

**Oxleas**  
NHS

Practice Supervisor  
Workshop

Preceptorship  
2025  
Nurse Education Team

*Improving lives*



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Practice Supervisor

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- What do you know already about this role?
- What do you think your responsibilities are as a Practice Supervisor?

In Groups.



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Standards for Student Supervision and Assessment (SSSA)

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- Became effective from 2019
- Changed student preparation for registration with the NMC
- Changed to standards for student supervision and assessment (SSSA) for clinical placement
- Pan-London Practice Assessment Document (PAD) took effect from September 2019
- New roles and responsibilities

[SSSA - The Nursing and Midwifery Council \(nmc.org.uk\)](http://nmc.org.uk)

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The different roles

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graph TD; Student <--> Academic_assessor[Academic assessor]; Practice_supervisors[Practice supervisors] <--> Practice_assessor[Practice assessor]; Student <--> Practice_supervisors; Academic_assessor <--> Practice_assessor;
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Practice supervisors: roles and responsibilities

- Serve as role models for safe and effective practice in line with the code of conduct.
- Support learning in line with their (PS's) scope of practice to enable the student to meet their proficiencies and programme outcomes.
- Support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills.
- Have current knowledge and experience of the area in which they are providing support, supervision and feedback.

• NMC 2023, [Standards for student supervision and assessment](#)

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Contribute to Assessment and Progression

- Contribute to the student's record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising.
- Contribute to student assessments to inform decisions for progression.
- Have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising.
- Are expected to appropriately raise and respond to student conduct and competence concerns and are supported in doing so.

• NMC 2023, [Standards for student supervision and assessment](#)

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**PS responsibilities for ePAD**

- **PA and PS can:**
- Complete initial interview (PA must agree learning plan).
- Placement orientation & Prior to use orientation.
- 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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Consider the following scenarios and for each identify who is the most appropriate person to deal with these:

- ▶ A Learning Disabilities student nurse on placement is struggling with confidence issues
- ▶ An adult student nurse on a general medical ward starts to re-sheath a needle after drawing up an antibiotic
- ▶ A second year child student nurse on placement in the Children's Emergency Department is struggling with drug calculations for their medicines management
- ▶ A Mental Health student nurse on placement in CAMHS Eating Disorder unit has complained about being given an action plan on time-keeping
- ▶ A first year student is coming towards end of placement and needs the PAD document signing off

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**Expectations of Student Learning & Participation**

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

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.

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**What is the difference between coaching and mentoring?**

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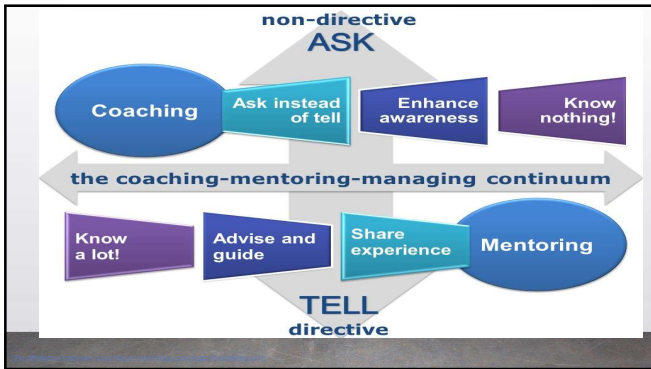
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Coaching

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- Ask more questions than you give answers.
- Coaching conversations – goal orientated - using questions and active listening instead of just giving advice.
- Are your students just completing tasks that you have given them or are they actually managing care (as appropriate for their year/stage of training).

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Asking questions?

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- What are the different types of questions?
- When would you use each type?

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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>
<b>SITUATION</b> (Your starting point)	<p>(This is where you help the team member clarify the outcomes (for the session and long term) around the issue they have raised).</p> <ul style="list-style-type: none"> <li>What is the current situation?</li> <li>What's actually happening?</li> </ul>
<b>CHOICES and CONSEQUENCES</b> (Your route options)	<p>(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).</p> <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>
<b>ACTIONS</b> (Your detailed plan)	<p>(This is where you help the team member to clarify their next steps forward and to take responsibility for their own action plan).</p> <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>
<b>REVIEW</b> (Making sure you are on track)	<p>(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).</p> <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>

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Rashpal – 3<sup>rd</sup> year student.

- Would like to lead on discharging patient Archie Gemmill from the ward or your service today.
- How are you going to coach Rashpal to lead on this whilst maintaining patient safety?
- What questions would you ask Rashpal before the discharge?
- What questions would you ask Rashpal during the discharge?
- What would your role in the discharge be?
- How would you support Rashpal's during the discharge?
- What knowledge, skills and attitudes & values would you expect to see during this episode of care?

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### Improving lives

Scenarios

- In groups - How would you support/supervise students for the following.
- Part 1 Professional value**
- 12. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions.
- Part 2 Proficiencies**
- 7. Maintains accurate, clear and legible documentation of all aspects of care delivery, using digital technologies where required.
- Part 3 Proficiencies**
- 19. Effectively manages and prioritises the care needs of a group of people demonstrating appropriate communication and leadership skills to delegate responsibility for care to others in the team as required.

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What and Why?

- What are some of the challenges you face when working with students?
- Why might students underperform when on placement?

- Group work.

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Failing to Fail

- Why is it important to fail students when appropriate?
- What are the barriers preventing us from doing this?

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Failing to fail.

- What do you think your role is when supervising a poorly performing student?



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Professional values

- 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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**Neil Blurton , 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.
- Does not take negative feedback well.
- Does not work well as part of MDT, rude.
- Fails to escalate changes in patient condition.

**In groups**  
As Neil's Practice Supervisor how would you manage these issues?  
What actions would you take?  
Who would you involve?

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Feedback

- Do Practice Supervisors need to give students feedback?
- How should 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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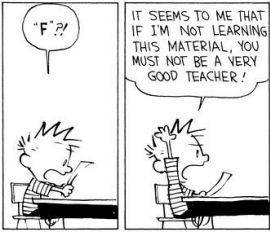
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Any questions?



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Any Questions?

Thank You

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