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Refer to guidance notes for completion of each section of the specification.

Module Code:	NUR623

Module Title:	Practice Supervisor

Level:	6	Credit Value:	20

Cost Centre(s):	GANG	JACS3 **code**: HECoS **code**:	B740/100279

Faculty	Social & Life Sciences	Module Leader:	Chris O Grady

Scheduled learning and teaching hours	24 hrs
Placement	32 hrs
Guided independent study	144 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
Standalone Module. Glyndwr University certificate of continuing education		✓

Pre-requisites
Registered with a professional body, access to an NMC student in practice, work collaboratively with the student's practice assessor

Office use only	
Initial approval: 09/07/2020	Version no: 1
With effect from: 01/09/2020	
Date and details of revision:	Version no:

Module Aims
This module aims to develop the competence of the role of the practice supervisor. The aims of this module are to enable participants to: 1) Manage and deploy the expectations placed on practice supervisors consistent with the requirements of the parent organisation and/or regulatory body. 2) Develop skills and strategies to facilitate appraisal of and support for students' learning needs and development through a critical awareness of different models of coaching and supervision. 3) Prepare all registered professionals to meet the Nursing and Midwifery Council (2018) Standards for Student Supervision and Assessment (NMC SSSA 2018) and requirements for seeking to be recorded as Practice Supervisor on their local organisational Practice Supervisor database.

	Module Learning Outcomes - at the end of this module, students will be able to
1	Critically reflect upon the role, responsibility and accountability of a practice supervisor to meet NMC SSSA (2018) within their own professional, occupational and organisational context.
2	Identify the factors that contribute to the developmental needs of a nursing student within a given learning environment and implement a range of learning activities which empower the learner to meet the requirements of in point assessments.
3	Critically discuss the inter-professional nature of learning in practice, identifying how this contributes to the development of learners within a professional field.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.	
CORE ATTRIBUTES	
Engaged	I
Creative	I, A
Enterprising	N/A
Ethical	I, A

KEY ATTITUDES	
Commitment	I
Curiosity	I
Resilient	I
Confidence	I, A
Adaptability	I, A
PRACTICAL SKILLSETS	
Digital fluency	I, A
Organisation	I, A
Leadership and team working	I, A
Critical thinking	I, A
Emotional intelligence	I, A
Communication	I, A

Derogations
• Failure to protect the confidentiality of any individual or organisation will be given a fail grade

Assessment:

Indicative Assessment Tasks:
*Guidance: please ensure you add indicative **word count** and **durations** within the narrative body of this section*

Assessment One

Assessment of this module is a competency portfolio of Practice Supervision of students. The competency portfolio will comprise of:

A critical reflection of the role, responsibility and accountability of the practice supervisor role within a given profession. The critical reflection will cross reference to and draw upon evidence provided in the portfolio which will include learning plans, an analysis of the local learning environment, learning log/reflective diaries, student/placement evaluations and testimonies tracing the supervision of students. This evidence should be drawn from work-based learning time reflected in a learning log.

The portfolio is equal to 3000 words

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2 & 3	Portfolio	100%

Template updated: September 2019

Learning and Teaching Strategies:
A variety of learning and teaching strategies will be used including 100% online activities through the Moodle VLE and Microsoft Teams, asynchronous and synchronous discussions and debate. This will provide core knowledge and directed/self-directed study will be given to support learning. Students will be encouraged to individually and collectively reflect on practice and through this identify further individual learning needs.

Syllabus outline:
The content will include the following: **Roles and Responsibilities:** 1 An outline of the roles of the Practice Supervisor, Practice Assessor and Academic Assessor. 2 Overview of the NMC (2018) Standards for student supervision and assessment. 3 The function of the role in providing evidence for the Practice Assessor and Academic Assessor to determine the students' progression and achievement. 4 Accountability in relation to appropriate delegation in accordance with the NMC (2018) The Code – Professional standards of practice and behaviour for nurses, midwives and nursing associates and NMC (2018) Delegation and Accountability guidance. 5 Acting as a role model in instilling the principles of the NMC (2018) The Code – Professional standards of practice and behaviour for nurses, midwives and nursing associates. 6 Helping the student to understand how to provide evidence towards progression and achievement for the Practice Assessor and Academic Assessor. 7 The importance of accurate record keeping. **Student Learning**: 1 Developing effective supportive and professional relationships with students. 2 Models of supervision. 3 Developing understanding of how to facilitate student learning to meet the needs of a wide range of student learners. 4 Planning the student learning experience including reasonable adjustments or equality and diversity considerations that may need to be met. 5 Determining, in collaboration with the Practice Assessor, an appropriate level of supervision commensurate with the students' level of competence / proficiency, knowledge and skill and stage of a programme. 6 Encouraging students to take responsibility for their learning and development. 7 Encouraging reflective practice to facilitate individual students' development of competence and confidence. 8 Giving effective feedback and feed-forward to enable students to reflect on and improve their practice. 9 Helping students to develop resilience. 10 Supporting students who raise any concerns in the learning environment.

Managing Concerns:
1 How to raise concerns regarding a student's conduct, competence and performance. 2 Supporting students who are having trouble in meeting expected progress.
3 Contributing to the development and review of action plans to facilitate improvement in student's practice.
4 An overview of the All Wales Action Planning Protocol.

Meeting Individual Learning Needs
Introduction to Continual Professional Development / Reflection / critical analysis skills.

Revalidation linked to professional body requirements

The above syllabus takes account of the following:

Nursing and Midwifery Council (2018) Standards for student supervision and assessment

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Indicative Bibliography:
Essential reading

Nursing and Midwifery Council (2018*) Realising Professionalism: Part 2: Standards for student Supervision and Assessment*. London. NMC

Nursing and Midwifery Council, (2018), The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates. Available from:
https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf.
[Electronically accessed 9th December, 2019.]

Other indicative reading

Gopee, N. (2018) *Supervision & Mentoring in Healthcare*. 4th ed. London. Sage

Lidster, J and Wakefield, S. (2018) *Student Practice Supervision and Assessment A Guide for NMC Nurses and Midwifes*. London. Sage

Royal College of Nursing (2010) *Dyslexia, Dyspraxia and Dyscalculia a toolkit for Nursing Staff.* London. RCN