

Standards for student supervision and assessment (SSSA)

Working within post-registration programmes

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Housekeeping



Due to the numbers of attendees, everyone except the presenters are automatically muted



Please use the comment/chat box to submit any questions or comments at any time



We will try to address every individual point raised during the session chat box and everything is being noted for consideration



We shall be recording this session. The recordings will be deleted at the end of the project in line with our retention policies



Confidentiality



If you're unable to access the chat or Q&A features, please email your comments and queries to educationandstandards@nmc-uk.org

Agenda

- Overview of SSSA
- Roles supporting students:
 - Practice supervisors
 - Practice assessor
 - Academic assessor
- Triangulation of assessment
- Example from practice
- QA requirements
- Q&A



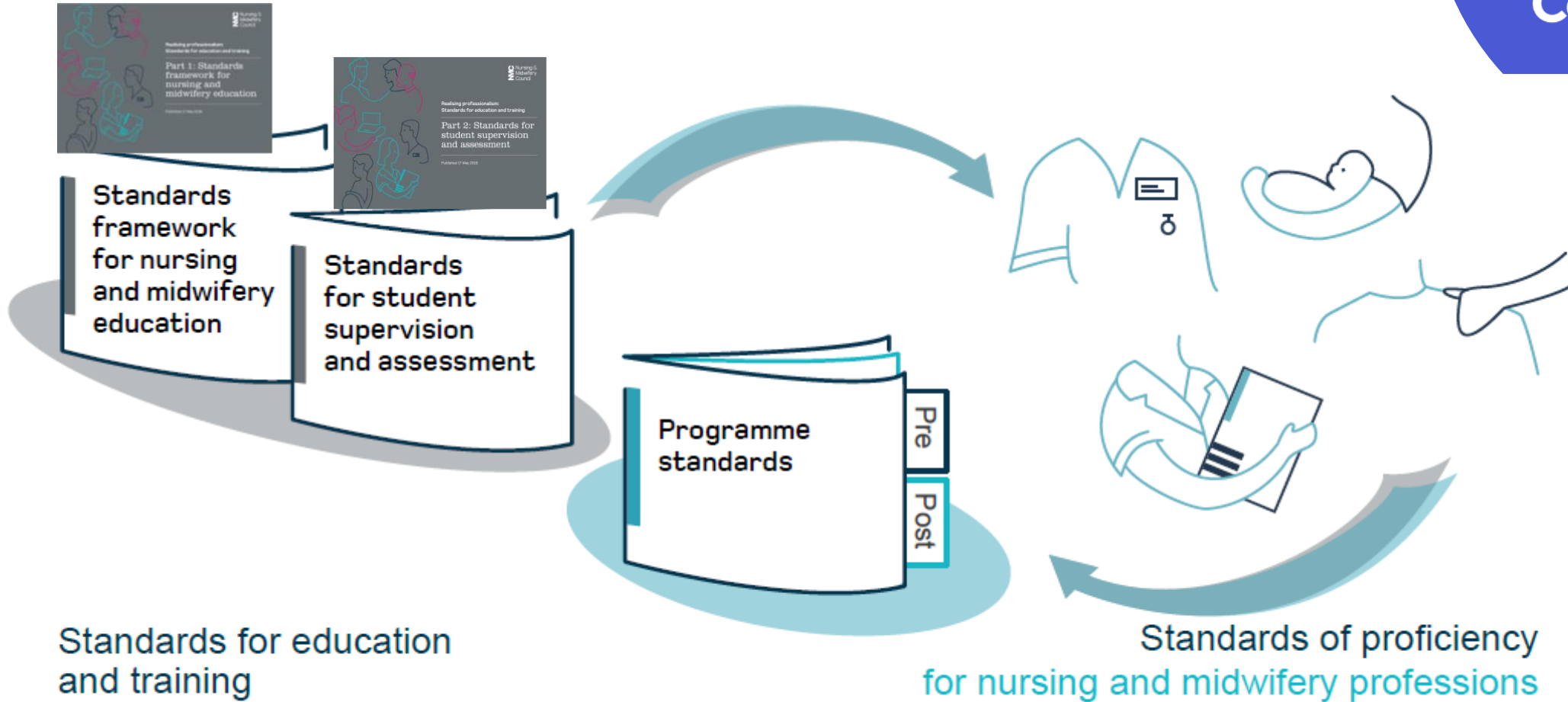
What role do you have for supporting post-registration students?

- Practice supervisor
- Practice assessor
- Academic assessor
- Practice supervisor and assessor
- Other

On a scale of 1-5 how confident do you feel with your role and the new standards?

- 1 – very
- 2 – quite
- 3 – reasonable
- 4 – a little
- 5 – not at all

Structure of our Standards



Standards for student supervision and assessment (2023)

Within post registration : Part 2 : SSSA

6.5 – SCPHN students need to be assigned practice and academic assessors who are registered SCPHNs with appropriate experience for the students field of practice (HV, SN or OHN)

6.7- All students studying post registration qualifications should have practice and academic assessors in accordance with relevant programme standards

Part 3. post-registration supervision and assessment: Practice Supervisors

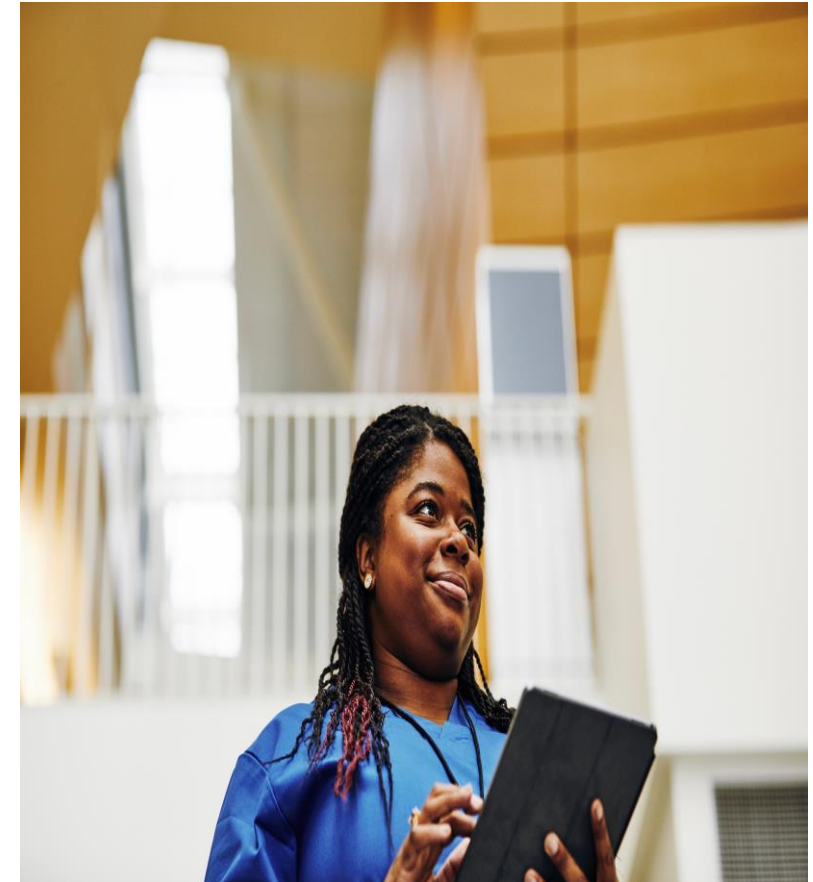
University and practice partners together are responsible to:

- Ensure preparation, education, training and ongoing learning, support and expertise is provided for practice supervisors and practice assessors who support SCPHN and SPQ students
- Practice supervisors must have completed period of preceptorship as SCPHN or SPQ or can evidence prior learning and practice supervisor experience that facilitates effective evidence based learning for SCPHN / SPQ students



Practice supervisors

- Practice supervisors should be experienced in the same field as the student is studying
- Completed preceptorship period
- Supports individual approach to student learning
- Feedback to student promote learning and development of proficiency as per programme standards
- Feedback to practice assessor
- Records learning and progress in students ongoing record of achievement



Practice Supervision example:

Adam is on a programme for community nursing GPN pathway. He has been allocated two supervisors to help guide and support his learning in two different GP practices.

Oluchi has been a practice nurse for 15 years and supported a range of students gain experiences within GP practice. Oluchi keeps up to date with changes in practice and has demonstrates extensive knowledge of the role, treatments and care provided within this area. Oluchi has not completed the SPQ however both her employer and the AEI feel Oluichi can provide effective supervision for Adam.

Adam also will work with Jane. Jane is an experienced GPN, who completed her SPQ 5 years ago. Jane will work with Oluchi to ensure that Adam receives the most effective range of opportunities to support his learning and help him achieve his proficiencies. Both Oluchi and Jane provide feedback to Adam and his Practice assessor at regular intervals throughout the programme. All three professionals also attend meetings alongside other practice supervisors and assessors in conjunction with the AEI to ensure they are supported to make effective assessments and understand Adams programme well.



Indirect supervision

Pharmacist

Housing

Police

Psychology

Social care

Practice assessors

- Gathers feedback from all practice supervisors regularly and in preparation for student review meetings
- Supports individual learning needs for each student
- Feedback to student and academic assessor to support further learning and development for proficiency against programme standards
- Assess student competence, areas for new learning, suitability for successful completion of programme in conjunction with student and academic assessor
- Raises concerns immediately and actions plans to address and support in collaboration with academic assessor and student
- Confirms assessment and proficiency against programme standards and
- records in ongoing record of achievement



Practice supervision and assessment

Student	Practice Supervisor	Practice Assessor	Academic assessor
SCPHN	✓ .	✓ .	✓ .
SPQ	✓ .	✓ .	✓ .
	You can not be supervisor and assessor for the same student *		

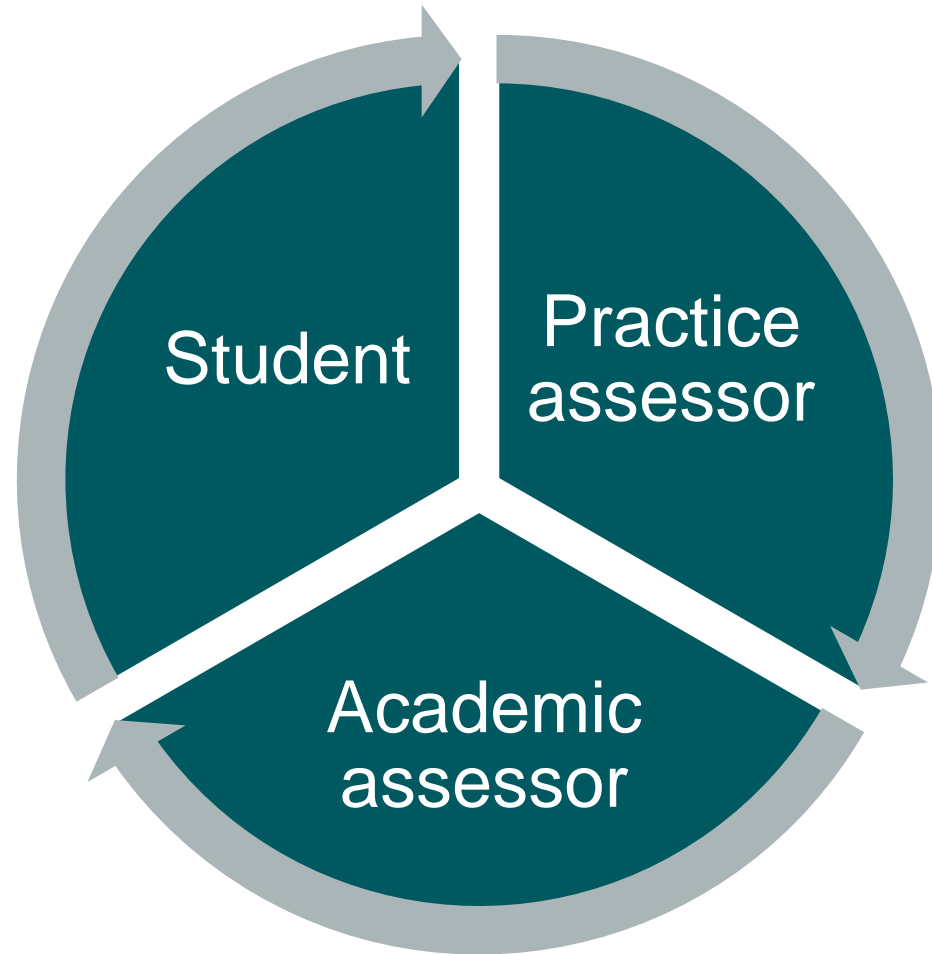
*unless in exceptional circumstances

Academic assessor

- Have knowledge and experience and relevant qualifications for the programme the student is undertaking
- Collaborate with practice assessor and student via regular feedback throughout programme
- Collates and confirms student assessment of proficiencies alongside student and practice assessor
- Supports objective based decisions and recommendations for progression and records in ongoing record of achievement



Triangulation of assessment



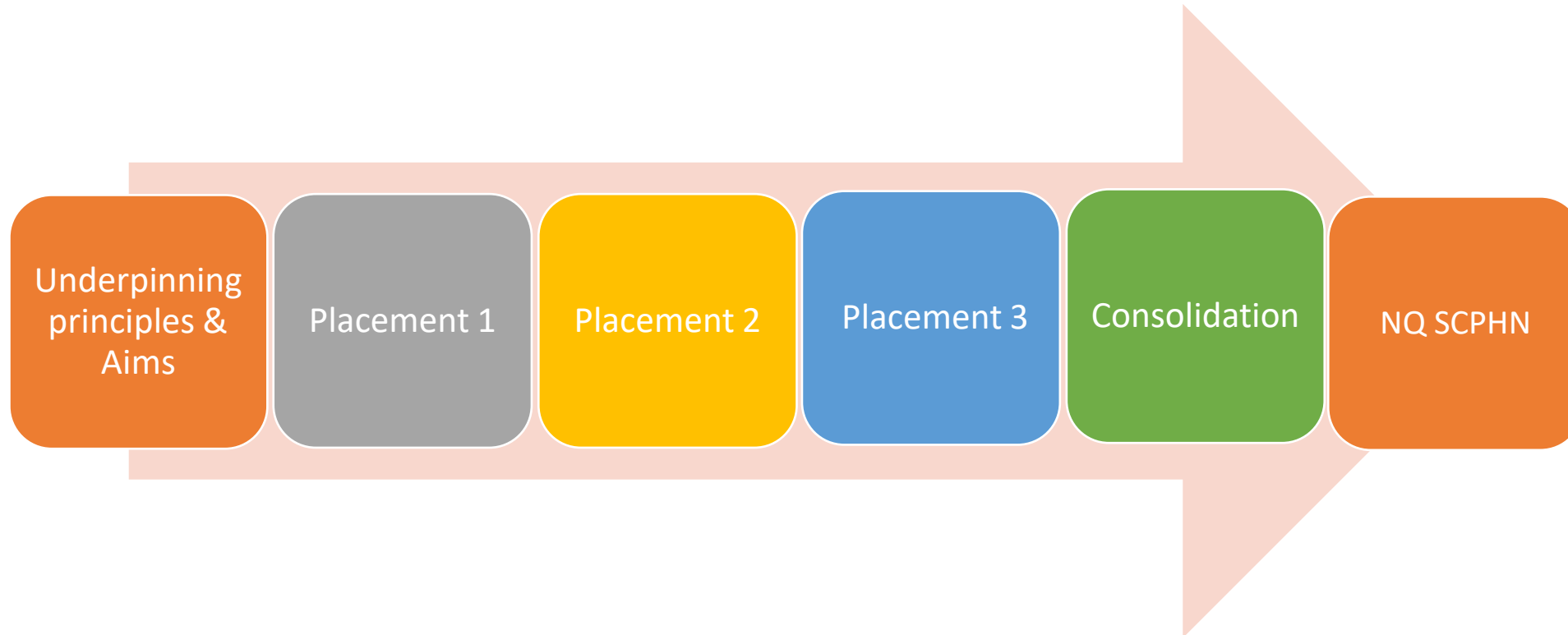
Preparation and support

Provide programme information and knowledge

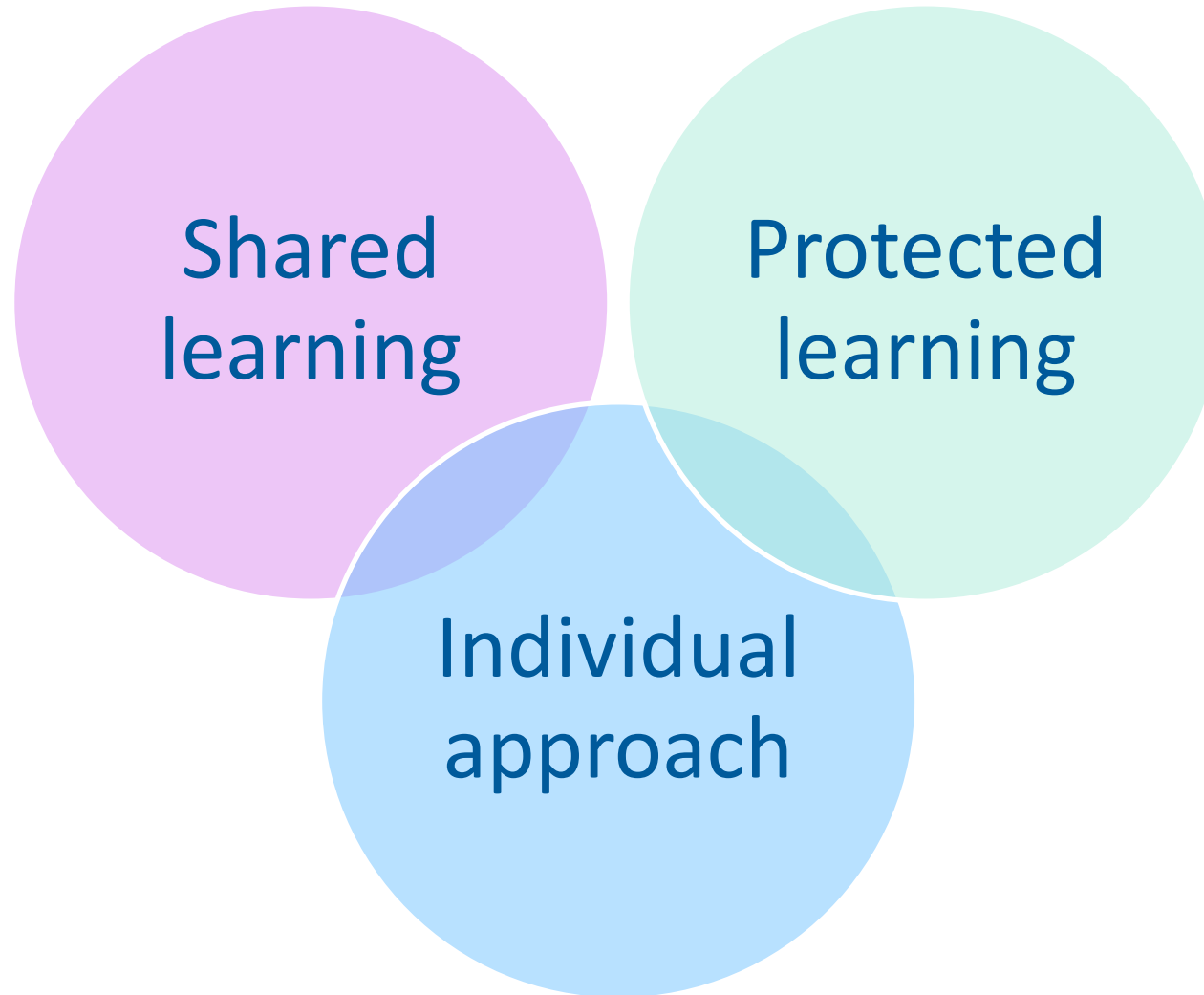
Skills for effective supervision and assessment

Ongoing updates, opportunities for peer support

Rotational Placement for SCPHN Apprentice Programme Newcastle Hospitals 0-19 Service



Learning



Gateway Two key considerations

- **AEI in partnership** with their practice learning/employer partners must provide evidence in the QA Link to demonstrate how they meet the SSSA (*NMC 2018, updated 2023*)
- The SSSA is set out under three key sections and 10 standards, there are a total of 65 requirements to be met:
 1. Effective practice learning (standard one)
 2. Supervision of students (standards two to five)
 3. Assessment of students and confirmation of proficiency (standards six to 10)
- R6.5 (SCPHN) and R6.7 (SPQ) are key requirements for review at Gateway Two
- It is these two requirements where we'd expect to see updates aligned to the new post-registration programme

What the AEI/education institution must do

- Complete the evidence requests against the relevant SSSA standards that require an update in relation to the new SCPHN and/or SPQ programme
- Includes narrative and uploading documentary evidence in the QA Link to support achievement of the relevant standards and requirements
- Expectation that the AEI clearly signpost the QA visitor(s) to the uploaded documentation which supports achievement of the standards and requirements

On a scale of 1-5, please give us your feedback for today?

1 – basic

2 – fair

3 – reasonable

4 – helpful

5 – very informative

Using up to three words, tell us anything else you would like support with

NMC support

- **Post-reg Drop-in sessions**
- **SSSA supporting information:**
[SSSA - The Nursing and Midwifery Council \(nmc.org.uk\)](#)
- Contact our Standards or QA team, Mott Macdonald (our QA partner)
- Sign up to our **Newsletters:**
[Email newsletters - The Nursing and Midwifery Council \(nmc.org.uk\)](#)

Supporting information on standards for student supervision and assessment

These pages contain the supporting information for all our new standards relating to student supervision and assessment.

Introduction 1 guides	Practice supervision 17 guides	Practice assessment 19 guides
Academic assessment 18 guides	Learning environments and experiences 13 guides	Student empowerment 10 guides
Practice environment case studies for nursing programmes 1 guides		

**Thank you,
any questions?**

Education & Standards Enquiries
educationandstandards@nmc-uk.org