

Levels of Expected Supervision and Achievement dependent on Part

Part 1

Guided participation in care and performing with increasing confidence and competence

Part 2

Active participation in care with minimal guidance and performing with increased confidence and competence

Part 3

Practicing independently with minimal supervision and leading and coordinating care with confidence

The decision on the level of supervision provided for students should be based on the needs of the individual student. The level of supervision can decrease with the student's increasing proficiency and confidence. (NMC, 2018, p 5). This should be considered when assessing the students against the proficiencies and episodes of care/medicine management for the relevant part. This is achieved in combination with the criteria below.

Criteria for Assessment – Achieved MUST be obtained across all 3 components to pass the element under assessment

Part 1: Guided participation in Care

Achieved	Knowledge	Skills	Attitudes and Values
Yes	Is able to identify the appropriate knowledge base required to deliver safe, person-centred care under with some guidance.	In commonly encountered situations is able to utilise appropriate skills in the delivery of person-centred care with some guidance.	Is able to demonstrate a professional attitude in delivering person centred care.
No	Is not able to demonstrate an adequate knowledge base and has significant gaps in understanding, leading to poor practice	Under direct supervision is not able to demonstrate safe practice in delivering care despite repeated guidance and prompting in familiar tasks.	Inconsistent professional attitude towards others and lacks self-awareness. Is not asking questions nor engaging with own learning needs.

Part 2: Active participation in care with minimal guidance and increasing confidence

Achieved	Knowledge	Skills	Attitudes and Values
Yes	Has a sound knowledge base to support safe and effective practice and provide the rationale to support decision making.	Utilises a range of skills to deliver safe, person centred and evidence-based care with increased confidence and in a range of contexts	Demonstrates an understanding of professional roles and responsibilities within the multidisciplinary team. Maximizes opportunities to extend own knowledge.
No	Has a superficial knowledge base and is unable to provide a rationale for care, demonstrating unsafe practice	With supervision is not able to demonstrate safe practice and is unable to perform the activity and/or follow instructions despite repeated guidance	Demonstrates lack of self-awareness and understanding of professional role and responsibilities. Is not asking appropriate questions nor engaged with their own learning

Part 3: Leads and coordinates care

Achieved	Knowledge	Skills	Attitudes and Values
Yes	Has a comprehensive knowledge-base to support safe and effective practice and can critically justify decisions and actions using an appropriate evidence-base.	Is able to safely, confidently and competently manage person centered care in both predictable and less well recognised situations, demonstrating appropriate evidence-based skills.	Acts as an accountable practitioner in responding proactively and flexibly to a range of situations. Takes responsibility for own learning and the learning of others.
No	Is only able to identify the essential knowledge-base with poor understanding of rationale for care. Is unable to justify decisions made leading to unsafe practice.	With minimal supervision is not able to demonstrate safe practice despite guidance.	Demonstrates lack of self-awareness and professionalism. Does not take responsibility for their own learning.