

A Registrants Guide to Supporting Student Progression in Practice

**Bachelor of Nursing (Hons) Programme
Bachelor of Midwifery (Hons) Programme**

**Practice Learning Unit
Division of Nursing, Midwifery and Social Work
The University of Manchester**

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Glossary of Roles and Terms used within this Guide

Title	Role / Remit
Practice Supervisor (PS)	Registered Nurse or Registered Health and Social Care professional who supports learning in line with their scope of practice and contributes to assessment decisions.
Practice Assessor (PA)	Registered Nurse with the appropriate equivalent experience for the student's field of practice, who collates and conducts objective evidence based assessments, to confirm student achievement of proficiencies and programme outcomes for practice learning.
Academic Assessor (Ac Ass)	Registered Nurse who works in partnership with a nominated Practice Assessor and collates multiple sources of evidence to confirm student achievement of proficiencies and programme outcomes, in order to recommend the student for progression. The Academic Assessor and Academic Advisor will be a dual role in years 1 and 3.
Year Lead	University lecturer who acts as the lead academic contact for all students on a particular unit of study. Collaborates with programme and practice colleagues.
Practice Education Facilitator (PEF)	Trust employee whose role is to facilitate learning in practice for all undergraduate healthcare students, with a focus on quality assurance and inter-professional learning.
Academic Advisor (AA)	University lecturer who acts the student's first point of contact for pastoral, general academic and professional development support. Monitors performance and offers guidance to the student to assist progress towards professional practice.
Programme Director (PD)	University lecturer who co-ordinates all activity relating to the student programme. May also provide additional student support.
Exams Officer	University lecturer who oversees student academic performance on each course unit, providing a link between course unit teams, the overall programme and external examiners. They act as a point of contact for students regarding assessment queries, and overseas achievement of practice outcomes.
Practice Learning Unit Manager (PLUM)	University member of staff who is the administration lead for practice learning and manager of the Practice Learning Unit.

Introduction

This paper is intended to act as a guide for Registered Nurses, Midwives or Registered Health and Social Care professionals involved in the supervision and assessment of nursing students within the practice learning environment.

Supporting learning, providing feedback on student progress towards achievement of proficiencies and skills is essential, and should be documented within the Practice Assessment Documentation (PAD) NMC (2018).

What do Supervisors and Assessors do if they have concerns about a student?

Concerns about a student's performance or progression should be raised with the student ***as soon as possible*** and not be left to the mid-point or final interview. It is vital that concerns about performance or progression are not left until the final interview, as the student will not be aware of the areas requiring development and will not have had the opportunity to demonstrate improvement and learning.

Practice Supervisors should raise their concerns with the nominated Practice Assessor / PEF / Academic Advisor / Academic Assessor; together they will decide how best to proceed. This may involve identifying learning and development needs and documenting these in the mid-point interview (or before if necessary) or drawing up an action plan (page 53 of the PAD in PARE for BNurs, paper document for BMidwif).

Action Plan

If an action plan is required the Practice Assessor *may* contact the Academic Assessor / Academic Advisor and /or PEF for additional guidance and support when completing the action plan.

What types of concerns may I have?

Some examples of the issues which may cause concern are as follows:

- Time keeping / attendance.
- Skills development.
- Professional attitude, conduct / good character.
- Outcome achievement.
- Safe practice.
- Good health.
- Personal issues affecting their practice.

When evaluating a student's practice and professional development it is important to clarify what evidence is available to support your concerns. As a practice supervisor you should continually review the evidence in order to decide if you need to take action to enhance the evidence.

Why is it important to raise my concerns?

As a registrant your first duty is to protect the public from harm ([NMC, 2018](#)) and this, in part, will be enacted by your safe supervision of students. If you have concerns about a student's professional behaviour, values, conduct or level of practice, you need to:

1. Identify at the earliest opportunity if the student is not meeting the required standard, this is a development need.
2. Enable the student to implement the changes required.
3. Document your concerns and actions to be implemented (to support the change).
4. Provide regular constructive feedback.
5. Encourage your student to reflect on this feedback to inform their future practice
6. Inform the Practice Assessor/PEF about your concerns

Who do I discuss my concerns with?

Raising concerns about a learner can be a difficult situation. Recognising the challenges this situation brings, there are several individuals who can support you:

Practice Supervisor

In the first instance this would be the nominated Practice Assessor / PEF / Academic Advisor.

Practice Assessor

Practice Assessors should discuss any concerns with the student's Academic Assessor / Academic Advisor at the earliest opportunity.

Practice Assessors *may* decide to undertake objective evidence based assessments of the students' performance to inform what actions need to be implemented.

Academic Assessor

The Academic Assessor works in partnership with the Practice Assessor to collate evidence from assessors/supervisors and recommend progression. This process should be evidence based, fair and objective and include the student demonstrating the required conduct and professional values.

This is based on the understanding of the students' achievement across theory and practice.

Other support roles exist and include the following:

- The Practice Placement Manager.
- The Practice Education Facilitator (PEF).
- The Academic Advisor.
- The Year Lead.
- The Programme Director.
- University Link Lecturer (ULL)

An overview of each of these roles is available on page 3 of this document.

What constitutes a part of the programme at UoM?

At UoM (The University of Manchester) each part of the programme constitutes an academic year.

In years 1 and 3 the roles of Academic Advisor and Academic Assessor will be undertaken by the same member of University staff. In year, two in order to meet the NMC (2018) requirements, students will be allocated to a different member of the university team to undertake the role of Academic Assessor.

What if my concerns relate to the health and good character of the student?

Professional Values

Each student is also required to complete an annual self-declaration of health and good character. Students need to demonstrate the required professional values and high standards of professional conduct at all times during their placements. Any concerns you have about these should be discussed with the Practice Assessor / Academic Assessor / Academic Advisor and noted in the PAD.

Students' Health and Well Being

When starting a programme of study all students are required to complete an Occupational Health assessment and DBS (Disclosure and Barring Service) check.

If you have concerns that a student's health and wellbeing has changed, and that this is affecting either their safety or the safety of others it is imperative that you raise your concerns with the student, the PEF team

and the students' Academic Advisor without delay so that appropriate referrals can be made.

Online NMC guidance in relation to the following is available to student nurses and midwives:

- [The Code \(2018\)](#)
- [Good Health and Good Character \(2010\)](#)

What if the student is also at a progression point within the Programme?

The decision for progression and any recommendations will be recorded in the PAD and the OAR by the Academic Assessor. This will provide detailed feedforward information for supervisors and assessors in the next part, particularly in relation to any specific development needs or exceptional practice.

If the student has any unmet proficiencies/outcomes/skills these will be documented in the OAR by the Practice Assessor and the Academic Assessor at the end of a part. A learning contract will be developed for the next placement.

Contact details for both the nominated Practice Assessor and Academic Assessor are available in the PAD.

Practice Supervisor Concerns Regarding Student Progression / Development

You have concerns about a student's progress.

You discuss the progression issue(s) with the student as soon as possible. You alert the PA / PEF / AA / Ac Ass to your concerns prior to meeting with the student.

You and the PA meet with the student to discuss your concerns, clearly stating specific areas of development / learning needs and relating them to the learning outcomes. A learning and development plan (L&D) or Action Plan (AP) is negotiated with the student and a review date is agreed. The PEF / AA / Ac Ass may also be involved in this meeting. The discussion and plan is documented in the student PAD.

The PA meets with the student on the agreed date to review the L&D Plan / Action Plan and document this in the student PAD. The AA / Ac Ass / PEF may also be involved in this meeting.

There is satisfactory progression.

The PA notes this in the student PAD.

There is partial or no improvement in performance.

The PA and Ac Ass will review the process and *may* undertake objective evidenced based assessments. Clear discussion will take place with the student about their progression, highlighting which learning outcomes may not be met by the end of placement, and any additional action points / support available.

Continue with or amend the agreed action plan and document this in the student PAD.

The student may wish to discuss the situation with their AA / Ac Ass.

The PA *meets with* the student to discuss the final outcome. The Ac Ass / AA may also be involved in this meeting.

Final Assessment: The PA / Ac Ass* notes unsatisfactory progression in the following pages of the PAD:

- End of Practice Placement
- Summative Assessment of Practice
- Final Interview
- Ongoing Record of Achievement

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An individual learning contract will be issued by the programme Examinations Officer, tailored to the nature of the concerns raised and will normally be completed in the next placement.

* In Semester 1 & 2 the PA completes the final assessment. The Ac Ass will have oversight of this outcome. In Extended Semester 2 (end of a part) the Ac Ass, in collaboration with the PA, completes the final assessment and any recommendations for progression / referral.

Contacts

Practice Education Facilitators (PEFs):

Trust Practice Education Facilitator contact details are available via the Division web pages for *Supporting and Assessing Students in Practice* at:

<http://sites.bmh.manchester.ac.uk/nursing-mentors/contacts/>

Academic Assessors/ Advisors, Year Leads, Programme Directors:

Contact names and details can be located on the front page of the student Practice Assessment Document within PARE.

If any of these contact details cannot be found within PARE, they can be provided to you via the Division Programme Secretaries:

BNurs Programme

Rachel Copson

Telephone: 0161 306 7806

E-mail: Rachel.Copson@manchester.ac.uk

Clair Ridley

Telephone: 0161 306 7811

E-mail: clair.ridley@manchester.ac.uk

BMidwif Programme

Lisa Lavelle

Tel: 0161 306 7805

Email: lisa.lavelle@manchester.ac.uk

Practice Learning Unit:

Lindsay Blanks

Practice Learning Unit Manager (Administration)

Telephone: 0161 306 7706

E-mail: Lindsay.H.Blanks@manchester.ac.uk

Suggested Further Reading

Duffy, K., Hardicre, J. (2007): Supporting Failing Students in Practice 1: Assessment: Nursing Times; 103: 47; 28 – 29.

Duffy, K., Hardicre, J. (2007): Supporting Failing Students in Practice 2: Management: Nursing Times; 103: 48; 28 – 29.

Duffy, K (2003): Failing Students: London: Nursing & Midwifery Council.

Health Education North West (2013): NHS Placement Charter: Achieving Excellence in Learning and Care: Health Education North West.

Nursing and Midwifery Council (NMC) (2018): The Code: London: NMC.

Nursing and Midwifery Council (NMC) (2018a): Future Nurse: Standards of proficiency for registered nurses: London: NMC.

Nursing and Midwifery Council (NMC) (2018b): Part 2: Standards for Student Supervision and Assessment: London: NMC.

Nursing and Midwifery Council (NMC) (2018c): Part 3: Standards for Pre-Registration Nursing Programmes: London: NMC.

Useful Internet Sites:

www.nmc-uk.org

www.gov.uk

<http://sites.bmh.manchester.ac.uk/nursing-mentors>