

Standards for Student Supervision and Assessment

Can a practice supervisor assess an individual proficiency?

This question was raised at the MYEPLG meeting on 24/11/21. It was clear there was variable practice across the regions and HEIs present. This response for the group, collated by Dr Jan Royal-Fearn, SSSA workstream lead, MYEPLG, was discussed at the meeting on 26/1/22. Overall, the question was agreed.

(All italics are quotes directly from the SSSA document or supporting information hub on the web)

The [NMC SSSA Standards](#) (2019) state roles and responsibilities of the supervisor including:

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

3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills' (page 6)

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' (page 7)

The first role of the practice assessor is:

'7.1 practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning' (page 9)

The [NMC SSSA information hub](#) adds detail in the section 'What is current knowledge and experience':

'If a registered professional is competent in an area of practice, they should be able to supervise and support a nursing or midwifery student for that area, providing feedback on their progress towards, and achievement of, proficiencies and skills. The practice supervisor's knowledge and experience should enable the student to meet their learning needs and outcomes and enhance the student learning experience's.

In the section 'What do practice supervisors do?' guidance says practice supervisors should be

relevant observations on the student's conduct, proficiency and achievement to the student's record(s) of achievement'.

In the section on practice supervisors - contributing to recommendations for progression, it states *'Contributing to student assessments can take different forms depending on the role of the practice supervisor in student learning, the stage of learning, student competence, and other considerations. It can include:*

- *direct communication with practice and academic assessors to share their views on student achievement, underachievement or areas to continue to work on.*
- *inputting into student documentation with their views on student achievement.'*

It therefore seems clear that a practice supervisor can complete the student's assessment document for individual proficiencies, to provide feedback to the student and the practice assessor on the students' achievement as the placement or part of the programme progresses.

There may also be times when the practice supervisor is a registered professional with more expertise in the proficiency being assessed (for example a physiotherapist supporting a learner with chest auscultation) and their knowledge and experience surpasses that of the assessor. In this situation enabling the supervisor to document achievement o (p)10 (a)2 (n)10 (-)1 (et)-6

In conclusion it seems that a practice supervisor can record the achievement of individual proficiencies in the assess