

The Quality Assurance Framework for student supervision and assessment

Gateway 2: Standards for student supervision and assessment

The [Standards for student supervision and assessment](#) apply to all NMC approved programmes and should be read with the [Standards framework for nursing and midwifery education](#) and the programme standards specific to the programme that is being delivered. There must be compliance with all these standards for an education institution to be approved and run NMC approved programmes.

Approval of AEs and NMC programmes is through a Gateway process. Approval of the [Standards for student supervision and assessment](#) is through Gateway 2 of the QA process.

The process is outlined in more detail in the [QA Handbook](#).

What you must do

As the education provider you and your practice learning partners are required to submit documentation for scrutiny which demonstrates how you meet or intend to meet the [Standards for student supervision and assessment](#) (NMC, 2018).

You must also identify which programmes of education the standards will apply to.

You will use this mapping template to ensure that **all the standards and requirements** for student supervision and assessment have been addressed. It will also signpost QA visitors to where the evidence is located in the uploaded documentation.

Listed in each section below are examples of evidence. These are only potential examples. If you opt to follow the examples that doesn't necessarily mean the standard/s will be met.

[Standards for student supervision and assessment](#) are set out under three headings: effective practice learning; supervision of students: and, assessment of students and confirmation of proficiency.

Effective practice learning

1. Organisation of practice learning

Approved education institutions, together with practice learning partners, must ensure that:

1.1 practice learning complies with the NMC [Standards framework for nursing and midwifery education](#)

QA criteria

There is evidence that a quality and supportive practice learning infrastructure is in place to support the continued development of students

Practice learning is compliant with those standards within the [Standards framework for nursing and midwifery education](#) which relate to supervision and assessment

Examples of potential evidence which may demonstrate QA criteria

- Partnership strategic and operational infrastructure to support, monitor and develop the quality of practice learning including strategic and operational partnership meetings, structure of partnership committees/groups, terms of reference
- Mapping of partnership practice learning infrastructure, systems and processes against the [Standards framework for nursing and midwifery education](#)
- Practice learning partners quality and governance policies and processes take into account student engagement in the care process by including for example a commitment to student learning and enhancing the quality of the student experience as well as managing the inherent risks
- Evidence already presented in gateway 1 in relation to educational audit; quality monitoring reports on practice learning, service level/practice learning agreements, escalating and managing risks, monitoring capacity of practice placements and practice supervisors and assessors

1.2 practice learning complies with specific programme standards

QA criteria

There is evidence that a quality and supportive practice learning infrastructure is in place to enable students meet specific programme requirements and standards

Practice learning is compliant with those standards within the specific programme requirements which relate to supervision and assessment

Examples of potential evidence which may demonstrate QA criteria

- Partnership practice learning policies and guidance including the strategic and operational infrastructure to support, monitor and develop the quality of practice learning including strategic and operational partnership meetings, structure of partnership committees/groups, terms of reference

- PSRB programmes policy and guidance – how the education institution with practice learning partners ensure NMC specific programme requirements for supervision and assessment are met, give examples
- Strategic and operational partnership plan detailing the approach to implementing [Standards for student supervision and assessment](#) for each programme including as appropriate;
 - o partnership model of supervision and assessment
 - o key variances to the model for specified pre and post 2018 programmes
 - o details of how the model will be operationalised by programme
 - o transition arrangements and programme details for pre-2018 programmes and relevant legacy cohorts

1.3 practice learning is designed to meet proficiencies and outcomes relevant to the programme

QA criteria

There is evidence of effective linkage between practice learning and the specific proficiencies and outcomes related to the programme

Practice learning is designed and delivered in such a way that enables the student to meet their programme outcomes

Examples of potential evidence which may demonstrate QA criteria

- Learning, teaching and assessment strategy for professional programmes incorporates design and delivery of practice learning principles to meet programme outcomes and proficiencies, include examples
- Role and responsibilities specifications for practice supervisors and practice and academic assessors including any differentiation to meet different programme requirements

1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

QA criteria

There is evidence there are suitable systems, processes, resources and individuals in place, to ensure safe and effective coordination of learning within practice learning environments.

Examples of potential evidence which may demonstrate QA criteria

- Practice learning policies and guidance including the strategic and operational infrastructure to support, monitor and develop the quality of practice learning including strategic and operational partnership meetings, structure of partnership committees/groups, terms of reference
- Placement educational audit policy and process

- Policy and process for monitoring the capacity of practice placements/experiences to support programme intentions
- Policy and process for monitoring the capacity of practice supervisors and practice and academic assessors to support students practice learning
- Student placements/learning experience allocation system
- SLAs/ practice learning agreements with each practice learning organisation
- Partnership policy and process for providing supported time and resources for practice supervisors and practice and academic assessors
- Role and responsibilities of the nominated person in each practice setting who supports students and addresses students concerns

1.5 there is a nominated person for each practice setting to actively support students and address student concerns

QA criteria

There is a nominated person, who actively support students and addresses their concerns about their practice learning

Examples of potential evidence which may demonstrate QA criteria

- Role and responsibilities of the nominated person in each practice setting who supports students and addresses students concerns
- Placement educational audit tool; identifies nominated person
- Strategic and operational partnership plan identifies organisational infrastructure, responsibilities, and processes for providing support to students
- Practice learning handbook for practice supervisors and practice and academic assessors which incorporates relevant roles, responsibilities, and processes to support student practice learning for example; managing student concerns
- Student facing documentation –content of student handbooks includes generic statements/principles of the approach to student supervision and assessment
- Policy and process for students raising concerns about practice learning

1.6 students are made aware of the support and opportunities available to them within all learning environments

QA criteria

Processes are in place to ensure students will be made aware of the support and opportunities available to them within all learning environments

Examples of potential evidence which may demonstrate QA criteria

- Student facing information - student handbook

- Examples of practice learning partners and education institution relevant inductions provide information about support available and learning opportunities
- Practice assessment documentation template includes; support and opportunities for learning as part of the placement/practice experience induction
- Partnership policy for practice learning
- Placement educational audit policy and process
- Role and responsibilities of practice supervisors and practice and academic assessors

1.7 students are empowered to be proactive and to take responsibility for their learning

QA criteria

The programme documentation demonstrates an educational philosophy and action plan to encourage students to take responsibility for their learning in a way that is reasonable for the student and does not compromise public safety

Examples of potential evidence which may demonstrate QA criteria

- Template of core content in programme specifications and/or programme handbooks includes the learning and teaching strategy to facilitate independent learning
- Template of an action plan for facilitating independent learning is included in practice learning documentation

1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

QA criteria

There are processes in place to monitor and ensure a range of relevant people participate in the education of students, dependent on the requirements of the programme and the needs of the student.

Evidence and rationale show why a particular approach is proportionate.

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy for practice learning and implementation plan
- Service user carer strategy and implementation plan
- Practice learning handbook for practice supervisors and practice and academic assessors includes for example; relevant roles, responsibilities, and processes to support student practice learning including the contribution of service user's and other registered and non-registered people identifying variances to this approach as appropriate
- Learning, teaching and assessment strategy for professional programmes

- Practice assessment documentation template includes the contribution of service user's and other registered and non-registered people to student learning and assessment identifying variances to this approach as appropriate
- Student evaluation of practice learning; standard tool

1.9 learning experiences are inclusive and support the diverse needs of individual students

QA criteria

There is evidence to show the learning experience takes into account the diverse needs of individual students, particularly any equality and diversity considerations, or any reasonable adjustments

Examples of potential evidence which may demonstrate QA criteria

- Learning, teaching and assessment strategy for professional programmes
- Partnership policy for practice learning incorporate making reasonable adjustments for students
- Process for the identification, preparation and development of practice supervisors and practice and academic assessors includes training in equality, diversity, and inclusion criteria

1.10 learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes

QA criteria

Processes are in place to ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes and will consequently enable them to meet these outcomes

Examples of potential evidence which may demonstrate QA criteria

- Learning, teaching and assessment strategy for professional programmes
- Partnership policy for practice learning

1.11 all nurses and midwives contribute to practice learning in accordance with The Code

QA criteria

Evidence demonstrates the organisation and delivery of practice learning experiences are designed, delivered and reviewed in accordance with and aligned to the expectations of the Code

Processes ensure that all available nurses and midwives and nursing associates within a practice environment are able to contribute to practice learning and are supported to do so

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy for practice learning incorporates;

- commitment statement from all practice learning partners
- policy details supporting infrastructure
- policy on supported time and resources
- mapping against the Code
- Placement educational audit policy and process
- Student evaluation of practice learning template
- Practice learning partners quality and governance processes; annual reports on practice learning

Supervision of students

2 Expectations of practice supervision

Approved education institutions, together with practice learning partners, must ensure that:

2.1 all students on an NMC approved programme are supervised while learning in practice

QA criteria

Practice supervision arrangements are in place to ensure that all students are supervised while learning in practice, in line with their individual needs

Examples of potential evidence which may demonstrate QA criteria

- Partnership model of practice supervision and assessment implementation process including any programme specific variances
- Partnership practice learning policies and guidance

2.2 there is support and oversight of practice supervision to ensure safe and effective learning

QA criteria

Evidence shows that the AEI and practice learning partners provide the necessary support and oversight for practice supervision to ensure safe and effective learning in practice environments

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and process for providing supported time and resources for practice supervisors and practice and academic assessors
- Role and responsibilities of the nominated person for each practice setting who will actively support students and address student concerns
- Partnership model of practice supervision and implementation process

2.3 the level of supervision provided to students reflects their learning needs and stage of learning

QA criteria

Processes are in place to ensure there are sufficient supervisory arrangements in keeping with the stage of the programme and agreed milestones of achievement, and that the level of supervision that is provided to students is in line with their learning needs and stage of learning

Examples of potential evidence which may demonstrate QA criteria

- Partnership model of practice supervision and assessment implementation process
- PSRB programmes policy and guidance; process on managing students who are failing to achieve

2.4 practice supervision ensures safe and effective learning experiences that uphold public protection and the safety of people

QA criteria

There is clear documentation and signposting for students and practice learning partners to ensure a safe learning experience

Examples of potential evidence which may demonstrate QA criteria

- Partnership model of practice supervision and implementation process
- Policy and process for monitoring the capacity of practice placements/experiences to support programme intentions
- Policy and process for monitoring the capacity of practice supervisors and practice and academic assessors to support students practice learning
- Role and responsibilities of the nominated person in each practice setting who supports students and addresses students concerns
- Fitness to practise policy and process
- Policy and process for students raising concerns about practice learning
- Partnership policy for escalating and managing risks that may impact of practice learning and the student experience
- Role and responsibilities specifications for practice supervisors and practice and academic assessors
- Practice learning handbook for practice supervisors and practice and academic assessors
- Student facing handbook

2.5 there is sufficient coordination and continuity of support and supervision of students to ensure safe and effective learning experiences

QA criteria

There is evidence of sufficient coordination and continuity of support and supervision, provided to students, to ensure safe and effective learning experiences

dependent on the individual needs of students and evidence shows the approach taken is proportionate

Examples of potential evidence which may demonstrate QA criteria

- Partnership model of practice supervision and implementation process
- A partnership preparation strategy for practice supervisors and practice and academic assessors addresses; co-ordination and continuity of support and supervision of students
- Role and responsibilities of the nominated person in each practice setting who supports students and addresses students concerns
- Practice assessment documentation template includes; identification of and planning to meet individual student needs
- Partnership policy for practice learning includes; the student progression collaborative process for practice supervisors and practice and academic assessors

2.6 practice supervision facilitates independent learning

QA criteria

There are processes in place to ensure practice supervision will facilitate independent learning, where appropriate

Examples of potential evidence which may demonstrate QA criteria

- Partnership preparation strategy for practice supervisors and practice and academic assessors addresses; facilitating independent learning
- Practice assessment documentation template incorporates; opportunities and planning for independent learning
- Role and responsibilities of practice supervisors and practice and academic assessors
- Practice learning handbook for practice supervisors and practice and academic assessors

2.7 all students on an NMC approved programme are supervised in practice by NMC registered nurses and midwives, and other registered health and social care professionals.

QA criteria

There is evidence to show that all those who fulfil the practice supervisor role are registered health and social care professionals

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and processes for the identification, preparation, and support for practice supervisors and practice and academic assessors, including;

- the practice supervisor and practice and academic assessor selection process incorporates prerequisites which include professional body registration
- Partnership system and monitoring process of maintaining records of registered health and social care professionals who are practice supervisors and practice or academic assessors
- Educational audit tool and process
- Practice assessment documentation template - includes the name and registration details of the practice supervisor/assessor
- Partnership model of practice supervision and implementation process

3 Practice supervisors: role and responsibilities

Approved education institutions, together with practice learning partners, must ensure that practice supervisors:

3.1 serve as role models for safe and effective practice in line with their code of conduct

QA criteria

Processes are in place to demonstrate how practice supervisors will be supported to act as role models for safe and effective practice in line with their codes of conduct

Examples of potential evidence which may demonstrate QA criteria

- Role and responsibilities specification for practice supervisors including any differentiation to meet different programme requirements
- Strategic and operational partnership plan
- Partnership model of practice supervision and implementation process identifies; organisational responsibilities and processes for providing support to practice supervisors
- Practice learning handbook for practice supervisors and practice and academic assessors includes for example
 - how practice supervisors will be supported in the role within their organisation and the education institution
 - how the support provided links safe and effective practice, professional development, annual appraisal, code of conduct, clinical supervision/reflective practice and re-validation as appropriate

3.2 support learning in line with their scope of practice to enable the student to meet their proficiencies and programme outcomes

QA criteria

Processes are in place to demonstrate how practice supervisors will be suitably prepared to support students to meet their learning outcomes

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and process for the identification, preparation and development of practice supervisors which incorporates for example;
 - opportunities available for practice supervisor preparation

- appropriate timelines to ensure the readiness of practice supervisors to receive students is timely to support the roll out of programmes
- how and when practice supervisors will receive programme specific information/ preparation
- recording and monitoring processes to ensure practice supervisors are prepared
- process to ensure preparation of practice supervisors is consistent across the partnership
- Partnership preparation strategy for practice supervisors and practice and academic assessors addresses how practice supervisors for example;
 - support students to meet their learning outcomes and proficiencies at different stages of a programme including meeting student's diverse needs
 - identifying and facilitating learning opportunities within the practice setting to meet a student's programme learning outcomes
 - developing an individualised learning plan

3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

QA criteria

Processes are in place to demonstrate that AEI and practice partners will support practice supervisors in their preparation and provide continued support to enable them to provide effective feedback on student progress and the achievement of proficiencies and skills

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy for practice learning details the education institution and practice learning partners support infrastructure for practice supervisors
- Partnership preparation strategy for practice supervisors and practice and academic assessors addresses how practice supervisors for example;
 - provide timely and effective feedback to students on their progress
 - maintaining accurate records of a student's progress and achievement
 - making evidence-based decisions about students' progress towards achieving proficiencies and skills
 - recognising the failing student and escalating concerns to the practice assessor
 - providing feedback about a student's progress and achievement to the practice and academic assessor
 - recognising and escalating concerns about a student's conduct or behaviour
- Policy and process for providing supported time and resources for practice supervisors and practice and academic assessors
- PSRB programmes policy and guidance; process on managing students who are failing to achieve

<ul style="list-style-type: none"> - Student fitness to practise policy and process
<p>3.4 have current knowledge and experience of the area in which they are providing support, supervision and feedback, and</p> <p>QA criteria There are processes in place to demonstrate that practice supervisors will only provide support, supervision, and feedback in areas in which they can evidence current knowledge and expertise</p> <p>Examples of potential evidence which may demonstrate QA criteria</p> <ul style="list-style-type: none"> - Partnership policy and processes for the identification, preparation, and support for practice supervisors and practice and academic assessors, includes; transparent processes for the identification and allocation of appropriate practice supervisors
<p>3.5 receive ongoing support to participate in the practice learning of students.</p> <p>QA criteria There are processes in place to demonstrate that practice supervisors will be supported to enable them to participate in the practice learning of students, and that this will be recorded and monitored over time</p> <p>Examples of potential evidence which may demonstrate QA criteria</p> <ul style="list-style-type: none"> - Written agreements from each practice learning partner on supported time and resources for practice supervisors and assessors - Partnership policy and process for the identification, preparation, and support for practice supervisors and practice and academic assessors, including supported time and how this is recorded and monitored
<p>4 Practice supervisors: contribution to assessment and progression</p> <p>Approved education institutions, together with practice learning partners, must ensure that practice supervisors:</p>
<p>4.1 contribute to the student's record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising</p> <p>QA criteria Processes are in place to ensure practice supervisors will contribute to the students record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising and show how these contributions should include feedback from non-practice supervisors as appropriate</p> <p>Examples of potential evidence which may demonstrate QA criteria</p>

- Document template for students record of achievement includes; sections for recording the practice supervisor observations on the conduct, proficiency and achievement of students
- A partner preparation strategy for practice supervisors and practice and academic assessors addresses for example;
 - o practice supervisors capturing, using, and recording feedback from non-practice supervisors
 - o practice supervisors maintaining accurate records of a student's progress and achievement
- Practice learning handbook for practice supervisors and practice and academic assessors includes;
 - o responsibilities of the practice supervisors in contributing to the students record of achievement is explicit in their role specification
- Practice supervisor and practice and academic assessor communication and collaborative process includes their respective roles and responsibilities for completing student records of achievement

4.2 contribute to student assessments to inform decisions for progression

QA criteria

Processes are in place to ensure practice supervisors will regularly engage and critically review student progression throughout practice learning placements, for example, confirming outcomes, proficiency and skill development

There is evidence to show how practice supervisors will contribute in a variety of ways to the student assessments to inform decisions for progression including contributing to student documentation and working with the practice and academic assessors as required

Examples of potential evidence which may demonstrate QA criteria

- Practice learning handbook for practice supervisors and practice and academic assessors includes;
 - o details of the processes, role and responsibilities of practice supervisors in facilitating students practice learning and contributing to student assessment to inform decisions for progression
- Practice supervisor and practice and academic assessor communication and collaborative process includes and their respective roles and responsibilities for completing student practice assessment documentation
- Partnership policy for practice learning makes explicit any differentiation in the practice supervisor role and responsibilities in relation to contributing to student assessment to meet different programme requirements
- Partner preparation strategy for practice supervisors and practice and academic assessors addresses for example;
 - making evidence-based decisions about students' achievement of learning outcomes, proficiencies and skills
 - how to contribute to student assessment to inform student progression

4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising, and

QA criteria

There is evidence that AEs and practice placement partners demonstrate the capacity to engage in an appropriate level of communication and accountability to ensure that there is joint agreement on the competence of students to achieve agreed milestones, outcomes and proficiencies for their programme of study Processes are in place to ensure practice supervisors are given sufficient opportunities to engage and communicate with the practice and academic assessors to enable them to fulfil their role in contributing to decisions for progression

Examples of potential evidence which may demonstrate QA criteria

- Practice learning handbook for practice supervisors and practice and academic assessors details the processes, role and responsibilities of the practice supervisors in facilitating students practice learning and contributing to student assessment to inform decisions for progression
- Practice supervisor and practice and academic assessor communication and collaborative process includes their respective roles and responsibilities in contributing to student assessment decisions for progression

4.4 are expected to appropriately raise and respond to student conduct and competence concerns and are supported in doing so.

QA criteria

Practice supervisors can demonstrate that they are prepared and supported to undertake this role

Examples of potential evidence which may demonstrate QA criteria

- PSRB programmes policy and guidance; process on managing students who are failing to achieve
- Student fitness to practise policy and process
- Partnership preparation strategy for practice supervisors and practice and academic assessors addresses for
example; raising concerns about a student's conduct, competence and performance
- Practice learning handbook for practice supervisors and practice and academic assessors includes;
 - o processes to follow and support available if they have concerns about a student's conduct, competence or performance

5 Practice supervisors: preparation

Approved education institutions, together with practice learning partners, must ensure that practice supervisors:

5.1 receive ongoing support to prepare, reflect and develop for effective supervision and contribution to, student learning and assessment, and

QA criteria

There is a preparation strategy to show that practice supervisors will be provided with training and preparation to reflect and develop the responsibilities of their role and will be given time to prepare and contribute to student learning and assessment

Examples of potential evidence which may demonstrate QA criteria

- Partnership preparation strategy for practice supervisors and practice and academic assessors addresses for example;
 - using reflection to enhance personal effectiveness in the practice supervisor role
 - professional development and update opportunities for practice supervisors
- Template of content for practice supervisor preparation
- Written agreements from each practice learning partner on supported time and resources for practice supervisors and assessors

- Partnership policy and process for providing supported time and resources for practice supervisors and practice and academic assessors

5.2 have understanding of the proficiencies and programme outcomes they are supporting students to achieve.

QA criteria

Processes are in place to ensure that practice supervisors will be prepared to have an understanding of the proficiencies and programme outcomes they are supporting the student to achieve

Examples of potential evidence which may demonstrate QA criteria

- A partnership preparation strategy for practice supervisors and practice and academic assessors addresses for example;
 - o resources and opportunities available for practice supervisors to prepare for their role
 - o programme specific outcomes and proficiencies are incorporated into practice supervisor's preparation programme
 - o specific programme materials are made available to practice supervisors

Assessment of students and confirmation of proficiency

6 Assessor roles

Approved education institutions, together with practice learning partners, must ensure that:

6.1 all students on an NMC approved programme are assigned to a different nominated academic assessor for each part of the education programme

QA criteria

Processes are in place to ensure the AEI assigns all students a different nominated academic assessor for each part/progression point of the education programme

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and process for the identification, preparation, and support for practice supervisors and practice and academic assessors
- Partnership policy for practice learning includes
 - o process for allocation of a different academic assessor for each part/progression point of a programme and how this is recorded
- Programme structures incorporate progression points and/or parts as appropriate

6.2 all students on an NMC approved programme are assigned to a nominated practice assessor for a practice placement or a series of practice placements, in line with local and national policies

QA criteria

Processes are in place to ensure all students will be assigned a different nominated practice assessor for a practice placement or a series of practice placements

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and processes for the identification, preparation, and support for practice supervisors and practice and academic assessors
- Partnership policy for practice learning includes
 - o process for allocation of practice assessors to an agreed number of students per placement or series of placements
 - o process for monitoring the number of students allocated to a practice assessor

6.3 nursing students are assigned to practice and academic assessors who are registered nurses with appropriate equivalent experience for the student's field of practice

QA criteria

Evidence shows how nursing students will be assigned to practice and academic assessors who are registered nurses who have appropriate and equivalent experience for the student's field of practice

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and processes for the identification, preparation, and support for practice supervisors and practice and academic assessors, including;
 - o practice/academic assessor selection/identification process incorporates prerequisites which include nursing field specific experience

- partnership system of recording registered nurses identified as practice and academic assessors by field of practice incorporates monitoring mechanisms
- Student placements/learning experience allocation system
- Partnership policy for practice learning includes process for allocation of a different academic assessor for each part/progression point of a programme and how this is recorded
- Educational audit tool and process

6.4 midwifery students are assigned to practice and academic assessors who are registered midwives

QA criteria

Evidence shows how midwifery students will be assigned to practice and academic assessors who are registered midwives

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and processes for the identification, preparation, and support for practice supervisors and practice and academic assessors, including;
 - practice and academic assessor selection/identification process incorporates prerequisites which include registered midwife
 - partnership system of recording registered midwives identified as practice and academic assessors incorporates monitoring mechanisms
- Student placements/learning experience allocation system
- Partnership policy for practice learning includes process for allocation of a different academic assessor for each part/progression point of a programme and how this is recorded
- Educational audit tool and process

6.5 specialist community public health nurse (SCPHN) students are assigned to practice and academic assessors who are registered SCPHNs with appropriate equivalent experience for the student's field of practice

QA criteria

Evidence shows how SCPHN students will be assigned to practice and academic assessors who are registered SCPHNs who have appropriate and equivalent experience for the student's field of practice

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and processes for the identification, preparation, and support for practice supervisors and practice and academic assessors, including;
 - practice and academic assessor selection/identification process incorporates prerequisites which include SCPHN field specific experience

- partnership system of recording registered SCPHNs identified as practice and academic assessors which incorporates monitoring mechanisms
- Student placements/learning experience allocation system
- Educational audit tool and process

6.6 nursing associate students are assigned to practice and academic assessors who are either a registered nursing associate or a registered nurse

QA criteria

Evidence shows how nursing associate students will be assigned to practice and academic assessors or registered nurses

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and processes for the identification, preparation, and support for practice supervisors and practice and academic assessors, including;
 - practice/academic assessor selection/identification process incorporates prerequisites
 - partnership system of recording registered nursing associates identified as practice and academic assessors which incorporates monitoring mechanisms
- Student placements/learning experience allocation system
- Partnership policy for practice learning includes process for allocation of a different academic assessor for each part/progression point of a programme and how this is recorded
- Educational audit tool and process

6.7 students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards

QA criteria

Evidence shows how students studying for an NMC approved post registration qualification will be assigned to practice and academic assessors in accordance with the specifications set out within relevant programme standards.

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and processes for the identification, preparation, and support for practice supervisors and practice and academic assessors, including;
 - the practice/academic assessor selection/identification process incorporates prerequisites
 - system of recording practice and academic assessors for post registration programmes which incorporates monitoring mechanisms
- Student placements/learning experience allocation system
- Educational audit tool and process

6.8 practice and academic assessors receive ongoing support to fulfil their roles, and

QA criteria

Processes are in place to ensure and monitor that practice and academic assessors will be given ongoing support that enables them to fulfil their roles.

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and process for the identification, preparation, and support for practice supervisors and practice and academic assessors, including;
 - o supported time for practice and academic assessors and how this is recording and monitored
- Written agreements from each practice learning partner on supported time and resources for practice supervisors and assessors
- Partnership policy and process for providing supported time and resources for practice supervisors and practice and academic assessors
- Partnership strategic and operational plan; partnership strategic plan identifies organisational responsibilities for providing and monitoring support to practice and academic assessors
- Practice learning handbook for practice supervisors and practice and academic assessors includes;
 - details of the support available to practice and academic assessors within their practice organisations

6.9 practice and academic assessors are expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement, and are supported in doing so.

QA criteria

Processes are in place to ensure that practice and academic assessors are able to uphold public protection by responding adequately to student competence, proficiency and conduct concerns and are adequately supported to do so through a programme of preparation and training.

Examples of potential evidence which may demonstrate QA criteria

- PSRB programmes policy and guidance; process on managing students who are failing to achieve
- Student fitness to practise policy and process
- Partnership preparation strategy for practice supervisors and practice and academic assessors addresses;
 - managing and escalating concerns about a student's conduct, competence and performance

- Practice learning handbook for practice supervisors and practice and academic assessors includes;
 - o processes to follow and support available when managing and escalating concerns about a student's conduct, competence or performance

7. Practice assessors: responsibilities

Approved education institutions, together with practice learning partners, must ensure that:

7.1 practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning

QA criteria

A plan is in place to show how practice assessors will assess student achievement of proficiencies and programme outcomes for the period of practice learning that they are assigned to the student

A practice learning allocation plan is detailed

A practice assessor preparation programme is detailed

Examples of potential evidence which may demonstrate QA criteria

- Partnership preparation strategy for practice supervisors and practice and academic assessors addresses;
 - o making evidence-based assessment decisions about student's achievement of proficiencies and programme outcomes
 - o using criteria for practice assessment
 - o responsibility and accountability for assessing student achievement to inform progression
 - o using feedback from practice supervisors effectively
 - o programme specific preparation
- Partnership preparation strategy and implementation plan illustrates programme specific preparation and standard information provided to practice assessors to ensure they understand the proficiencies and programme outcomes and those that relate to the period of practice learning they will assess.
- Practice learning handbook for practice supervisors and practice and academic assessors includes;
 - o the role and responsibilities of the practice assessor
- Process for allocation of a different academic assessor for each part/progression point of a programme and how this is recorded
- Student placements/learning experience allocation system

7.2 assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors

QA criteria

There are processes in place to ensure the assessment decisions taken by the practice assessors will be informed by feedback which has been sought and

received from practice supervisors and forms part of their overall evidence base for assessment.

Examples of potential evidence which may demonstrate QA criteria

- Practice assessment documentation templates includes; practice supervisor feedback sections and for example confirmation statement by practice assessor that this feedback has informed the assessment decision
- Practice learning handbook for practice supervisors and practice and academic assessors includes;
 - o process for making assessment decisions
 - o the role and responsibilities of the practice assessor

Partnership preparation strategy for practice supervisors and practice and academic assessors addresses;

- o using feedback from practice supervisors effectively
- o making evidence-based assessment decisions about student's achievement of proficiencies and programme outcomes

7.3 practice assessors make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection, and other resources

QA criteria

An assessment plan is in place to ensure practice assessor's assessments are objective, based on a number of different relevant evidence sources, including direct observations, where relevant.

A scheme of approval criteria is in evidence and demonstrates how assessments are recorded in an appropriate manner.

Examples of potential evidence which may demonstrate QA criteria

- Practice assessment documentation templates includes assessment criteria and sources of evidence
- Partnership preparation strategy for practice supervisors and practice and academic assessors addresses;
 - o making evidence-based assessment decisions about a student's conduct and achievement of proficiencies and programme outcomes
 - o using a range of sources to inform practice assessment including direct observation of the student
 - o recording assessment information and outcomes in practice assessment documentation
- Practice learning handbook for practice supervisors and practice and academic assessors includes;
 - o the role and responsibilities of the practice assessor
- PSRB programmes policy and guidance includes principles of assessment

7.4 practice assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing

QA criteria

There is evidence that practice assessors can demonstrate current knowledge and expertise relevant for the proficiencies and programme outcomes they assess

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and process for the identification, preparation, and support for practice supervisors and practice and academic assessors includes
 - o selection criteria for nominating practice assessors
 - o ongoing development of the practice assessor is linked to annual appraisal
- Partnership preparation strategy for practice supervisors and practice and academic assessors incorporates; mechanisms to enable practice assessors to demonstrate knowledge and expertise relevant for proficiencies and programme outcomes they assess
- Educational audit tool and process

7.5 a nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies

QA criteria

There is evidence of education institutional processes to allow and ensure recommendations for progression for students from one part of the programme to the next are made by a nominated practice assessor and the nominated academic assessor working together

Mapping shows the organisation of this process is aligned to national and local policies and programme standards

Examples of potential evidence which may demonstrate QA criteria

- PSRB programmes policy and guidance includes;
 - o terms of reference for examination/progression boards for professional programmes
 - o education institution regulations – with variances for NMC programmes
- Partnership policy for practice learning includes the collaborative process for practice and academic assessors making recommendations for student progression
- Mapping of the student progression collaborative process against QAA, education institution and partnership policies and programme standards
- Partnership policy and process for the identification, preparation, and support for practice supervisors and practice and academic assessors includes – working collaboratively with the academic assessor
- Practice learning handbook for practice supervisors and practice and academic assessors

7.6 there are sufficient opportunities for the practice assessor to periodically observe the student across environments in order to inform decisions for assessment and progression

QA criteria

Evidence demonstrates how and when practice assessors will be given sufficient opportunities to periodically observe the student across environments to enable them to use this evidence to inform their decisions for assessment and progression

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy for practice learning includes;
 - requirements and process for practice assessors to directly observe the student including in other practice environments
- Service level agreements/placement agreements
- Partnership policies on supported time and resources to enable practice supervisors and assessors to fulfil their role
- Practice learning handbook for practice supervisors and practice and academic assessors

7.7 there are sufficient opportunities for the practice assessor to gather and coordinate feedback from practice supervisors, any other practice assessors, and relevant people, in order to be assured about their decisions for assessment and progression

QA criteria

Evidence demonstrates how and when practice assessors will be given sufficient opportunities to gather and coordinate feedback from practice supervisors, any other practice assessors and relevant people, in order to be assured about their decisions for assessment and progression

Examples of potential evidence which may demonstrate QA criteria

- Partnership policies on supported time and resources to enable practice supervisors and assessors to fulfil their role
- Partnership policy for practice learning includes; agreed requirements and process for practice assessors to gather and co-ordinate feedback
- Service level agreements/placement agreements
- Practice learning handbook for practice supervisors and practice and academic assessors

7.8 practice assessors have an understanding of the student's learning and achievement in theory

QA criteria

Evidence demonstrates how and when practice assessors will be informed about the relevant developments or trends in the academic learning of the student they are assigned to

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy for practice learning includes the student progression collaborative process for practice and academic assessors
- Practice learning handbook for practice supervisors and practice and academic assessors includes;
 - o the role and responsibilities of the practice and academic assessors

7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

QA criteria

Evidence shows how and when partnership working between the practice and academic assessors will occur when reviewing agreed student milestones and proficiency achievement

Mapping shows how and when this communication and collaboration maps to relevant points in the programme structure and student progression

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy for practice learning includes the student progression collaborative process for practice and academic assessors
- Mapping of the student progression collaborative process against programme structure parts/progression points as appropriate
- Practice learning handbook for practice supervisors and practice and academic assessors
- Template of content for programme handbooks

7.10 practice assessors are not simultaneously the practice supervisor and academic assessor for the same student, and

QA criteria

Evidence demonstrates it will not be possible for a student (with the exception of prescribing programmes) to be assigned to an individual who fulfilled the practice supervisor and academic assessor role for the same student simultaneously at any point in the programme

Examples of potential evidence which may demonstrate QA criteria

- Partnership system and process for assigning students to different practice supervisors, practice and academic assessors includes tracking mechanisms and other key failsafe features
- Practice learning handbook for practice supervisors and practice and academic assessors
- Student facing handbook
- Practice assessment documentation/ongoing record of achievement templates incorporates continuous record of previously assigned practice supervisors and practice and academic assessors
- Partnership policy and process for the identification, preparation, and support for practice supervisors and practice and academic assessors

7.11 practice assessors for students on NMC approved prescribing programmes support learning in line with the NMC Standards for prescribing programmes.

QA criteria

Processes are in place to ensure that evidence is available and reasonable to support an approach where students are supervised and assessed by the same individual on a prescribing programme

Examples of potential evidence which may demonstrate QA criteria

- Exceptional circumstances protocol incorporating an evidence trail to justify when and why the practice supervisors and practice assessor roles in prescribing programmes can be carried out by the same person
- Practice learning handbook for practice supervisors and practice and academic assessors
- Student facing handbook
- Partnership policy and process for the identification, preparation, and support for practice supervisors and practice and academic assessors
- Practice assessment documentation template

8. Practice assessors: preparation

Approved education institutions, together with practice learning partners, must ensure that practice assessors:

8.1 undertake preparation or evidence prior learning and experience that enables them to demonstrate achievement of the following minimum outcomes:

8.1.1 interpersonal communication skills, relevant to student learning and assessment

8.1.2 conducting objective, evidence-based assessments of students

8.1.3 providing constructive feedback to facilitate professional development in others, and

8.1.4 knowledge of the assessment process and their role within it

QA criteria

Evidence shows how and when preparation for the practice assessor is put in place and meets the NMC defined outcomes and that this is regularly evaluated and critically reviewed.

The evidence includes details of how and when evidence of prior learning is to be used in the preparation of practice assessors.

Examples of potential evidence which may demonstrate QA criteria

- Partnership preparation strategy for practice supervisors and practice and academic assessors' addresses
- Resources and opportunities available for practice assessors to prepare for their role
- Process for the evaluation and critical review of the preparation
- Partnership policy and process for the identification, preparation, and support for practice supervisors and practice and academic assessors includes;
 - o criteria for the identification and selection of practice assessors
 - o criteria and process for determining the degree and type of preparation each individual requires to undertake the assessor role including recognising prior learning and experience
 - o range of types of assessor preparation available including different modes

- mapping of content of different types of assessor preparation against NMC minimum outcomes including measures of achievement
- Template of content for practice assessor preparation
- Timeline of availability of practice supervisor and practice and academic assessor preparation

8.2 receive ongoing support and training to reflect and develop in their role

QA criteria

Evidence shows how and when practice assessors are to be provided with ongoing support and training that enables them to reflect and develop in their role

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and process for the identification, preparation, and support for practice supervisors and practice and academic assessors
- Partnership policies on supported time and resources to enable practice supervisors and assessors to fulfil their role includes processes to engage practice assessors in reflective activities and updates
- Written agreements from each practice learning partner on supported time and resources for practice supervisors and assessors
- Schedule of practice supervisor and practice and academic assessor on-going training

8.3 continue to proactively develop their professional practice and knowledge in order to fulfil their role, and

QA criteria

Evidence demonstrates how and when the practice assessor will be supported to proactively develop their professional practice and knowledge as a means to help them fulfil their role

Examples of potential evidence which may demonstrate QA criteria

- Partnership policies on supported time and resources to enable practice supervisors and assessors to fulfil their role includes; how the practice assessor role and responsibilities will be linked to staff appraisal, staff development and revalidation

8.4 have an understanding of the proficiencies and programme outcomes that the student they assess is aiming to achieve.

QA criteria

Evidence shows how and when practice assessors will be prepared to have an understanding of the proficiencies and programme outcomes they are assessing

Examples of potential evidence which may demonstrate QA criteria

- A partnership preparation strategy for practice supervisors and practice and academic assessors addresses for example;
 - o resources and opportunities available for practice assessor to prepare for their role
 - o scheduling of practice assessor preparation including different modes
 - o practice assessor preparation template includes programme specific outcomes and proficiencies
 - o assessment/self-assessment strategies against assessor preparation outcomes are included in assessor preparation
- Practice learning handbook for practice supervisors and practice and academic assessors specifies the programme specific supporting materials that will be provided to practice supervisors and practice and academic assessors

9. Academic assessors: responsibilities

Approved education institutions, together with practice learning partners, must ensure that:

9.1 academic assessors collate and confirm student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme

QA criteria

Evidence of how and when the academic assessor will collate and confirm the student's achievement of proficiencies and programme outcomes for the period of academic learning that they are assigned to the student and for each part of the programme

Examples of potential evidence which may demonstrate QA criteria

- Role and responsibilities of the academic assessor
- PSRB programmes policy and guidance includes; the process for confirming student achievement and progression for a part of a programme by the nominated academic assessor
- Programme template of content incorporates progression points and/or parts in the programme structure as appropriate
- Partnership preparation strategy for practice supervisors and practice and academic assessors incorporates programme specific preparation and information provided to academic assessors
- Partnership policy and processes for the identification, preparation, and support for practice supervisors and practice and academic assessors, including;
 - o process for the allocation of a different academic assessor for each part/progression point of a programme and how this is recorded

9.2 academic assessors make and record objective, evidence-based decisions on conduct, proficiency and achievement, and recommendations for progression, drawing on student records and other resources

QA criteria

Evidence shows how and when academic assessors will make decisions which are evidence based and objective and based on a number of different relevant sources and recorded in an appropriate manner

Examples of potential evidence which may demonstrate QA criteria

- Role and responsibilities of the academic assessor
- PSRB programmes policy and guidance includes the process for confirming student achievement and progression for a part of a programme by the allocated academic assessor
- Programme template content incorporates progression points and/or parts in the programme structure as appropriate
- Partnership preparation strategy for practice supervisors and practice and academic assessors addresses;
 - o making evidence-based assessment decisions about a student's conduct and achievement and recommendations for progression
 - o using a range of sources to inform assessments and fitness for practice
 - o recording assessment and progression information

9.3 academic assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing and confirming

QA criteria

Processes are in place to demonstrate how and when academic assessors will maintain current knowledge and expertise relevant for the proficiencies and programme outcomes, they are assessing and/or confirming

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and process for the identification, preparation, and support for practice supervisors and practice and academic assessors includes
 - o selection criteria for nominating academic assessors
 - o process for ongoing development and updating of the academic assessor and links to annual professional development review
- Education institution staff development policy includes supported time and resources to enable academic assessors to fulfil their role

9.4 the nominated academic assessor works in partnership with a nominated practice assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies

QA criteria

Processes are in place to show how and when recommendations for progression for students from one part of the programme to the next are made by a nominated practice assessor and the nominated academic assessor working together
Mapping shows how the organisation of this process will be aligned to national and local policies, including AEI processes

Examples of potential evidence which may demonstrate QA criteria

- PSRB programmes policy and guidance includes;
 - o terms of reference for examination/progression boards for professional programmes
 - o education institution regulations – with variances for NMC programmes
 - o the process for making recommendations for student progression for a part of a programme by the nominated practice and academic assessors
 - o programme template content incorporates progression points and/or parts in the programme structure as appropriate
- Mapping of the student progression collaborative process against QAA, education institution and partnership policies and programme standards

9.5 academic assessors have an understanding of the student's learning and achievement in practice

QA criteria

Processes are in place to show how and when academic staff will access and review student practice learning progress documentation

Processes are in place to show how and when academic assessors will be informed about any changes in the practice learning achievements of the student they are assigned to

Examples of potential evidence which may demonstrate QA criteria

- Collaborative process for practice and academic assessors making recommendations for student progression
- Programme template content incorporates; progression points and/or parts in the programme design and structure as appropriate

9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression, and

QA criteria

Documentary evidence is in place to demonstrate that academic and practice learning supervisors will be facilitated to meet and discuss student progress at agreed points of the programme

Plans exist to show how and when partnership working between the practice and academic assessors, in reviewing agreed student milestones and proficiency achievement, will take place at relevant points in the programme structure and student progression

Examples of potential evidence which may demonstrate QA criteria

- Programme template content identifies parts of the programme as appropriate and assessment and progression points in the programme structure
- Partnership policy for practice learning includes;
 - the practice supervisor and practice and academic assessor communication and collaborative process and their respective roles and responsibilities in contributing to student assessment decisions for progression
- Template of content for programme handbooks includes points in the programme structure student progress and achievement will be reviewed by practice supervisors and practice and academic assessors
- Practice learning handbook for practice supervisors and practice and academic assessors
- Partnership policies on supported time and resources to enable practice and academic assessors to fulfil their role

9.7 academic assessors are not simultaneously the practice supervisor and practice assessor for the same student.

QA criteria

Processes are in place to ensure that academic assessors cannot be simultaneously the practice supervisor and practice assessor for the same student

Examples of potential evidence which may demonstrate QA criteria

- Partnership system and process for assigning students to different practice supervisors, practice and academic assessors includes tracking mechanisms and other key failsafe features
- Practice learning handbook for practice supervisors and practice and academic assessors
- Practice assessment documentation/ongoing record of achievement templates incorporates continuous record of previously assigned practice supervisors and practice and academic assessors
- Partnership policy and process for the identification, preparation, and support for practice supervisors and practice and academic assessors

10. Academic assessors: preparation

Approved education institutions, together with practice learning partners, must ensure that academic assessors:

10.1 are working towards or hold relevant qualifications as required by their academic institution and local and national policies

QA criteria

There is evidence that academic assessors either hold or are working towards any qualifications that are required by their academic institution and local and national policies

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and process for the identification, preparation, and support for practice supervisors and practice and academic assessors includes; selection criteria for nominating academic assessors
- Process for recording and updating academic assessor qualifications
- Mapping of qualifications required for academic assessors against education institution and local and national policies
- Staff development policy includes supported time and resources to enable academic assessors to fulfil their role

10.2 demonstrate that they have achieved the following minimum outcomes:

10.2.1 interpersonal communication skills, relevant to student learning and assessment

10.2.2 conducting objective, evidence-based assessments of students

10.2.3 providing constructive feedback to facilitate professional development in others, and

10.2.4 knowledge of the assessment process and their role within it

QA criteria

Documentary evidence shows that all academic assessors have the competence and professional credibility to satisfactorily meet minimum programme outcomes

Evidence is in place to show how and when academic assessors will be able to demonstrate that they will achieve the NMC defined outcomes.

Processes are in place to ensure that any academic assessor that cannot show they have previously met these outcomes before undertaking their role will have training made available to them that allows them to meet the outcomes, and this preparation is regularly evaluated and critically reviewed

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and process for the identification, preparation, and support for practice supervisors and practice and academic assessors includes; selection criteria for nominating academic assessors
- process for recognition of previous experience
- mapping of content of academic assessor preparation against NMC minimum outcomes including measures of achievement
- timeline of availability of assessor preparation
- Partnership preparation strategy for practice supervisors and practice and academic assessors, addresses
- resources and opportunities available for academic assessors to prepare for their role
- process for the evaluation and critical review of the preparation

10.3 receive ongoing support and training to reflect and develop in their role

QA criteria

Documentary evidence shows that all staff are facilitated to undertake continuing professional development opportunities in keeping with meeting the requirements and competencies associated with their role and the delivery of the programme
Evidence shows that academic assessors are provided with ongoing support and training that enables them to reflect and develop for the responsibilities of their role

Examples of potential evidence which may demonstrate QA criteria

- Partnership policy and process for the identification, preparation, and support for practice supervisors and practice and academic assessors
- Partnership policies on supported time and resources to enable practice supervisors and practice and academic assessors to fulfil their role
- Staff development policy includes supported time, resources and development opportunities to enable academic assessors to fulfil their role

10.4 continue to proactively develop their professional practice and knowledge in order to fulfil their role, and

QA criteria

Documentary evidence shows how and when all staff will be facilitated to proactively develop professional practice and knowledge in keeping with meeting the requirements and competencies associated with their roles as academic assessors

Examples of potential evidence which may demonstrate QA criteria

- Role and responsibilities of the academic assessor
- Partnership policies on supported time and resources to enable practice supervisors and academic assessors to fulfil their role includes; how the academic assessor role and responsibilities will be linked to professional development review and revalidation

10.5 have an understanding of the proficiencies and programme outcomes that the student they confirm is aiming to achieve.

QA criteria

Evidence demonstrates that the education institution ensures academic assessors have an understanding of the proficiencies and outcomes that students will be aiming to achieve and can evidence their understanding of the proficiencies and programme outcomes they are confirming.

Examples of potential evidence which may demonstrate QA criteria

- Role and responsibilities of the academic assessor
- Partnership preparation strategy for practice supervisors and practice and academic assessors addresses for example;
 - o resources and opportunities available for academic assessor to prepare for their role

- academic assessor preparation template includes programme specific outcomes and proficiencies
- self-assessment/assessment strategies against preparation outcomes are included in academic assessor preparation
- Practice learning handbook for practice supervisors and practice and academic assessors specifies the programme specific supporting materials that will be provided to academic assessors