

Oxleas

NHS

Practice Assessor  
Training

Beyond  
Preceptorship

2025  
Nurse Education Team

Improving lives

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Overview of Session

Introductions

Objectives

NMC Code

NMC Future Nurse & SSSA Requirements

Roles & Responsibility of PA/PS

Failure to Fail – Expectations of Staff & Students in Practice

Introduction to Coaching

Giving Feedback

Overview of session and evaluation

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What do you think?

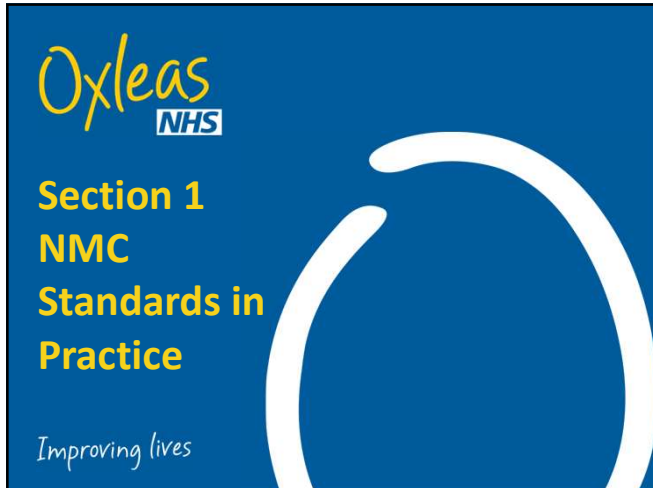
What do you think the role of PA involves?

Are you worried about any part of the PA role?



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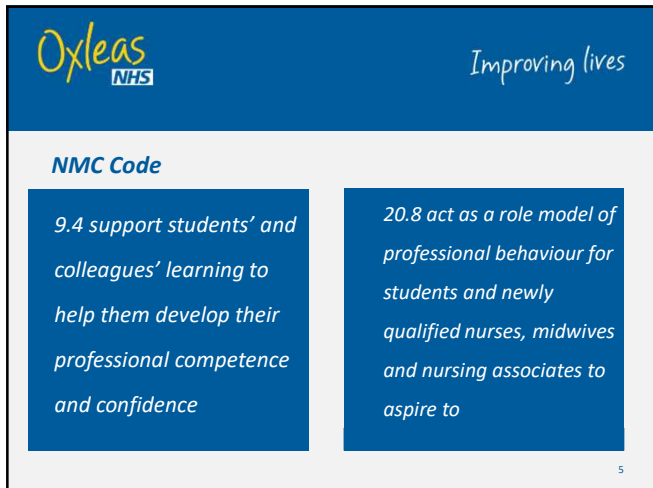
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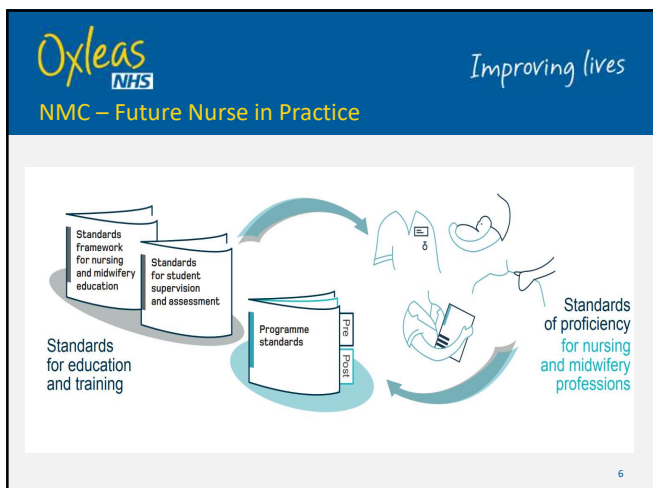
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## Standards for Student Supervision & Assessment

- **Effective Practice Learning** – These standards describe what needs to be in place to deliver safe and effective learning experiences for nursing and midwifery students in practice.
- **Supervision of Students** – Expectations of practice supervision, roles and responsibilities, contribution to assessment and progression, supervisor preparation.
- **Assessment of Students and Confirmation of Proficiency** – Practice Assessors & Academic Assessors = roles, responsibilities, preparation.

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## Student Experiences – individual task

- Log onto [www.menti.com](http://www.menti.com)

Please give an example of:

- A good student you have worked with. Why were they good?
- A poor student you have worked with. Why were they poor?

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## Expectations of Student Learning & Participation

 Guided Participation in Care.	 Active Participation in care with minimal guidance.	 Leads and coordinates care.
<b>Part 1</b> Demonstrate with supervision: Documentation Interventions Medication	<b>Part 2</b> Increased confidence: Documentation Update care plans/tools/ risks Medication Interventions	<b>Part 3</b> Minimal supervision: Care/ documentation Interventions Manages shift/ caseload Leads on assessments Medication

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### How do you know what to assess?

- Criteria referenced assessment.
- It is in the ePAD.

**Each placement**

- Interviews
- Professional values (Based on the 4 standards in the NMC Code).

**Each year**

- Proficiencies
- Episodes of care
- Medicines management

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### What are you assessing?

1. Knowledge – able to identify the appropriate knowledge.
2. Skills – able to utilize appropriate skills.
3. Attitude and values – able to demonstrate professional attitude, positive engagement with learning.

Requirements to meet each of these increases with each part (year).  
Must meet all three to be assessed as 'Achieved'.

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### Student progression.

- Knowledge - Is able to identify the appropriate knowledge base required to deliver safe, person-centred care under some guidance. **Part 1**
- Knowledge - Has a sound knowledge base to support safe and effective practice and provide the rationale to support decision making. **Part 2**
- Knowledge - Has a comprehensive knowledge-base to support safe and effective practice and can critically justify decisions and actions using an appropriate evidence-base. **Part 3.**

(Found in introduction section of each Part in ePAD).

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**Group work**

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- George is a 1<sup>st</sup> year student.
- Kemi is a 2<sup>nd</sup> year student.
- Rashpal is a 3<sup>rd</sup> year student.

**In groups**

- Look at the handouts provided.
- Choose either Proficiencies A or Proficiencies B.
- Identify the knowledge, skills & attitudes and values required by George, Kemi and Rashpal for your chosen proficiencies.
- What would they need to do/demonstrate?

*Remember the students are in different years.*

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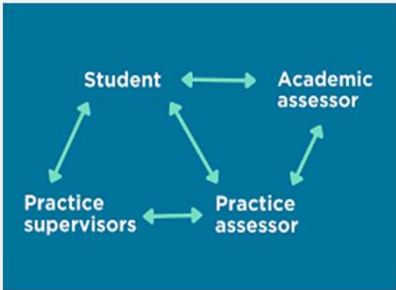
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**The different roles**

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**Roles & Responsibilities – PA / PS**

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• **Practice Assessor: must confirm the student's achievement**

- NMC Registrant – same skill set to assess certain competencies
- Some form of training – mentorship, ENB 998, PA Training
- Assesses overall performance of practice learning in that environment
- Values of the profession displayed
- Must have sufficient opportunities to observe the student across environments
- Trust policy = 40% PA time with allocated student

• **Practice Supervisor:**

- No formal preparation for monitoring student nurses – trust provides a PS Workshop session during Preceptorship
- Can be any registered healthcare profession
- Provides constructive feedback on achievement of proficiencies and performance
- Contributes to assessment
- Raise concerns
- Act as role models
- Be appropriate for the student – i.e. NA only PS to year 1 & 2 RN student

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**PA responsibilities**

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- **PA and PS can:**
- Complete initial interview (PA must agree learning plan).
- Orientation to area.
- Provide additional professional feedback.
- Assess Midpoint Prof Values (PA must confirm in midpoint interview).
- Assess proficiencies.
- Conduct weekly progress meetings in final 3<sup>rd</sup> year placement.
- Service user feedback.
- Approve hours.

- **Only the PA can:**
- Complete midpoint and final interviews.
- Assess final prof values.
- Sign off Episodes of Care.
- Sign off medicines management.
- Complete end of Part approval (OAR).
- Complete action plan.

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**Academic Assessor**

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- Academic Assessor: **Approved Education Institute (AEI) staff member**
- Work with a nominated PA to make a recommendation for student progression (cannot overrule your professional judgement).
- Ensure valid assessment.
- Collate and confirm the student's achievement of proficiencies and programme outcomes

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**Delegation**

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**What the NMC code says about delegation:**

The Code says nurses are accountable for their decisions to delegate tasks and duties to other people.




**This means you must:**

Only delegate tasks and duties that are within the other person's scope of competence, making sure that they fully understand your instructions.

Make sure that everyone you delegate tasks to is adequately supervised and supported so they can provide safe and compassionate care.

Confirm that the outcome of any task you have delegated to someone else meets the required standard, risk assessed, limitations of all persons are known.



Know the skill set of the people you're working with including all members of the MDT (i.e. AHP, medics, support workers, students).

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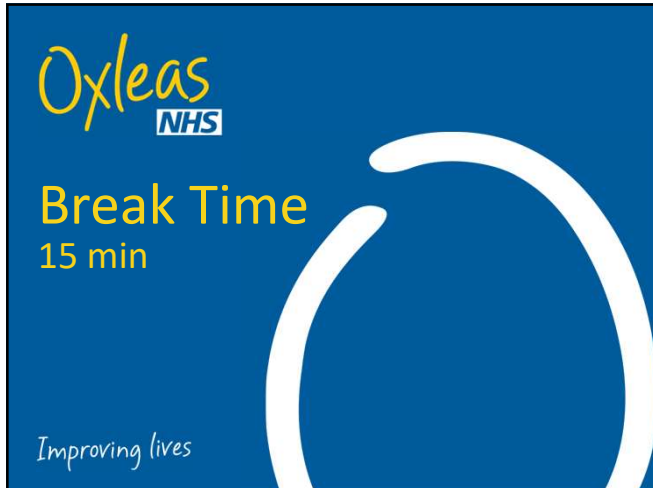
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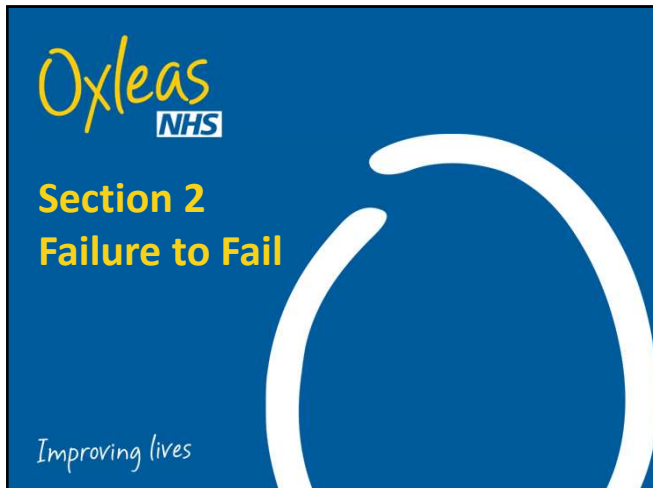
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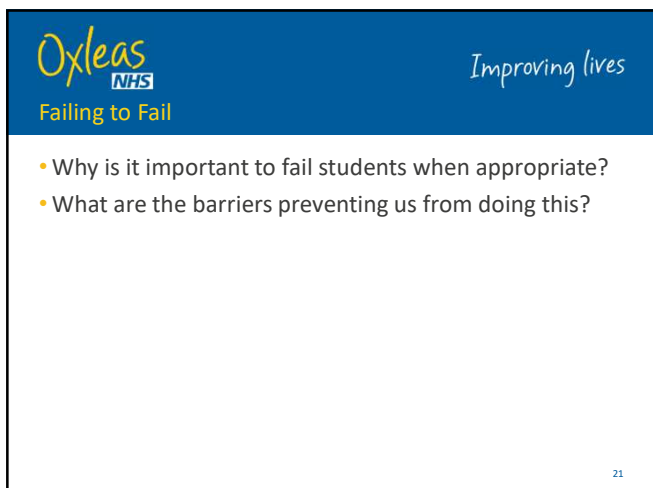
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**NOT MEETING EXPECTATIONS**

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- Once the practice assessor is aware of concerns around student performance, they should have a role in improving the student's performance.
- This can be done by putting in place **action plans** or by working directly with the practice supervisors, academic assessor or student.
- **What is your role as the PA?**
- If it becomes apparent that the student will not improve or has not met the required actions in a plan - practice assessor should take appropriate action, such as recommending the student be failed on a placement or **recommend they do not progress.**
- This should be done through:
  - 3-way meeting (PA and student) with the nominated **academic assessor first.**
  - Following any processes set in place by the AEI .
  - Processes from the trust.

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**Failure to Fail - Safety**

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If there is an immediate concern or risk to the patient /staff / public from the student's performance, the practice assessor must take appropriate action:

What action should you take in this situation?

It may require removal from placement.

**Failing a student can be stressful-are you feeling supported?**

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**Failure to Fail – Reasonable Adjustments**

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- Students with long-term health condition/learning difficulties are entitled to have reasonable adjustments considered in relation to their practice learning.
- However, **competency or standard itself cannot be adjusted.**
- Decisions will need to be made whether they'll meet competencies:
  - before a student starts a course.
  - at relevant points within the programme.
- No student should progress through a course, or enter the register, who is not fit to do so.
- The AEI, with their practice learning partners, is responsible for putting in place the right processes to ensure this does not happen.

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### Failure to Fail – OH Reports

- OH Reports are the responsibility of the university
- Any student requiring an OH assessment - must be referred to the university
- Email the Academic Assessor or the personal tutor – copy in NET

**OH are confidential documents,  
they do not have to be shared with you or the team**

- Always ask during the initial interview if there is an OH report in place
- Document the student's exact response to this
- Make reasonable adjustments when possible
- If the adjustments are not deemed reasonable, please contact NET and the AA for clarification, examples of adjusted practice or (last resort) an alternative placement
- *Have you had any experiences in practice of reasonable adjustments for students working with you?*

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### Failure to Fail – Group Activity Scenario

- Mary is a 3<sup>rd</sup> student nurse, so far throughout training, she has consistently signed off and passed every placement, whilst she is working with you, you have significant concerns about the way she talks to patients and staff. In your opinion, she is failing the following competencies:

- 9. The student demonstrates openness (candour), trustworthiness and integrity
- 11. The student demonstrates the ability to listen, seek clarification and carry out instructions safely.
- 14. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.
- 28. Understand the principles and processes involved in supporting people and families so that they can maintain their independence as much as possible.

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### Group Activity

- What is your role as a PA?
- How would you address your concerns with Mary?
- Who else would you involve?
- What would your action plan look like?
- When would you review it?
- What would you do if the action plan was not met?

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### What is an Action Plan?

- An action plan is required when a student's performance causes concern.
- PA must liaise with AA and NET.
- SMART principles should be used.
- **Nature of concern** – refer to professional values, proficiency, episode of care, meds management – be **S**pecific.
- **What does the student need to demonstrate** – objectives – **M**easurable, **A**chievable and **R**ealistic.
- **Support available and who is responsible.**
- **Date for review** – **T**imely.
- **AA details**

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## Break/Lunch Time

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## Section 3 How to Deliver NMC Standards during Clinical Placement

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Knowledge Check



What is the difference between coaching and mentoring?

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Coaching

Mentoring

Not required to give personal experiences

Develops skills in specific areas

Short-term

More Structured

Objective driven – specific skill/area

Coach more likely to drive session

Personal experiences shared

Offers knowledge, skills, experience

Long-term

Informal

Holistic approach

Mentee responsible for driving session

Coaching is asking

Mentoring is telling

What is the Difference Between Coach and Mentor - Oxleas.com

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OSCAR Model



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**OSCAR – specifically moving forward with a task**

**Outcome (goal)**

- What is it you would like to achieve from this session?
- What is your long-term goal?
- Once you have reached your goal – what does it look like? What does it feel like?

**Choices/ Consequences**  
*(especially useful if the student is not achieving as expected)*

- What current options for action are available to you?
- What are the consequences of not facing your required actions?

**Review**

- How do you plan to review your progress?
- When is it suitable for us to review progress?
- Have your actions been moving you towards your goal?
- Are you still motivated to take said actions?

**Situation (current reality)**

- How do you currently feel about your knowledge/skills/competence / confidence?
- Where are you at now in terms of your goals?

**Actions (making improvements during the placement)**

- What immediate actions will you take?
- When are you going to take those actions?
- Who is going to provide the support for you throughout the process?
- How motivated are you to take these actions?

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**The OSCAR Coaching Model**  
 The OSCAR Model builds on the GROW Model and is particularly suited to managing performance within organisations.

<b>OUTCOME</b> (Your destination)	<ul style="list-style-type: none"> <li>• What would you like to achieve from today's session?</li> <li>• What is your long-term outcome?</li> <li>• What would success look like?</li> </ul> (This is where you help the team member clarify the outcomes (for the session and long term) around the issue they have raised).
<b>SITUATION</b> (Your starting point)	<ul style="list-style-type: none"> <li>• What is the current situation?</li> <li>• What's actually happening?</li> </ul> (This is where you get clarity around where the team member is right now).
<b>CHOICES and CONSEQUENCES</b> (Your route options)	<ul style="list-style-type: none"> <li>• What choices do you have?</li> <li>• What options can you choose from?</li> <li>• What are the consequences of each choice?</li> <li>• Which choices have the best consequences?</li> </ul> (This is where you help the team member generate as many alternative choices as possible and raise awareness about the consequences of each possible choice).
<b>ACTIONS</b> (Your detailed plan)	<ul style="list-style-type: none"> <li>• What actions will you take?</li> <li>• What will you do next?</li> <li>• How will you do it?</li> <li>• When will you do it, with whom?</li> <li>• On a scale of 1 to 10 how willing are you to take those actions?</li> </ul> (This is where you help the team member to clarify their next steps forward and to take responsibility for their own action plan).
<b>REVIEW</b> (Making sure you are on track)	<ul style="list-style-type: none"> <li>• What steps will you take to review your progress?</li> <li>• When are we going to get together to review progress?</li> <li>• Are the actions being taken?</li> <li>• Are the actions moving you towards your outcome?</li> </ul> (This step creates an ongoing process of review and evaluation. This is where you help the team member to continually check that they are on course. This also helps you to be fully informed about what your team member is doing and why they are doing it).

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**Coaching Group Activity - scenarios**

A student requests to be supported with one of the following proficiencies:

- 1.1.5 signs of mental and emotional distress including agitation, aggression and challenging behaviour
- 1.2.3 symptoms and signs of deterioration and sepsis.
- 2.1.1 recognise and respond to signs of all forms of abuse.
- 11.4 undertake accurate drug calculations for a range of medications.
- 5.4 record fluid intake and output and identify, respond to and manage dehydration or fluid retention.

**Exercise**

- You will be put into a group with one allocated proficiency.
- Use the questions on the next slide to help if needed.
- Present to group.

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**Group Activity – instructions**

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In groups pick one of the proficiencies:

1. What questions you would ask the student at the beginning..
2. What questions you would ask when working with the student?
3. What tasks would you set to support learning opportunities?
4. When would you review this objective?
5. How would you ask the student to demonstrate their chosen competency?

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**Professional values**

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- Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018).
- Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code.
- The professional values are of relevance to all fields.

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**Professional Values**

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- Part 1 - 15 professional values to be assessed during each placement.
- Part 2 – 16 professional values to be assessed during each placement.
- Part 3 – 17 professional values to be assessed during each placement.
- Assessed at Midpoint and Final (end) of each placement.
- Students must achieve all Final Professional Values to pass each placement.
- 'Not achieved' must trigger an Action Plan to be created for the student.

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**Professional Values examples – what are you looking for?**

- **Prioritise people**
  - 1. The student maintains confidentiality in accordance with the NMC code and recognises limits to confidentiality for example public interest and protection from harm.
- **Preserve safety**
  - 11. The student reports any concerns to a member of staff when appropriate and escalates as required (as per local policy/professional guidance) e.g. safeguarding.
- **Practise effectively**
  - 7. The student is able to work confidently and as an equal partner within the inter-disciplinary team and can build effective professional relationships.
- **Promote professionalism and trust**
  - 14. The student's personal presentation and dress code is in accordance with the local policy.

**In groups – pick one of the above Professional values.**  
What actions/ omissions by the student would make you put 'not achieved' for your chosen professional value? Use specific examples from practice if able.

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**SMART Learning Objectives**

**Neil, 3<sup>rd</sup> year student nurse.**

- Regularly arrives late for shift.
- Repeated absences , without notifying clinical area.
- Wears ripped jeans and football shirt on duty.

**In groups**

- Can you write a SMART learning objective for one of these issues?
- What support could you provide?

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**Factors to consider**

**Student** - programme, stage of programme, learning styles, any specific learning problems/disabilities

**Patient** - diagnoses, environment, capacity, agreement for student to undertake assessment/intervention

**Environment** - own home, ward, GP, community health centre

**Teaching methods** - demonstration, information provision, self-directed study, evidence/research application to skill

**Resources available** - websites, organisation policies/materials, PLPLG case studies, textbooks, research articles

**Assessment methods** - observation, questions, reflective discussion, level descriptor/ePAD application

**Feedback** - timely, constructive, oral, written/documentation ePAD, advice for future learning

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**Break Time**  
15 min

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**Section 4**  
**Giving**  
**Feedback to**  
**Student**  
**Nurses**

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**Feedback**

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*"Feedback is the breakfast of champions."  
(... But only if done right).*

EVALUATION DAY



*"There's nothing about your performance that you need to change ... other than everything."*

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How do you give feedback?

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Feedback

*The aim of feedback in education is (or should be) to improve learning and understanding.*

- Concentrate on the behaviour, not the person.
- Calm and constructive.
- Balance the content.
- Be specific.
- Be realistic.
- Own the feedback.
- Be timely.
- What did they think?
- Offer continuing support.
- Document in ePAD.

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Feedback Model

- Note specifics! "I think the way you treated that patient was fantastic, you were so kind."
- Focus on what someone is good at, and how it impacts others!
- Shows you acknowledge their positive traits
- Behaviour focused! "At times your tone of voice can come across aggressive"
- Be inquisitive! "Was that your intention?"
- Don't make it personal, remain objective
- Allow space and time for reflection
- Set clear expectations! "In future, I expect you do to..."
- Give them something to work with/towards
- Provide reassurance
- Build confidence
- Close positively with a forward-looking approach!

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## Provide specific, actionable feedback

Example of critical and constructive feedback:

-  In the MDT meeting yesterday, you did not clearly state the risks involved with the patient and you did not have a robust care plan...."
-  **Articulate results or impact of the behaviour(s):**  
"...As a result, the team did not fully understand this patient's risks and needs and then you were off for a week."
-  **Make it a two-way dialogue:**  
"What are your thoughts about this?"
-  **Discuss ideas for improvement:**  
"Next time, you could make a bullet point list to discuss with me or your PS before the meeting to make sure relevant and important points are discussed at MDT"

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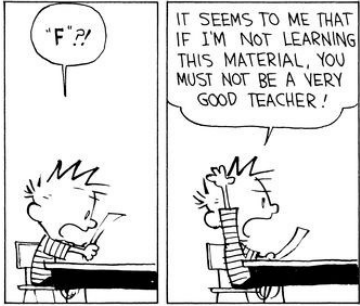
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## Any questions?



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## Useful Resources

- [NHS Elect – Home](#) – registration required to access coaching and other useful online modules
- [Pan London Practice Learning Group – Developing London's Future Nurses Together \(plplg.uk\)](#) – PA & PS resources/ coaching techniques
- [Pan London ePAD – Pan London Practice Learning Group \(plplg.uk\)](#) – ePAD demonstrations
- [delegation-and-accountability-supplementary-information-to-the-nmc-code.pdf](#) – NMC content on delegation
- [Practice-based learning | Royal College of Nursing \(rcn.org.uk\)](#)
- [Home - elearning for healthcare \(e-lfh.org.uk\)](#) – registration required (free) – modules on leadership and medical conditions
- [Transformational Coaching – The CLEAR model | Art of change making \(leadershipcentre.org.uk\)](#)
- [OSCAR Model: a Coaching and Mentoring Tool – BusinessBalls.com](#)
- [Definitive Guide To Oskar Coaching Model: Enhance Your Coaching Skills \(coachfoundation.com\)](#)

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