



NMC (2018, updated 2023): Realising  
professionalism: Standards for  
education and training



**Practice Supervisor/Practice  
Assessor Handbook  
Part 2 NMC *Standards for student  
supervision and assessment*  
(2018, updated 2023)**

Trawsnewid y gweithlu ar gyfer Cymru iachach  
Transforming the workforce for a healthier Wales

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## 1. Introduction

The Nursing and Midwifery Council (NMC 2018, updated 2023) *Realising professionalism: Standards for education and training - Part 2: Standards for student supervision and assessment*, [Standards for student supervision and assessment \(nmc.org.uk\)](https://www.nmc.org.uk) sets out the expectation for the learning, support and supervision of students in the practice environment. These Standards apply to all NMC approved programmes and set out the role of Practice Supervisor, Practice Assessor and Academic Assessor.

This handbook offers information and guidance in relation to your role as a Practice Supervisor/Practice Assessor. You will also receive a supplementary guide to the Practice Assessment Document for each specific programme that you support. All students studying an NMC approved programme at pre-registration level and post- registration level must be provided with safe, effective and inclusive learning experiences. It is every registrants' role to support and supervise students in accordance with the NMC (2018 updated 2023) *The Code – Professional standards of practice and behaviour for nurses, midwives and nursing associates - The Nursing and Midwifery Council (nmc.org.uk)*.

Practice supervision facilitates learning, promotes confidence and autonomy while safely supporting learners to achieve their proficiencies. The role of Practice Supervisors, Practice Assessors and Academic Assessors is key to the supervision and assessment of students in practice based on robust, objective and evidence- based assessment of each student's achievement of proficiency. This guidance provides detail of the roles and how they work in harmony to ensure practice supervision and assessment meet the NMC (2018, updated 2023) *Standards for education and training -Part 2: Standards for student supervision and assessment*.

## 2. Practice Supervisor

Practice Supervisor	
<p><b>Who can be a Practice Supervisor?</b></p>	<p>Practice Supervisors can be any registered health or social care professional who has completed the Practice Supervisor Preparation Programme or has knowledge and experience demonstrated via Recognition of Prior Learning (RPL), that they meet NMC (2018, updated 2023) outcomes for the role of Practice Supervisor.</p> <p>To be a Practice Supervisor, you must be registered with a regulated health or social care body i.e., NMC, GMC, HCPC, GPhC or Care Council and have up-to-date knowledge and experience relevant to the students you are supervising.</p> <p>If those students are undertaking prescribing programmes, then you must be a registered healthcare professional and an experienced and current prescriber with a suitable equivalent prescribing qualification for the programme the student is undertaking.</p> <p>If those students are undertaking SCPHN or community nursing SPQ programmes then you must be a registered healthcare professional and have undertaken a period of preceptorship, in line with the NMC principles for preceptorship, as SCPHN or community nursing SPQ and are experienced in the students specific field of practice or can evidence prior learning and relevant practice supervisor experience that enables you to facilitate effective evidence-based learning opportunities for post-registration students.</p>
<p><b>What is the preparation for this role?</b></p>	<p>Preparation programmes are available, delivered and supported by key personnel in both practice and education environments.</p> <p>However, the opportunities for you to prepare for this role will be flexible and designed to meet the needs of practice supervisors from various professions and practice supervisors supporting different student groups.</p> <p>The preparation programmes are delivered to meet your needs. If you have supported students previously the programme will give an overview of the role and allow you to review the new documentation.</p> <p>If you are new to the role, the programme will allow a greater depth of exploration into student support and the practice supervisor role.</p>



Practice Supervisor	
What will the preparation programmes address?	<p>If you are new to the role, then the preparation programmes address the following topics:</p> <p><b>Roles and Responsibilities:</b></p> <ul style="list-style-type: none"> <li>➤ An outline of the roles of the Practice Supervisor, Practice Assessor and Academic Assessor.</li> <li>➤ Overview of the NMC (2018, updated 2023) Standards for student supervision and assessment.</li> <li>➤ The function of the role in providing evidence for the Practice Assessor and Academic Assessor to determine the students' progression and achievement.</li> <li>➤ Accountability in relation to appropriate delegation in accordance with the NMC (2018, updated 2023) The Code - Professional standards of practice and behaviour for nurses, midwives and nursing associates and NMC (2018, updated 2023) Delegation and Accountability guidance.</li> <li>➤ Acting as a role model in instilling the principles of the NMC (2018, updated 2023) The Code - Professional standards of practice and behaviour for nurses, midwives and nursing associates.</li> <li>➤ Helping the student to understand how to provide evidence towards progression and achievement for the Practice Assessor and Academic Assessor.</li> <li>➤ The importance of accurate record keeping.</li> </ul> <p><b>Student Learning:</b></p> <ul style="list-style-type: none"> <li>➤ Developing effective supportive and professional relationships with students</li> <li>➤ Models of supervision</li> <li>➤ Developing understanding of how to facilitate student learning to meet the needs of a wide range of student learners.</li> <li>➤ Planning the student learning experience including reasonable adjustments or equality and diversity considerations that may need to be met.</li> <li>➤ Determining, in collaboration with the Practice Assessor, an appropriate level of supervision commensurate with the students' level of competence / proficiency, knowledge and skill and stage of a programme.</li> <li>➤ Encouraging students to take responsibility for their learning and development.</li> <li>➤ Encouraging reflective practice to facilitate individual student's development of competence and confidence.</li> <li>➤ Giving effective feedback and feed-forward to enable students to reflect on and improve their practice.</li> <li>➤ Helping students to develop resilience.</li> </ul> <p>Supporting students who raise any concerns in the learning environment.</p>

Practice Supervisor	
What will the preparation programmes address?	<p><b>Managing Concerns:</b></p> <ul style="list-style-type: none"> <li>➤ How to raise concerns regarding a student's conduct, competence and performance.</li> <li>➤ Supporting students who are experiencing difficulty in meeting expected progress.</li> <li>➤ Contributing to the development and review of action plans to facilitate improvement in students' practice.</li> <li>➤ An overview of the All-Wales Action Plan (-see section 8-9).</li> </ul> <p>The preparation will also address the programme specific elements. You will need to cover this for all programmes for which you are supporting students.</p> <p>For example, you may be supporting nursing, prescribing and SCPHN or SPQ post registration students and therefore will need an understanding of all these programme requirements.</p> <p><b><i>This preparation includes:</i></b></p> <ol style="list-style-type: none"> <li>1. An overview of the specific programme and associated standards.</li> <li>2. Professional regulatory requirements of the programme.</li> <li>3. Specific competencies / proficiencies of the programme.</li> <li>4. Practice Assessment Documentation and requirements.</li> <li>5. Points of assessment / progression point criteria.</li> <li>6. Specific models of supervision and assessment.</li> </ol>
Criteria - Programme Specific	<p><b>Specific to Prescribing:</b> The Practice Supervisor must be a registered healthcare professional and an experienced and current prescriber with suitable equivalent prescribing qualification for the programme the student is undertaking.</p> <p><b>Specific to SCPHN:</b> Have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN qualified professionals or can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN students.</p> <p><b>Specific to community nursing SPQ</b> Have undertaken a period of preceptorship in line with the NMC principles for preceptorship as community nursing SPQ qualified professionals or can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration community nursing SPQ students</p>

Practice Supervisor	
<b>What if I have already fulfilled a similar role and meet the criteria for the Practice Supervisor role?</b>	<p>If you already meet the criteria for a Practice Supervisor, your preparation programme will cover:</p> <ol style="list-style-type: none"> <li>1. An overview of the specific programme and associated standards.</li> <li>2. Professional regulatory requirements of the programme.</li> <li>3. Specific competencies / proficiencies of the programme.</li> <li>4. Practice Assessment Documentation and requirements.</li> <li>5. Points of assessment / progression point criteria.</li> <li>6. Specific models of supervision and assessment.</li> </ol> <p><b>You will need to cover this for all programmes for which you are supporting students. For example, you may be supporting nursing, prescribing, SCPHN or community nursing SPQ post registration students and therefore will need an understanding of all these programme requirements.</b></p>
<b>What support will I have in this role?</b>	<p>As a Practice Supervisor you will receive ongoing support and updating for the role by one or more of the following:</p> <ul style="list-style-type: none"> <li>- The Practice Assessor for the student(s).</li> <li>- The Academic Assessor for the student(s).</li> <li>- Your Practice Supervisor peers.</li> <li>- The Practice Education Facilitators or equivalent.</li> <li>- Your manager and other ward/unit/operational managers.</li> <li>- The Link lecturer / tutor for the practice area.</li> </ul> <p>the Personal Tutor / Personal Academic Coach / Programme Lead/ Academic Mentor for the student(s) you are supervising.</p>
<b>How am I allocated a student?</b>	<p>Each practice learning experience area has a nominated person responsible for allocating a student(s) to you, however, you may still play a role in supporting all students.</p>

### 3. Practice Assessor

Practice Assessor	
Who can be a Practice Assessor?	<p>Practice Assessors can be any registered health care professional who has completed the Practice Assessor Preparation Programme or has knowledge and experiencedemonstrated via Recognition of Prior Learning (RPL) that they meet NMC (2018, updated 2023) outcomes for the role of Practice Assessor.</p> <p>The Practice Assessor must be registered with the NMC (or for prescribing they may also be registered with the GMC orHCPC) and have up-to-date knowledge, competence and experience relevant to the students they will be assessing.</p> <p>There are also some specific programme requirements depending on your registration and the programme the student is studying, as follows:</p> <ol style="list-style-type: none"> <li>1. To assess a nursing student, you must be a registered nurse with appropriate equivalent experience of the student's field of practice.</li> <li>2. To assess a midwifery student, you must be a registered midwife.</li> <li>3. To assess a specialist community public health nurse (SCPHN) student you must be a registered SCPHN with appropriate equivalent experience of the students' field of practice. The Practice Assessor must have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or can evidence prior learning and relevant experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN.</li> <li>4. To assess a student studying for a Specialist Practitioner Qualification (SPQ) you must have a SPQ annotation and have appropriate equivalent experience of the students' field of practice. The Practice Assessor must have undertaken a period of preceptorship in line with the NMC principles for preceptorship as community nursing SPQ or can evidence prior learning and relevant experience that enables them to engage in fair, reliable and valid assessment processes in the context of community nursing SPQ.</li> <li>5. To assess a prescribing student the Practice Assessor must be a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking.</li> </ol>



## Practice Assessor

**What is the preparation for this role?**

Preparation programmes are delivered and supported by key personnel in both practice and education environments. Some preparation programmes have academic credit attached. These as a route to working towards further academic qualifications.

The preparation programmes vary from enabling Practice Assessors who already meet the role requirements to become familiar with the Practice Assessment Documents /Course requirements and NMC Standards for that specific programme for the students you will be supporting (half day) to a full preparation programme for those new to the role (2 days).

**What will the preparation programmes address?**

The preparation programmes address the following topics:

### **Roles and Responsibilities:**

- An outline of the roles of the Practice Supervisor, Practice Assessor and Academic Assessor.
- Overview of the NMC (2018, updated 2023) Standards for students supervision and assessment.
- Acting as a role model in instilling the principles of the NMC (2018, updated 2023) *The Code* – Professional standards of practice and behaviour for nurses, midwives and nursing associates.
- Effectively supporting the Practice Supervisors and overseeing the supervision process.
- The function of the role in determining students' progression and achievement in collaboration with the Practice Supervisors and Academic Assessors.
- Effective record keeping providing comprehensive evidence for the conferment of progression and achievement of proficiencies.
- Engaging in reflection to enhance learning, growth and competence in self and others.
- Demonstrating currency and competence in the role as part of revalidation.

### **Student Assessment:**

- Developing the knowledge, skills and competence to effectively assess students.
- Ways of gathering assessment data – direct observation, records within the students Practice Assessment Document – students' self-reflections, feedback from Practice Supervisors and service users.
- Conducting objective assessments, gathering and analysis of the evidence provided by the Practice Supervisor and the student and others (for example people who use services).
- Making and recording objective, evidenced-based assessments on students conduct, proficiency and achievement
- Identifying assessment points and appropriate timing of assessments – per placement- per series and progression point

## Practice Assessor

### What will the preparation programmes address?

- assessments.
- Accountability in assessment.
- Assessing students with additional learning needs/disabilities or who require reasonable adjustments.
- Ensuring equality, diversity and inclusion when conducting assessments.
- Giving effective feedback and feed-forward to facilitate students' development.
- An overview of the quality assurance processes underpinning assessment in the practice setting.

### Managing Concerns:

- Supporting students who raise concerns relating to the practice learning environment.
- How to raise concerns regarding a student's conduct, competence and performance.
- An overview of the Fitness to Practice Policies and procedures within the AEI setting.
- Supporting students who are experiencing difficulty in meeting expected progress.
- Setting and reviewing action plans in collaboration with the Academic Assessor to facilitate improvement in student's practice.
- An overview of the All-Wales Action Plan

The preparation will also address the programme specific elements you will need to cover for all programmes for which you are supporting students. For example you may be supporting nursing, prescribing, SCPHN or community nursing SPQ post registration students and therefore will need an understanding of all these programme requirements.

### This preparation includes:

1. An overview of the specific programme and associated standards.
2. Professional regulatory requirements of the programme.
3. Specific competencies / proficiencies of the programme.
4. Practice Assessment Documentation and requirements.
5. Points of assessment / progression point criteria.
6. Specific models of supervision and assessment.

The above is the minimum programme specific content to be addressed however, programme teams can address any further content they determine relevant to the individual programme.

### What if I already meet the criteria for the Practice Assessor?

If you already meet the criteria for a Practice Assessor - then your preparation programme will only need to cover points 1) to 6) above.

<b>Practice Assessor</b>	
<b>What support will I have for this role?</b>	<p>As a Practice Assessor, you will receive ongoing support and updating for the role by one or more of the following:</p> <ul style="list-style-type: none"> <li>➤ The Academic Assessor for the student(s).</li> <li>➤ The Practice Education Facilitators or equivalent.</li> <li>➤ Your managers and other unit/ward/team/operational managers.</li> <li>➤ The Link Lecturer / Tutor for the practice area.</li> <li>➤ The Personal Tutor / Academic Mentor / Programme Lead/Personal Academic Coach for the student(s) you are assessing.</li> <li>➤ The relevant programme leaders.</li> <li>➤ During discussions at annual appraisal.</li> <li>➤ During revalidation by use of critical reflection on their role.</li> <li>➤ During discussions with other Practice Assessors and Academic Assessors to share best practice and discuss assessment decisions.</li> </ul> <p>Practice Assessors new to the role may wish to shadow an experienced Practice Assessor. There is a requirement for the Practice Assessor to demonstrate during revalidation discussion that you remain competent to fulfil the role. See SSSA document for more information. There is an opportunity on an annual basis to participate in discussion and updating of the role. This updating may be accessed via a variety of ways, including, in discussions with one of the individuals listed above who will support the Practice Assessor, drop-in sessions, teaching and assessing events, online learning etc.</p>
<b>How am I allocated a student?</b>	<p>Each practice learning experience area has a nominated person responsible for allocating each student to you.</p>
<b>Who are the Academic Assessors that I will be collaborating with?</b>	<p>The Academic Assessor is usually a member of staff from the University. They are registered health care healthcare professional who have completed an Academic Assessor Preparation Programme or have equivalent qualifications / experience.</p> <p>The Programme Leader for each NMC programme will allocate an appropriate Academic Assessor for each part of the students' programme. You will be advised as to who the Academic Assessor is for the student(s) you are assessing.</p> <p>You will work in partnership to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and for entry (or additional entry) to the NMC professional register on successful completion of the programme.</p>

## 5. Practice Supervisor Recognition of Prior Learning (RPL) and Experience (RPEL) form

<b>Name</b>		
<b>Professional registration</b>		
<b>Field of practice</b>		
<b>Place of current employment</b>		
<b>Name of current employer</b>		
<b>Practice Supervisor</b>		
<b>Are you registered with either the NMC, GMC, HCPC, GPhC or SocialCare Wales?</b>	<b>Yes <input type="checkbox"/></b>	<b>No <input type="checkbox"/></b>
<p>N.B to supervise SCPHN or community nursing SPQ students you will have to have undertaken a period of preceptorship, in line with the NMC principles for preceptorship, as SCPHN or SPQ qualified professionals and be experienced in the students specific field of practice or</p> <p>can evidence prior learning and relevant practice supervisor experience that enables you to facilitate effective evidence-based learning opportunities for post-registration students</p>	<p>Once you have completed the required preparation for each area of practice appropriate for the students you will be supervising you can fulfil the role of Practice Supervisor.</p>	<p>You are not able to act in the role of a Practice Supervisor.</p>

Have you had previous preparation to provide supervision and facilitate learning for students?	<b>Yes <input type="checkbox"/></b>	<b>No <input type="checkbox"/></b>
	You will also need to undertake the update - half day (equivalent) Practice Supervisor preparation programme for <i>each area of practice</i> appropriate for the students you will be supervising. Ensure you have enough breadth and depth of understanding of what the student is trying to achieve to be able to supervise the student	You will need to undertake Practice Supervisor Preparation and programme specific update (s) –
<b>RPL/RPEL Reviewer Name:</b>		<b>Designation:</b>
Following a review of the evidence provided, I confirm that the individual named above meets/does not meet (delete where appropriate) the criteria to fulfil the role of <u>Practice Supervisor</u> .		
If the individual does not meet the criteria to fulfil the role of Practice Supervisor, they will require Practice Supervisor preparation and/or the programme specific update(s)		
Signed		
Please confirm the type of student the registered practitioner can supervise and their field of practice where relevant.		

NB: Once the relevant programme update preparation has been completed, please inform your reviewer to ensure your details are entered onto the Register for Practice Supervisors held within the practice learning environment.



## 6. Practice Assessor Recognition of Prior Learning (RPL) and Experience (RPEL) form

<b>Name</b>		
<b>Professional registration</b>		
<b>Field of practice</b>		
<b>Place of current employment</b>		
<b>Name of current employer</b>		
<b>Practice Assessor</b>		
Are you a registered nurse?	<b>Yes <input type="checkbox"/></b> Once you have completed the required preparation programme you can fulfil the role of Practice Assessor.	<b>No <input type="checkbox"/></b> You are not able to act in the role of a Practice Assessor
Are you a registered Specialist Community Public Health Nurse (SCPHN) who has completed their preceptorship or can evidence RPL/RPEL with appropriate equivalent experience for the student's field of practice?	<b>Yes <input type="checkbox"/></b> Once you have completed the required preparation you can fulfil the role of Practice Assessor for a student studying the SCPHN programme  To be a Practice Assessor for SCPHN students you will have to have completed Practice Assessor training and undertaken a period of preceptorship, in line with the NMC principles for preceptorship, as a SCPHN qualified professional and be experienced in the student's specific field of practice or can evidence prior learning and relevant practice assessor experience that enables you to engage in fair, reliable and valid assessment processes in the context of SCPHN for the programme the student is undertaking.	<b>No <input type="checkbox"/></b> You are not able to act in the role of a Practice Assessor for a SCPHN student.

<p>Are you a registered nurse with a Specialist Practitioner Qualification (SPQ) who has completed their preceptorship or can evidence RPL/RPEL with appropriate equivalent experience for the student's field of practice?</p>	<p><b>Yes <input type="checkbox"/></b></p> <p>Once you have completed the required preparation you can fulfil the role of Practice Assessor for a student studying for a SPQ.</p> <p>To be a Practice Assessor for community nursing SPQ students you will have to have completed Practice Assessor training and undertaken a period of preceptorship, in line with the NMC principles for preceptorship, as an SPQ qualified professional and be experienced in the student's specific field of practice or can evidence prior learning and relevant practice assessor experience that enables you to engage in fair, reliable and valid assessment processes in the context of community nursing SPQ for the programme the student is undertaking</p>	<p><b>No <input type="checkbox"/></b></p> <p>You are not able to act in the role of a Practice Assessor for a student studying for a SPQ.</p>
<p>Are you a registered prescriber – this may be with the NMC, HCPC, GMC or GPhC?</p>	<p><b>Yes <input type="checkbox"/></b></p> <p>Once you have completed the required preparation you can fulfil the role of Practice Assessor for a student studying towards a prescribing qualification for which you have the appropriate equivalent experience.</p>	<p><b>No <input type="checkbox"/></b></p> <p>You are not able to act in the role of a Practice Assessor for a prescribing student.</p>
<p>Were you previously a Mentor, Sign-off Mentor or Practice Teacher and completed a course related to NMC (2008) Standards for Learning and Assessment in Practice (SLAiP)</p>	<p><b>Yes <input type="checkbox"/></b></p> <p>You will need to undertake the update - half day (equivalent) Practice Assessor preparation programme.</p>	<p><b>No <input type="checkbox"/></b></p> <p>You will need to undertake the full Practice Assessor Preparation Programme - two day (equivalent).</p>

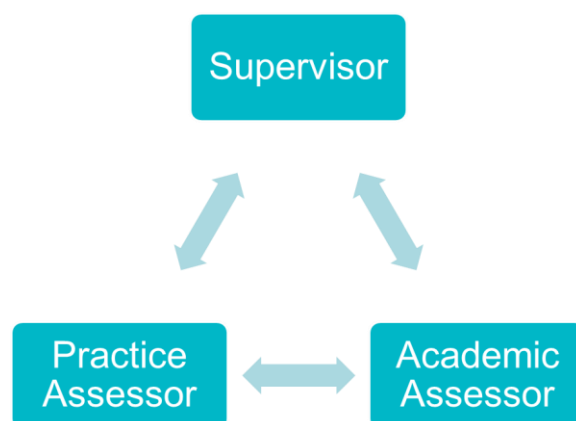
<b>RPL/RPEL Reviewer Name:</b>		<b>Designation:</b>	
<p>Following a review of the evidence provided, I confirm that the individual named above meets/does not meet (delete where appropriate) the criteria to fulfil the role of Practice Assessor.</p> <p>If the individual does not meet the criteria to fulfil the role of Practice Assessor, they will require Practice Assessor preparation and/or the programme specific update(s)</p>			
Signed		Date	
Please confirm the type of student the registered practitioner can assess and their field of practice where relevant.			

## 7. Role collaboration

Every student is allocated a Practice Supervisor (or more) for each practice learning experience. They are also allocated a Practice Assessor and Academic Assessor.

All three individuals work together to ensure safe and effective learning experiences that uphold public protection and the safety of people. Separating out the supervision and assessment roles ensures greater consistency and more objectivity in the assessment process. The inclusion of supervisors who are not registered with the NMC increases the opportunity for inter-professional working and learning.

The shared responsibility between the Practice Assessor and Academic Assessor ensures robust, objective, fair and transparent assessments and shared decision making to uphold public protection and ensuring only those who have met all programme requirements and proficiencies and are clearly able to demonstrate the principles of the Code are entered to the NMC professional register. Post registration community nursing qualifications (SCPHN and SPQ), when completed in the above manner, can be additionally entered onto the register.



The Practice Assessment Document for each programme details the exact roles and responsibilities of the Practice Supervisor, Practice Assessor and Academic Assessor, at what point assessments will occur and how the evidence of development, progression and achievement is documented and communicated.

There are different Practice Assessment Documents for each NMC approved programme. However, all of these documents detail the proficiencies, skills and professional attitudes, values and behaviours to be assessed as part of the programme requirements. They also detail the student's role in producing evidence of progression and achievement and how they are developing critical reflective skills to enhance their development.

The Practice Assessment Documents will also identify the action to take if a student is failing to make progress or if you have any concerns about a student's professional behaviour or ability.

## 8. Supporting a student who is not meeting required levels of proficiency and/or if there is insufficient engagement or evidence of achievement

If you have any concerns as either a Practice Supervisor or Practice Assessor, then the first step is to seek guidance from the Practice Education Facilitators (or equivalent) and the Academic Assessor or Programme Lead. The action required will depend on the nature of the concern as to what action may be needed.

It may be that an action plan would be put in place with the student to identify clearly what the concerns are and what is expected of the student. If there is deemed to be a risk to public safety, then this is escalated immediately via the Approved Education Institution/health boards Fitness to Practice Procedures.

What is important is that you are not alone in this situation – you will be supported. Likewise, the student will also receive support from various sources including from their Personal Tutor (or equivalent). There is an All-Wales Action Plan which has been developed to help you in a situation where a student is not achieving the level expected and/or if there is insufficient engagement or evidence of achievement.

The process of supervising and assessing students is one of partnership to ensure safe and effective learning and assessment that upholds public protection.

It is also a process which fosters a positive learning relationship with the student and enhances their professional and personal development, empowering the student to become a resilient, critical thinker and decision maker who can analyse, reflect on and improve their practice.

Key to your role is facilitating the students move from dependence on you as a supervisor / assessor to working safely but more independently – it is a little bit like letting go of the guiding hand. The Practice Assessment Documents outline the expected student performance for each programme. The stage at which you move from directly supervising / guiding the student to more of a distant supervision also depends on the competence, proficiency and confidence of the student. This can be a challenge, but the student is still required to inform you if you ask them to perform or undertake a task that is beyond their level of competence / proficiency.

It may be useful to revisit the NMC and All-Wales guidance in relation to delegation and accountability.

[delegation-and-accountability-supplementary-information-to-the-nmc-code.pdf](#)

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

It is essential that the learning culture respects the principles of equality and diversity and enables the values of the Nursing and Midwifery Council - *The Code* (2018, updated 2023) to be upheld.

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

The above link will take you to *The Code* – it is useful to encourage students to think about and relate their practice to *The Code*. It is also useful to ask your students to reflect on the NMC guidance relating to professionalism as they develop during the course.

<https://www.nmc.org.uk/standards/guidance/professionalism/>



In respecting the principles of equality and diversity – the preparation programme will discuss these principles and also address in detail how you can effectively support students who have additional or diverse needs. You may be required to make reasonable adjustments for students with specific disabilities. In addition, if you have any specific needs or require any adjustments to fulfil the role as a Practice Supervisor or Practice Assessor, please discuss these with the appropriate people.

## **9. All-Wales Action Plan**

The following pages contain an All-Wales Action Plan pro forma for use following collaboration and agreement between the student, Practice Supervisor/s, Practice Assessor, Academic Assessor and other key personnel involved such as Programme Lead (including the Practice Education Facilitator or equivalent) for the practice learning environment. It is essential students are made aware of any concerns should they not be meeting required proficiency outcomes so they can be afforded further opportunities to achieve.<sup>1</sup>

Copies of all action plans must be retained in the student's Practice Assessment Document.



Action plans must identify specific, measurable objectives and review dates, reference to relevant proficiency outcomes within the Practice Assessment Document and indicate areas for the student's continuing development. All action plan documentation must be signed by the student and relevant personnel involved. The student must be kept fully informed regarding the ways this information is intended to be shared, used, and stored.

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<sup>1</sup> A distinction must be made between a student's *fitness to practice* in relation to health or conduct issues affecting their ongoing learning, and circumstances this pro forma is designed to meet where a student is deemed fit to practice but is not meeting NMC *Future Nurse: Standards of proficiency for registered nurses* (2018, updated 2023).

## Part A

**Considerations *during* practice learning allocations where a student may not be meeting required levels of proficiency or there is insufficient engagement.** The following issues must be considered by you and others involved in your assessment when formulating action plans.

 <b>ASSESSMENT FOOTPRINT for All-Wales Action Plan.</b> <i>Considerations during assessment situations where a student is not meeting required levels of proficiency in practice</i> 		
Does assessment of the student's proficiency include consideration of programme progression criteria?		<b>Interpreting proficiency</b>
Has there been consideration of the student's ability to reflect on their own performance?		
Is assessment decision-making being documented in ways that capture the <i>specific</i> detail of supervisor and assessor concerns?		
Are the emotional effects and organisational resources of supervising a student who is not meeting required levels of proficiency being acknowledged?		<b>Nurturing hope</b>
Is the student's sense of vulnerability and belongingness being addressed?		
What measures are in place to support supervisors and assessors with the prospect the student may not achieve required NMC Standards?		
Have ground-rules for the learning contract been agreed between the student and supervisors/assessors?		<b>Managing assessment progress</b>
Is the All-Wales Action Plan format being used?		
Has the student's previous placement history been fairly considered in the context of the current assessment circumstances?		
What assurance is there the student has understood the nature of concerns fed back by supervisors and assessors?		
Is there agreement between all key personnel involved about the way in which assessment decisions have been reached?		

**Part B. All-Wales Action Plan pro forma for pre-registration Nursing students.**

**FOR POST-REGISTRATION SCPHN AND SPQ STUDENTS SEE THE APPENDIX IN THE PROGRAMME SPECIFIC PAD**

*Page 1 – Action Plan details*

All-Wales Action Plan Pro forma for pre-registration Nursing students							
Name of student		Cohort		Student no.			
Practice setting		Placement start and end dates					
Practice Assessor		Academic Assessor					
Other key practice/ AEI personnel involved <sup>2</sup>	Names & roles						
Dates of meeting	Initial discussion		Review dates				
Summary of current circumstances							
Review of progress							
Student comments							

<sup>2</sup> Other key personnel may include the Practice Education Facilitator (or equivalent); Personal Tutor (or equivalent); Link Lecturer; Programme Manager.

Page 2 - Forward plan: Please add rows as necessary.

No.	Date identified	Specific concern	Related proficiency outcomes	Agreed (SMART) objectives	Review date	Working towards or achieved
Student				Date		
Practice Assessor				Date		
Academic Assessor				Date		

**Part C. For Practice Supervisors/Practice Assessors/Academic Assessors or other key personnel supporting students. Use this when debriefing to reflect on the transparency and credibility of decision making post [action plan] assessment.**

Checklist of key processes		Key review indicators
1.	Was the student's <i>fitness to Practice</i> considered?	The concern was clearly about the student's ongoing learning development rather than an immediate concern about their health or conduct.
2.	Were supervisors and assessors clear about the nature of concerns? Were these discussed with the student?	<ul style="list-style-type: none"> <li>-The concern was about the student's proficiency rather than a consequence of the learning environment or supervisor/assessor relationship.</li> <li>-Reasonable adjustments were implemented in relation to students' additional learning needs.</li> </ul>
3.	Was usual practice learning outcome documentation (in addition to an All-Wales Action Plan) completed in a timely manner?	<ul style="list-style-type: none"> <li>-The initial statement of intent was documented as part of the student learning contract.</li> <li>-An intermediate placement interview took place.</li> <li>-Relevant criteria for the student's stage on the programme were utilised.</li> </ul>
4.	Was the impact of delivering constructive feedback to the student well thought-out?	<ul style="list-style-type: none"> <li>-Key Health Board and AEI personnel involved in assessment process were identified.</li> <li>-The location for feedback discussions with the student was considered.</li> <li>-Supervisors and key assessment personnel involved understood and accepted their accountability and commitment to the decision-making process.</li> </ul>
5.	Were the implications of formulating an action plan considered?	<ul style="list-style-type: none"> <li>-The All-Wales Action Plan template included measurable objectives.</li> <li>-Detailed examples of concerns were provided and related to work towards achievement of particular practice learning outcomes.</li> <li>-Feedback was built on the student's strengths and achievements.</li> <li>-The student was encouraged to self-assess against programme progression criteria.</li> <li>-Action plan deadlines and review meetings were organised and agreed.</li> <li>Situations of continued lack of progress were communicated to relevant Health Board and University personnel.</li> </ul>
6.	Following the assessment period was debriefing of key assessment personnel provided?	Key personnel involved in the assessment situation were offered structured opportunity to discuss the assessment process, particularly where those periods involved intense emotional effort.



## 10. Record of Supervision and Assessment Activity for PADR/VBA Revalidation

INFORMATION IN THIS SECTION IS FOR PRACTICE SUPERVISORS AND ASSESSORS TO USE WHEN REVALIDATING FOR THE NMC AND ANNUAL REVIEW

<b>Name</b>	
<b>Practice setting</b>	
<b>Professional qualifications</b>	
<b>Professional registration</b>	
<b>Date (period this insert covers)</b>	

For support and advice contact:

Practice Education Facilitator/ Education Liaison Nurse Team		
Contact	email	Telephone extension and base

### Ongoing updating:

Ongoing updating for Practice Supervisor and Practice Assessor roles involves a blended learning approach. Within a three-year period, registered health and social care professionals acting in either a Practice Supervisor or Practice Assessor capacity (or undertaking both roles) must provide sufficient evidence of educational activities in order to demonstrate up to date knowledge of the student programme/s they are supporting.

Whilst there is no prescribed amount of evidence required, a discussion about a registrants' supervision and assessment activities must take place within the annual PADR and three-year NMC Revalidation review. Amongst an individual's provision of evidence of educational activity (see sections below), it is anticipated that at least one of these must include participatory learning as part of the breakdown of declared activities.

## Section 1. Personal record

I have contributed to the following aspects of effective practice learning		Sign and date
<b>Effective practice learning</b>		
1. Assisted students to achieve NMC proficiencies including where relevant, particular skills and procedures contained in the Annexes.		
2. Encouraged students to take an active part in their own learning and facilitated their learning with a range of people across a variety of settings.		
3. Tailored support to the stage of learning, proficiencies and programme outcomes for the students I have supervised or assessed.		
<b>Supervision of students</b>		
1. Served as a role model for safe and effective practice in line with The Code (NMC 2018, updated 2023).		
2. Supported learning in line with students' scope of practice to enable them to meet their proficiencies and programme outcomes.		
3. Contributed to students' record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of students.		
4. Received ongoing support to prepare, reflect and develop for effective supervision and contribution to student learning and assessment.		
5. Have understanding of the proficiencies and programme outcomes when supporting student to achieve.		
<b>Assessment of students and confirmation of proficiency</b>		
1. Acted as a practice assessor and/or worked in partnership with others to coordinate feedback and confirm student achievement of proficiencies and programme outcomes for practice learning.		
2. Maintained current knowledge and expertise relevant to students' proficiencies and programme outcomes.		
3. Received ongoing support and training to reflect and develop in my practice supervisor/assessor role, including providing constructive feedback to facilitate professional development in others.		
4. Recognised the importance of avoiding simultaneously acting as the practice supervisor and practice assessor for the same student.		
5. Worked in partnership with academic assessors to contribute towards recommending students for progression for each part of the programme in line with programme standards and policies.		
<b>Name</b>	<b>Signature</b>	<b>Reviewer</b>

## Section 2. Involvement in additional educational activity

Additional practice education activities		
Date	Reflective time involved	<b>Examples of education related activity.</b> <ul style="list-style-type: none"> <li>➤ Attended practice supervisor/assessor update sessions led by programme education providers and facilitators</li> <li>➤ Undertaken on-line updating</li> <li>➤ Participated in informal group discussions within the workplace concerning the validity and reliability of assessment decision-making</li> <li>➤ Attended at practice education information sessions, workshops or conference events</li> <li>➤ Involved in the recruitment of students onto health care programmes</li> <li>➤ Acted as additional practice learning environment supervisor</li> <li>➤ Delivered teaching sessions with students</li> <li>➤ Involved in educational monitoring and approval events</li> </ul>

### Section 3. Record of student supervision and assessment activity

Practice learning dates (from – to)	Student Cohort	Student's NMC Approved Programme	Student stage in Programme	Practice supervisor or assessor during this period?
<b>EXAMPLE</b> Nov 2019 - Feb2020	Sept 2019	Pre-registration nursing - Adult	Part 1	Practice assessor

**Section 4: Reflective template:** Use a reflective log to record practice supervision and assessment activities in which you have been involved. NMC reflection page:

<http://revalidation.nmc.org.uk/what-you-need-to-do/written-reflective-accounts/>

### REFLECTIVE ACCOUNTS FORM

**Reflective account:**

**What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?**

**What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?**

**How did you change or improve your practice as a result?**

**How is this relevant to your professional Code of Practice?**

Select one or more themes: Prioritise people – Practice effectively – Preserve safety – Promote professionalism and trust



## 11. The EPICC Standard



### Spiritual Care Education Standard

Core Spiritual Care Competencies for  
Undergraduate Nursing/Midwifery Students

#### Preamble

##### Introduction

This EPICC Spiritual Care Education Standard describes the spiritual care competencies expected from undergraduate nursing and midwifery students. For every competence, the learning outcomes are described in aspects of knowledge, skills and attitudes. These competencies are based on studies on spiritual care competencies<sup>1</sup>, which were discussed and agreed upon during the EPICC Teaching and Learning Events 1 and 2<sup>2</sup>. It should be considered that these competencies are practiced within a compassionate relationship and founded in a person-centred and reflective attitude of openness, presence and trust, that is fundamental for nursing and midwifery as a whole.

##### Spirituality

EPICC has adopted the European Association for Palliative Care (EAPC)<sup>3</sup> definition of spirituality and an adapted version of its definition of spiritual care (to reflect wellbeing as well as illness), which were derived from international consensus work in palliative care.

Spirituality: *"The dynamic dimension of human life that relates to the way persons (individual and community) experience, express and/or seek meaning, purpose and transcendence, and the way they connect to the moment, to self, to others, to nature, to the significant and/or the sacred."*

<sup>1</sup> These studies are:

- Van Leeuwen, R., & Cusveller, B. (2004). Nursing competencies for spiritual care. *Journal of Advanced Nursing*, 48, 234-246. doi: 10.1111/j.1365.2648.2004.03192.x
- Van Leeuwen, R., Tiesinga, L. J., Middel, B., Post, D., & Jochemsen, H. (2009). The validity and reliability of an instrument to assess nursing competencies in spiritual care. *Journal of Clinical Nursing*, 18, 2857-2869. doi: 10.1111/j.1365-2702.2008.02594.x
- Attard, J. (2015). *The design and validation of a framework of competencies in spiritual care for nurses and midwives: A modified Delphi study* (Doctoral dissertation). University of South Wales, UK.

<sup>2</sup> Teaching and Learning Event 1 (30th October – 3rd November, 2017), Zwolle, Netherlands. Teaching and Learning Event 2 (24th September – 28th September, 2018), Valletta, Republic of Malta.

<sup>3</sup> EAPC (n.d.). *EAPC Task Force on Spiritual Care in Palliative Care*. Retrieved from: <https://www.eapcnet.eu/eapc-groups/task-forces/spiritual-care>. Last accessed 18/02/19.

The spiritual field is multidimensional:

1. Existential challenges (e.g., questions concerning identity, meaning, suffering and death, guilt and shame, reconciliation and forgiveness, freedom and responsibility, hope and despair, love and joy).
2. Value-based considerations and attitudes (e.g., what is most important for each person, such as relations to oneself, family, friends, work, aspects of nature, art and culture, ethics and morals, and life itself).
3. Religious considerations and foundations (e.g., faith, beliefs and practices, the relationship with God or the ultimate).

### Spiritual care

‘Care which recognises and responds to the human spirit when faced with life-changing events (such as birth, trauma, ill health, loss) or sadness, and can include the need for meaning, for self-worth, to express oneself, for faith support, perhaps for rites or prayer or sacrament, or simply for a sensitive listener. Spiritual care begins with encouraging human contact in compassionate relationship and moves in whatever direction need requires’ (adapted from <sup>4</sup>).

### Cultural context

The content and application of the EPICC Spiritual Care Education Standard should be considered within the cultural context and the language of the country in which it is used.

### Terminology

Throughout the EPICC Spiritual Care Education Standard, the terms ‘person and individual’ is used. These terms refer to the ‘patient’, ‘client’, ‘service user’, ‘pregnant woman’, ‘carer’, ‘family member’, ‘relative’, ‘care recipient’ and so on, depending on the country in which the Standard is used, along with the local context.

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<sup>4</sup> NHS Scotland (2010). *Spiritual Care Matters: An introductory resource for all NHS Scotland staff*. Retrieved from <https://www.nes.scot.nhs.uk/media/3723/spiritualcarmattersfinal.pdf>. Last accessed 18/02/19.



	COMPETENCIES	KNOWLEDGE (COGNITIVE)	SKILLS (FUNCTIONAL)	ATTITUDE (BEHAVIOURAL)
1	<b>INTRAPERSONAL SPIRITUALITY</b> Is aware of the importance of spirituality on health and well-being.	<ul style="list-style-type: none"> <li>- Understands the concept of spirituality.</li> <li>- Can explain the impact of spirituality on a person's health and well-being across the lifespan for oneself and others.</li> <li>- Understands the impact of one's own values and beliefs in providing spiritual care.</li> </ul>	<ul style="list-style-type: none"> <li>- Reflects meaningfully upon one's own values and beliefs and recognises that these may be different from other persons'.</li> <li>- Takes care of oneself.</li> </ul>	<ul style="list-style-type: none"> <li>- Willing to explore one's own and individuals' personal, religious and spiritual beliefs.</li> <li>- Is open and respectful to persons' diverse expressions of spirituality.</li> </ul>
2	<b>INTERPERSONAL SPIRITUALITY</b> Engages with persons' spirituality, acknowledging their unique spiritual and cultural worldviews, beliefs and practices.	<ul style="list-style-type: none"> <li>- Understands the ways that persons' express their spirituality.</li> <li>- Is aware of the different world/religious views and how these may impact upon persons' responses to key life events.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises the uniqueness of persons' spirituality.</li> <li>- Interacts with, and responds sensitively to the person's spirituality.</li> </ul>	<ul style="list-style-type: none"> <li>- Is trustworthy, approachable and respectful of persons' expressions of spirituality and different world/religious views.</li> </ul>
3	<b>SPIRITUAL CARE: ASSESSMENT AND PLANNING</b> Assesses spiritual needs and resources using appropriate formal or informal approaches, and plans spiritual care, maintaining confidentiality and obtaining informed consent.	<ul style="list-style-type: none"> <li>- Understands the concept of spiritual care.</li> <li>- Is aware of different approaches to spiritual assessment.</li> <li>- Understands other professionals' roles in providing spiritual care.</li> </ul>	<ul style="list-style-type: none"> <li>- Conducts and documents a spiritual assessment to identify spiritual needs and resources.</li> <li>- Collaborates with other professionals.</li> <li>- Be able to appropriately contain and deal with emotions.</li> </ul>	<ul style="list-style-type: none"> <li>- Is open, approachable and non-judgemental.</li> <li>- Has a willingness to deal with emotions.</li> </ul>
4	<b>SPIRITUAL CARE: INTERVENTION AND EVALUATION</b> Responds to spiritual needs and resources within a caring, compassionate relationship.	<ul style="list-style-type: none"> <li>- Understands the concept of compassion and presence and its importance in spiritual care.</li> <li>- Knows how to respond appropriately to identified spiritual needs and resources.</li> <li>- Knows how to evaluate whether spiritual needs have been met.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises personal limitations in spiritual care giving and refers to others as appropriate.</li> <li>- Evaluates and documents personal, professional and organisational aspects of spiritual care giving, and reassess appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>- Shows compassion and presence.</li> <li>- Shows willingness to collaborate with and refer to others (professional/non-professional).</li> <li>- Is welcoming and accepting and shows empathy, openness, professional humility and trustworthiness in seeking additional spiritual support.</li> </ul>