

Florence Nightingale Faculty Nursing, Midwifery and Palliative Care
Strategy for NMC (2018) Standards for Student Supervision and Assessment

The 'Pan London Approach to the implementation of the Standards for Students Supervision and Assessment 2018' (SSSA) provides an overview of the approach taken across all London. The implementation of the SSSA has been developed in partnership with practice learning partners at Pan London and faculty stakeholder events. An overview of the practice supervisor, practice assessor and academic assessor role is set out in appendix one. The identification and preparation of practice supervisors and practice assessors is a Pan London approach. Reflecting the different faculty and programme structures across London HEIs the Pan London Practice Group have set out principles for the role of the academic assessor. The academic assessor (AA):

- must be a registered nurse or midwife with appropriate experience for the student's field of practice
- is identified at the beginning of each part of the students' programme
- must not be the same person for two consecutive parts (nursing) or years (midwifery) of a programme
- can identify a member of the link lecturer team as a nominated academic assessor
- will communicate and collaborate with the practice assessor during each part of the students' programme. This may be in person, via email or telephone as appropriate
- will normally meet face to face with the practice assessor in instances when a student has experienced challenges, or ensure that such a meeting is undertaken by the nominated academic assessor
- must be notified if the student requires an action plan

Since the SSSA were introduced across London in September 2019 the Faculty strategy has been reviewed by a short life working group, see appendix two. This paper provides an overview of the review and the implementation strategy going forward.

Current position

Where the practice assessor has concerns regarding a student in practice this must be discussed with the academic assessor in the first instance. The academic assessor or nominated academic assessor must work with the student and practice assessor to agree an action plan. The academic assessor must record each communication with the practice assessor on the student's placement record (practice assessment document or midwifery ongoing achievement record). At the end of each part of the programme, the academic assessor must sign and confirm progression in the student's practice assessment documentation, for example, in the Ongoing Record of Achievement for pre-registration nursing students.

Placements are generally in the student's host practice learning organisation but can also include placements in the independent and third sector. The academic assessor will work with practice assessors if the student undertakes a placement in a different practice learning organisation. The academic assessor will be identified before the start of the first placement in each part. The academic assessor must not be the same person for a student for two consecutive parts.

The initial strategy set out that the personal tutor would not normally be the academic assessor. This was based on the differences between pastoral support and supporting practice learning and progression meetings. In response to the COVID-19 pandemic it was agreed that for final year students during the academic year 2019/2020 the personal tutor would be the nominated person for the academic assessor. This worked well as the students and personal tutor already have an established relationship.

Next steps

Academic Assessor role

The management of concerns in practice by the practice assessor and academic assessor, or the nominated person and the progression meetings with the academic assessor remain unchanged. All staff with a current Registration with the NMC who are employed by the Faculty will continue to be academic assessors. Allocation of the AA will follow the principles set out in table one.

Table one: Principles of AA allocation

Programme	Part one	Part two	Part three
BSc Adult	Personal Tutor*	Paired PT	Personal Tutor*
MSc Adult	Personal Tutor*	Paired PT	Personal Tutor*
BSc Child	Personal Tutor*	Paired PT	Personal Tutor*
MSc Child	Personal Tutor*	Paired PT	Personal Tutor*
BSc Mental Health	Cohort leader	Personal Tutor	Cohort leader
MSc Mental Health	Programme leader	Personal Tutor	Programme leader
BSc Midwifery	Personal Tutor*	Paired PT	Personal Tutor*
MNurs	Personal Tutor **	Registered adult or mental health	Personal Tutor **

*Personal tutors to be paired with another PTs on the same programme (BSc or MSc). Where the personal tutor is not a registrant the AA role will be picked up by the cohort lead or registrants who have a reduced number of personal tutees.

** Personal tutors for the MNurs students will be dual registered adult and mental health nurses.

This will enable the allocation of AA to be undertaken by the Senior Programmes officer and then checked by the AA lead in each department. The education database will continue to record hours for the personal tutor and academic assessor role separately.

The AA will not be practice learning partner specific. The nominated person for the academic assessor could be a link lecturer if appropriate and agreed in advance. A service improvement project is underway to ensure that SITS which feeds into InPlace can record the academic assessor for each part/year of the programme.

Preparation for the academic assessor role

All staff are required to attend a workshop to ensure that staff are prepared for and understand the academic assessor role. Attendance will be recorded on the Faculty's Staff Database as part of our mandatory training portfolio. Preparation for the academic assessor role will be included in the induction for NMC registered new starters within the Faculty. An e-learning package will be developed for annual updates for academic assessors to maintain their currency. This will be monitored as part of the mandatory training requirements for academic and teaching staff. A section for academic staff is also available on the Practice Learning Keats site. This includes helpful information and links for academic assessors and personal tutors.

Management of progression and concerns in practice

During the COVID-19 pandemic practice assessment documentation has been submitted electronically and marked online. This will continue with adult, child and midwifery will continue with electronic submission, mental health has agreed in person review of the PAD & OAR. The online marking forms will be updated to include cumulative data for example hours across the parts/years of a programme. The marking form will be further updated with the introduction of the ePAD using Kaizen portfolio in 2022/23.

It is acknowledged that time is required for the progression meetings to take place and be processed in a timely manner for assessment boards. Going forward the progression meeting schedules will be agreed before the assessment board dates are set for the forthcoming academic year. This will commence with the planning for the academic year 2022/23.

Julie Bliss, Associate Dean Practice Learning

February 2022

Appendix one: Role, purpose and preparation of practice supervisors, practice assessors and academic assessors

	Student				
	↕		↕		↕
Role	Practice Supervisor	↔	Practice Assessor	↔	Academic Assessor
Preparation for current mentors/ academic/ teaching staff	Pan-London approach to preparation shared with practice learning partners. Transition to PS, role discussed in 2018-19 mentor updates ⁱ		Pan-London approach to preparation shared with practice learning partners. Transition to PA, role discussed in 2018-19 mentor updates		E-learning package focusing on: - the purpose and responsibilities of the AA - AA engagement with the PA and student
Preparation	Shared Pan-London approach: Half day e-learning Half day workshop		Shared Pan-London approach: One day e-learning One day workshop		e-learning package and half day workshop
Ongoing professional development	Annual update		Annual update		Annual update
Purpose	To support and guide the student in practice learning		To assess and confirm student proficiency in practice		To confirm practice assessment and student proficiency
	To facilitate student learning opportunities		To facilitate student learning opportunities		To make recommendations on student progress
Assessment	Supervise student assessment		Observe student assessment		Understand the student's learning and achievement in practice
PLPAD & OAR MPAD & OAR	Record regular feedback on student progress	↔	Review feedback on student progress	↔	Review feedback on student progress
MORA			Record feedback on student assessment	↔	Record recommendation on student progress

Appendix two: Membership of the Academic Assessor short life working group.

Aleks Pachniewska	Programmes manager (assessments)
Julie Bliss	Associate Dean, Practice Learning
Lisa Doyle	Midwifery representative
Laura Gilmore	Children's nursing representative
Dr Sian Hawkins	Cohort leaders, 2020 BSc Adult Nursing
Kay Hopkin	Senior programmes officer
Modupe Oshadiya	Mental health nursing representative
Dr Lorraine Robinson	Head of Department, Adult nursing
Lynne Wainwright	Senior Tutor
