



Gloucestershire Hospitals
NHS Foundation Trust

Supervisor/ Assessor Guide



Practice assessor and supervisor

A **supervisor** is a registered health care professional who works with students to enable their learning and provide feedback and evidence of the student's attainment and development to their assigned assessor.

An **assessor** is a registered health care professional who are required to complete and support the student's assessment process whilst on placement with them. They must be accountable for setting and maintaining standards of professional practice and provide supervision, teaching in practice, give regular constructive feedback and contribute to the students record of achievement.

A **registered nurse** can supervise and assess student nurses and student ODPs.

A **registered ODP** can only supervise Nurses but they can assess and supervise student ODPs.



Giving Feedback

Regular feedback is integral to any healthcare professional. It needs to be constructive, given in a timely manner and specific to the individual. As a supervisor or assessor, you need to be open and non-judgemental to create a safe environment for the learner. This will aid confidence and reduce anxiety which will improve the learner's performance.

To enable this dialogue-based discussions one tool you could use is ARCH.



Ask learner to self-assess



Correct errors



Reinforce correct thinking
and actions



Help learner develop
improvement plan



Feedback should:

- ✓ Invite self-assessment
- ✓ Be positive
- ✓ Be balanced
- ✓ Be timely and expected
- ✓ Be open, honest and objective
- ✓ Be thorough
- ✓ Be clear and specific
- ✓ Be motivating
- ✓ Be non-judgemental
- ✓ Be private
- ✓ Be unhurried
- ✓ Invite feedback
- ✓ Be recorded



Do's

- ✓ Create a supportive environment
- ✓ Encourage learners own reflective practice
- ✓ Make time for feedback, it does not have to take long
- ✓ Before you provide constructive feedback, let the student know your expectations
- ✓ Be specific and objective
- ✓ Think about what mode of feedback is best for the individual
- ✓ It needs to be constructive and given in a timely manner
- ✓ Make a clear action plan

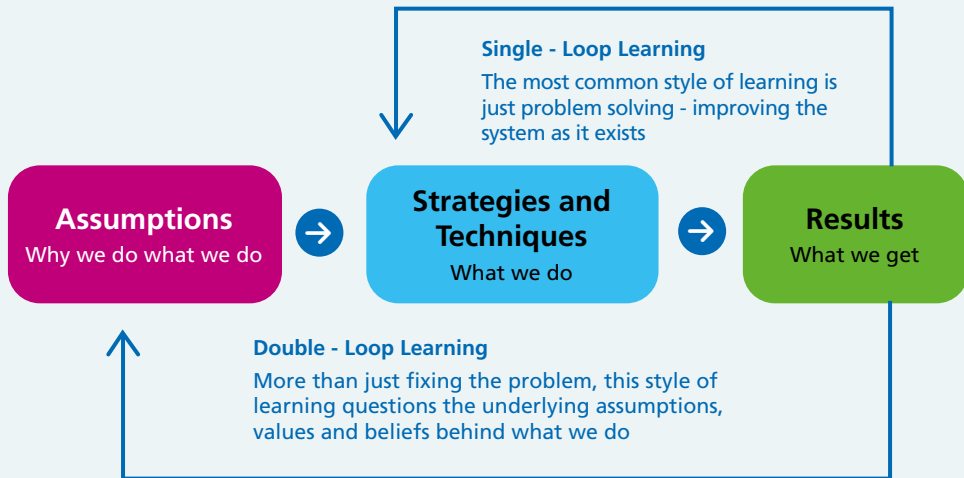


Don'ts

- ✗ Judge your learner's personality
- ✗ Comment on things they cannot change
- ✗ Be afraid to help your learner see where improvements could be made to their practice
- ✗ Fear upsetting your learner or damaging your relationship with them
- ✗ Overload
- ✗ Be over-critical



How to give meaningful constructive feedback





How to give meaningful constructive feedback

Double - Loop Learning is a way of giving feedback that is specific, non-judgemental and objective.

You could use the below to give effective feedback

I noticed...

I was concerned/ impressed...

Help me understand...



Words to use in feedback written or spoken

How often?

- | | | |
|----------------|------------------|------------------------|
| ✓ Consistently | ✓ Normally | ✓ Once |
| ✓ Always | ✓ Sometimes | ✓ Seldom |
| ✓ Without fair | ✓ Occasionally | ✓ Infrequently |
| ✓ Constantly | ✓ Rarely | ✓ Never |
| ✓ Generally | ✓ Inconsistently | ✓ Has not demonstrated |
| ✓ Usually | ✓ Begins to | ✓ Fails to demonstrate |



Words to use in feedback written or spoken

How well?

| | | |
|------------------|----------------|-----------------------------------|
| ✓ Excellent | ✓ Proficient | ✓ Acceptable |
| ✓ Really well | ✓ Skilful | ✓ Barely meets required standard |
| ✓ Exemplary | ✓ Expert | ✓ Reasonable |
| ✓ Superb | ✓ Very good | ✓ Unsatisfactory |
| ✓ Outstanding | ✓ Well | ✓ Poor |
| ✓ Exceptional | ✓ Good | ✓ Fails to meet required standard |
| ✓ Well developed | ✓ Satisfactory | |
| ✓ Capable | ✓ Adequate | |



Words to use in feedback written or spoken

How?

| | | | |
|--------------------|--------------|----------------|------------------|
| ✓ Calmly | ✓ Promptly | ✓ Successfully | ✓ Professionally |
| ✓ Correctly | ✓ Punctually | ✓ Skilfully | ✓ Precisely |
| ✓ Regularly | ✓ Quickly | ✓ Thoughtfully | ✓ Reliably |
| ✓ Deliberately | ✓ Quietly | ✓ Well | ✓ Appropriately |
| ✓ Easily | ✓ Rapidly | ✓ Easily | ✓ Safely |
| ✓ Quickly | ✓ Regularly | ✓ Concisely | ✓ Legibly |
| ✓ Enthusiastically | ✓ Reliably | ✓ Accurately | ✓ Intuitively |
| ✓ Expertly | ✓ Steadily | ✓ Sensitively | ✓ Empathetically |
| ✓ Perfectly | ✓ Repeatedly | ✓ Responsibly | ✓ Effectively |



A failing student

The signs of a failing student are:

- ✗ Changes in attitude or behaviour
- ✗ A lack of energy and/or enthusiasm
- ✗ Poor self-awareness or reaction to feedback
- ✗ Poor time management, for example, lateness, longer breaks, failure to complete tasks
- ✗ Lack of initiative
- ✗ Withdrawal from team
- ✗ Poor or blunt communication
- ✗ Avoiding relationships with colleagues



A failing student

What is failing to fail?

Failure to fail occurs because it is challenging for people to fail students. Failing students is an emotional experience, requiring confidence as well as personal, professional and organisational support.

Providing evidence of failure

Collect and record evidence when faced with a failing student

Any communication with regards to a failing student must be factual, non-judgemental, identify strengths and weaknesses and include specific examples when appropriate.



A failing student

Whose responsibility is it to support a failing student and where can you go for support?

The Student

It is the student's responsibility to engage with the placement area and HEI to work collaboratively on a plan of action and accept support

Placement Area

It is the responsibility of the placement area to work collaboratively with the student and HEI to create a plan of action to support the student and provide clear goals

Practice Learning Facilitators/Trust-based education support

Many areas are linked with a practice learning facilitator
You can liaise with them for support regarding a failing student

The HEI

The HEI can support both the student and to placement area when dealing with student progression.
Ensure you make contact with the HEI to support you with a plan of action.



Action Plan

An action plan is a tool that can be used to set goals for behaviours and performance whilst creating discussion and a clear focus between a healthcare professional and learner. It can support the learner to achieve their goals or provide evidence as to why they have failed to achieve their set learning outcomes or developed sufficiently despite support.

Don't delay - The sooner you put an action plan in place the sooner you can help to support your student.

Behaviours - Be very specific with the behaviours you want to improve.

Achievable - Make sure that the actions are achievable.

Reassess - Make sure you reassess the student's progress regularly and make any necessary adjustments to the plan.

Check the message has been received and understood.

Consider asking the student to explain their understanding of what is expected.

Document the discussion in an action plan.

Both parties to sign the document and keep a copy for reference

Utilise the document to revisit at agreed points.

Michael Bungay Stanier, author of *"The Coaching Habit - Say Less, Ask More and Change the Way you Lead for Ever"* offers the following seven thoughtful questions that will change leaders or coaches habits.

- 1 What's on your mind?
- 2 And what else?
- 3 What is the real challenge here for you?
- 4 What do you want?
- 5 What help do you need?
- 6 If you're saying yes to this, what are you saying no to?
- 7 What was most useful for you?