include supporting the use of the raising and escalating of concerns using the SHS Policies and Process for Supporting Learners in Practice Settings document.
- Where relevant, support hub experiences and, with practice partners, be proactive and creative in developing spoke learning opportunities.
- Promote and support practice supervisor / practice assessor / academic assessor compliance.
- Support international student exchange programmes.
- In partnership with provider practice learning teams support and/or oversee the education auditing system, and where relevant, the meeting of action plans.
- Promote the completion of online evaluations of practice and feedback to practice.
- Contribute to the identification of practice learning development for staff in placement areas.
- Liaise with personal tutors and or SHS Disability Liaison Tutors regarding individual students where appropriate for any necessary adjustments.
- Work collaboratively with SHS Education Liaison Links and Academic Assessors.



## Examples of activities to meet objectives

- Engage with induction and preparation for first placements and transition work between parts/year of programmes.
- Facilitate tripartite meetings with learners and PS's/PA's as needed.
- Act as delegated by the academic assessor.
- Engage with Practice Assessors in supporting their assessment of students.
- Organise and facilitate surgeries / drop-in sessions. for students, assessors, supervisors and when relevant other practice staff supporting students learning
- Visit practice settings to offer guidance, support and share good practice such as innovative supervision models
- Attend practice focused meetings e.g. education and service meetings.
- Undertake visits to new placements and support completion of initial practice placement audit.
- Support and or oversee the practice placement auditing process and follow –up action plans.
- Deliver update sessions for staff involved in student learning in practice.
- Act as a point of contact for learners, and practice staff in supporting and assessing practice learning.
- Feedback comments from student on-line practice evaluations.
- Support learner reviews with Practice Assessors as necessary
- Provide support to Academic Assessors and Practice Assessors as necessary.

## Communication with students and practice placements.

The PLL team will ensure that:

- Dates/times when PLL's will be available in the practice placements are published in advance. PLL teams are available during every working day at the university. When students are in practice out of normal working hours they should seek support from the education teams and/or practice supervisor within the placement provider organisation. In an emergency situation the university switch board (01273 600900) can contact the Head of School.
- Contact details for the Practice Liaison Team (PLT) are available to students and the practice placements.
- Practice learning guidance documentation is available on the virtual learning environment (VLE) for all students to access within the course handbook and/or practice learning area on the electronic platform.
- Practice partners have access to the same information which is available via a dedicated edublog <https://blogs.brighton.ac.uk/supportinglearnersinpractice/>
- There is a student facing document about practice learning opportunities, outlining processes of escalating concerns, safeguarding and expectations for practice assessment, practice supervision and academic assessment.
- Where appropriate and needed PLL's are involved in face to face meetings with students both at the HEI and in practice settings.

## Monitoring / evaluating

This will be achieved through:-

- Feedback within the forum of Practice Learning Partnership and thrice yearly meetings.
- On-line practice placement evaluations.
- Inviting student feedback at course boards.
- Feedback at mentor updates.
- Feedback from Practice Teachers (PT's), Practice Education Facilitators (PEF's), and other members of placement provider education teams.

- National Student Survey/Brighton Student Surveys and feedback from practice partners and service user groups.
- Feedback from education leads at education partnership meetings

## Geographical Areas

The table below lists the range of placement providers as per geographical locations. These include all NHS Trusts, independent health care sector, acute areas, community, nursing homes, ambulance stations, adult, mental health, child, learning disabilities maternity, mental health etc  
Each Geographical area is covered by a PLL team and a Midwifery Link Lecturer which is outlined in the subsequent tables.

EAST	CENTRAL	WEST
Hastings St.Leonards-on-Sea Crowborough Bexhill-on-Sea Eastbourne Seaford Battle Broad Oak Fairlight Rye Rotherfield Westfield Hildenborough Tunbridge Wells / Pembury Heathfield Wadhurst Tenterden Hawkhurst Uckfield Ashford, Kent Hailsham Hellingly Polegate Cross-in-Hand	East Grinstead Henfield Haywards Heath Horsham Burgess Hill Hurstpierpoint Hassocks Crawley Crawley Down Chailey Lindfield Goddards Green Hassocks Ringmer Balcombe Brighton Hove Lewes Woodingdean Portslade and Hangleton Rottingdean Peacehaven Telscombe Cliffs Woodingdean Saltdean Newhaven	Worthing Steyning Tarring Storrington Shoreham Littlehampton Rustington Lancing Goring Arundel Bognor Regis Pulborough Chichester Durrington Ferring Cowfold Redhill Hospital and Surrey placements

## Practice Liaison Lecturers contact details

Practice Liaison Lecturer Team	PLL's in Team	Contact details
WEST	<b>Theresa Corkill (West PLT Leader and Lead for Private, Voluntary, and Independent sector placements)</b> Catherine Theodosius Karen Thompson Jamie Komeh Dorcas Mapondera	<a href="mailto:PLLWest@Brighton.ac.uk">PLLWest@Brighton.ac.uk</a>

<b>CENTRAL</b>	<b>Theresa Corkill (Central PLT Leader)</b> Maggie Stewart Warren Stewart Jamie Cooper Wendy McCarthy (TNA) Kris Fernandes	<a href="mailto:PLLCentral@Brighton.ac.uk">PLLCentral@Brighton.ac.uk</a>
<b>EAST</b>	<b>Theresa Corkill</b> Andrea Ferns Steve Hunter Darren Brand Lucy Colwell Nigel Green	<a href="mailto:PLLEast@Brighton.ac.uk">PLLEast@Brighton.ac.uk</a>

### Midwifery Lecturers supporting practice learning

<b>WEST</b>	Thelma Lackey Sarah Lewis-Tulett
<b>EAST</b>	Carol Reid Fawzia Zaidi Lou Jennett
<b>CENTRAL</b>	Jenny Hendley Jo Could Clare Winter Lorna Dow Tania McIntosh Michelle Tant

### References

HEE 2019 *Supporting Learners in Practice: Preparing Practice Supervisors, Practice Assessors and Academic Assessors in Health Education England South Area*. Health Education England

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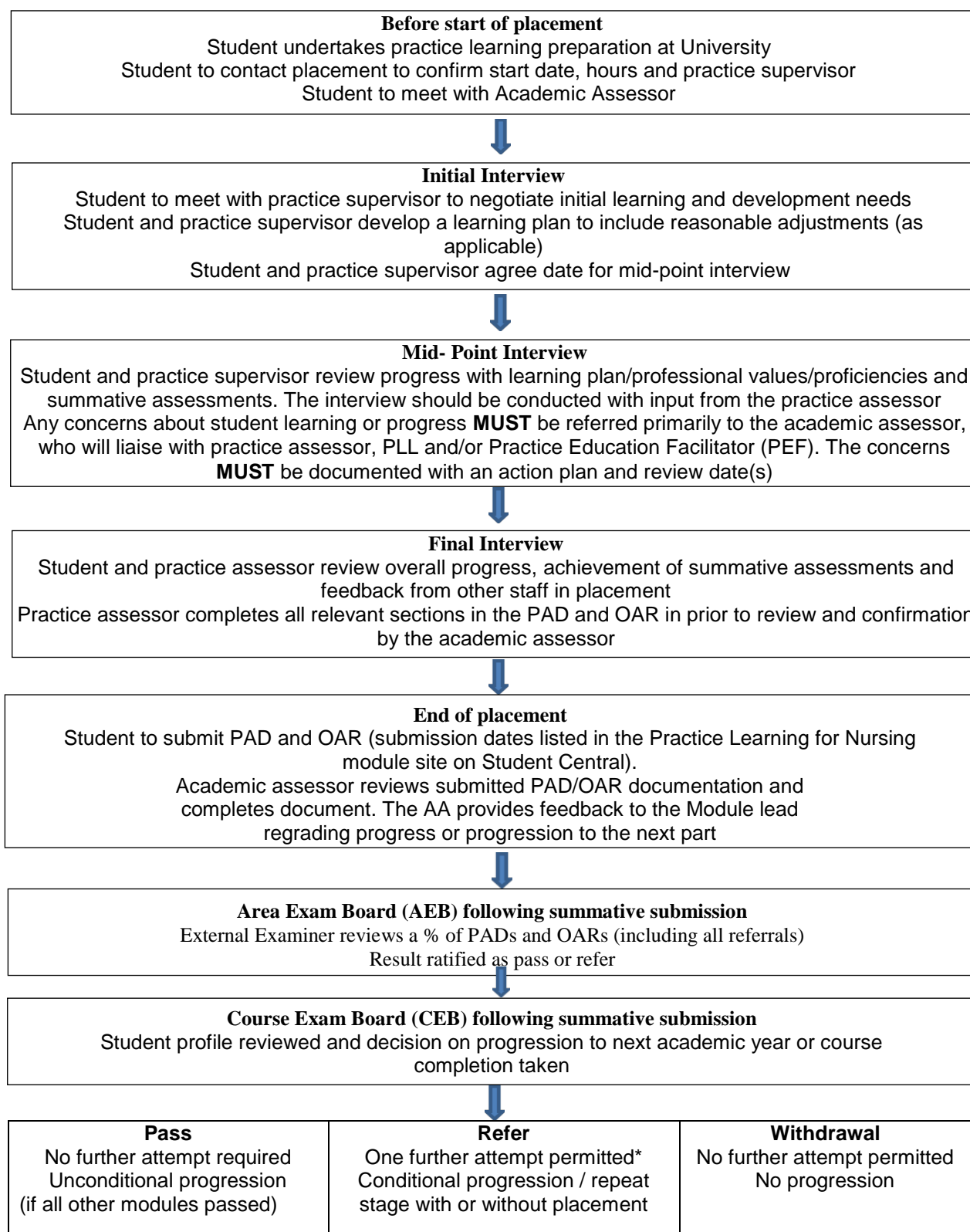
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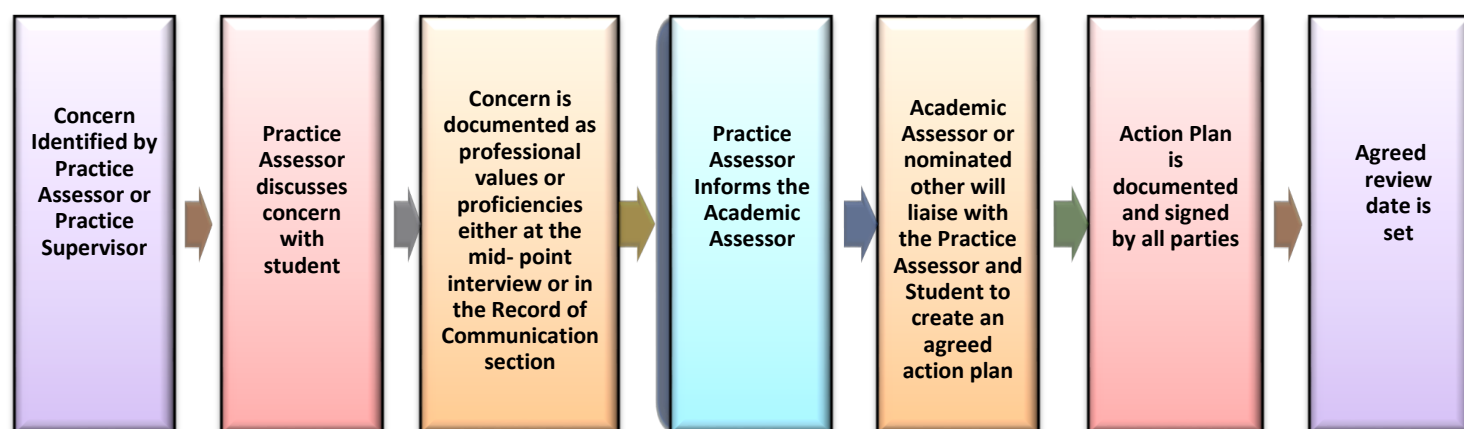
## Appendix 1 – Student Progress Reviews (BSc (Hons) Nursing Programme)



\*Unless previous attempt deferred following upheld mitigating circumstances

Please refer to the Course Handbook and Student Central – Assessment Information for full details and information on assessment regulations, examination boards and mitigating circumstances

## Appendix 2 – Process for Action Planning



## Version Control

Published Document name	<b>Supporting learners in practice settings for NMC regulated courses policy</b> Merged from the following documents: Draft Handbook for roles of Practice Assessor, Practice Supervisor, and Academic Assessor for NMC regulated courses Guidance for supporting learners in practice for NMC regulated courses
Original Date Issued	2016
Updated	November 2017. December 2018 (NM) February 2019 (PH) December 2019 (ET/TC)
New Review date	December 2020
Document Owner/Authors	Theresa Corkill: - Practice Learning Lead Nursing Erika Thorne – PAD Development Lead – Nursing Dr Nita Muir – Academic Lead for Nursing Sarah Lewis-Tulett – Academic lead for Midwifery Marianne Willmer – Academic lead for Community
Document approved	Approved
Version Control	Senior Management team (Dec 2018) Draft version 1, Senior Management team/Senior Executive team approved core version 2 (February 2019) Version 3 22.07.19. Version 4 21.11.19
Lead contact	Theresa Corkill: Practice Learning Lead Nursing