



**Supporting Effective  
Practice Learning**  
Introduction  
**About this resource**

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## Introduction

Welcome to the NHS Education for Scotland (NES) Practice Supervisors and Practice Assessors' learning resource which has been developed to support those preparing for the role of practice supervisor or practice assessor.

This learning resource has been developed for those involved in the support, supervision and assessment of pre and post-registration nursing and midwifery students.

### **The learning resource comprises of 3 sections:**

**Effective Practice Learning, Supervision of Students and Assessment of Students and Confirmation of Proficiency** which includes individual units and is designed to augment the preparation programmes developed, locally in Scotland, in partnership between Academic Educational Institutions (AEI) and practice placement providers.

The module can be completed in its entirety or in part, dependant on your identified learning requirements.

While this resource has been developed for those new to the role of practice supervisor and practice assessor, academic assessors may also find the information within this resource useful. However academic assessor preparation will be supported by your local AEI.

## Overview

This resource has been developed to support the implementation of the new standards for student supervision and assessment from the Nursing and Midwifery Council (NMC 2018). These new standards are set out in three sections. Each learning unit in this resource has been aligned to one of the three sections included within the standards.

The three sections and associated units are listed below along with the learning outcomes for that unit. All units are suitable for both practice supervisors and practice assessors to complete – any learning specific to each role is highlighted within the unit.

## Effective Practice Learning

### Unit 1: Roles and responsibilities

- + Demonstrate knowledge of the NMC (2018) standards for student supervision and assessment.
- + Describe how the roles of practice supervisor, practice assessor and academic assessor work together to supervise and assess students.
- + Appraise the responsibilities of the practice supervisor and practice assessor and what this means for your practice.

### Unit 2: Learning theory

- + Co-ordinate, evaluate and reflect upon learning opportunities based upon learning theories.
- + Analyse the evidence for learning styles in promoting students learning.
- + Facilitate students as independent learners.
- + Develop, evaluate and reflect upon interactive learning opportunities and resources for students in your clinical setting.
- + Develop opportunities for peer learning and interprofessional learning for students in your clinical setting

## Unit 3: Positive Learning environment

- + Evaluate your learning environment, using evidence-based tools.
- + Identify and evaluate factors which promote a positive learning environment.
- + Discuss how we ensure equality and diversity for students within the practice placement environment.
- + Discuss the wide variety of options available to support teaching and learning in practice

## Supervision of Students and Assessment of Students

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### Unit 4: Feedback

- + Critically analyse feedback models and how they are used in practice.
- + Critically discuss barriers to providing constructive feedback.
- + Appraise methods of giving, receiving and documenting feedback.

### Unit 5: Assessment

- + Achieve an understanding of the assessment process.
- + Identify and describe strategies utilised for assessment in clinical practice.
- + Demonstrate an understanding of your role, responsibilities and accountability in relation to assessing a student in practice.
- + Apply principles of outcome/objective setting, assessing learning needs, review and assessment of progress.
- + Demonstrate the skills required to write a meaningful assessment.

# Confirmation of Proficiency

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## Unit 6: Supporting Learners

- + Understand your professional responsibilities in raising and responding to concerns regarding student performance, conduct and competence.
- + Recognise the importance of clear verbal and written communication between students, practice supervisors and assessors.
- + Identify and manage strategies to support students. Including managing difficult conversations, creating Specific, Measurable, Achievable, Realistic and Timely (SMART) action plans and evaluating progress.
- + Reflect on your skills and experience and identify support available.

## Recording your learning

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Electronic portfolios are a convenient way to record and share evidence of your learning and development to maintain your registration, inform your annual appraisal and to keep track of your learning. As a nurse, midwife or allied health professional in Scotland, you can register for the [Turas Professional Portfolio](#) to generate, record, reflect on and share evidence of your learning and continuous professional development (CPD).

## Acknowledgements

Thanks to the accountable officers Kathy Duffy Head of Programme, Practice Education, NHS Education for Scotland; Margot Russell Director NMAHP Practice Development, NHS Lanarkshire and Liz Sturley Open University.

Special thanks to all who have been involved in the working group who gave their time and shared their expertise and experience.

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## ALTERNATIVE FORMATS

This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or e-mail: **[altformats@nes.scot.nhs.uk](mailto:altformats@nes.scot.nhs.uk)** to discuss how we can best meet your requirements.



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**NESD1240** | Designed by the NES Design Service