

# Multi-professional Supervision and Educator training – FAQs

## Multi-professional supervision of Advanced Practitioners.

### **I am an existing Tier 3 Educational Supervisor (ES). Can I supervise a trainee Advanced Practitioner?**

YES. Whilst knowledge and skills gained from existing educator training models will be transferable across professions, existing structured programmes have historically focused on single profession supervision.

Therefore, to fully prepare you to recognise and support the differentiating factors of advanced practice, it is recommended that you complete the additional Top Up MP Trainer Videos and familiarise yourself with the national frameworks which focus on the nuances of Advanced Practice.

### **I am an existing Tier 2 Clinical Supervisor. Can I supervise a trainee Advanced Practitioner?**

YES. When thinking about workplace supervision for Advanced Practice, a Tier 2 Clinical Supervisor acts as an 'Associate Workplace Supervisor'. This role works collaboratively with the Co-ordinating Educational Supervisor and supports a specified aspect of the trainee's development. The Clinical Supervisor may also facilitate formal supervision sessions weekly and be the senior clinician on a day-to-day basis for support.

Therefore, to fully prepare you to recognise and support the differentiating factors of advanced practice, it is recommended that you complete additional Top Up MP Trainer Videos and familiarise yourself with the national frameworks which focus on the nuances of Advanced Practice. **We would also ask you to consider full conversion to a Tier 3 Educator.**

### **I am an experienced Advanced Practitioner. Can I undertake formal supervision training to support developing Advanced Practitioners?**

YES. Tier 3 Educational Supervisor Training is now available to those supervising and those aspiring to supervise trainee advanced Practitioners. Within the primary care multi-professional training pathway, APs will also be able to act as a clinical supervisor for GP Trainees and as an educator for those practitioners completing one of the Roadmaps to Practice, as well as other members of the wider workforce such as student nurses.

### **I am an Advanced Practitioner with a professional background in Nursing. Can I supervise a developing Advanced Practitioner with a different professional background?**

YES. Advanced practice workplace supervisors and those they supervise may hold different registrations. Educators/Supervisors should familiarise themselves with the trainee's professional registration and scope of practice. Additional resources, such as guidance from professional regulatory bodies, national frameworks, and/or frameworks specific to profession, role, and setting, can also aid development and augment existing capabilities into the advanced practice role. Clinical Supervisors/Associate workplace supervisors can be utilised to support development in specified skills.

## Multi-professional supervision of practitioners undertaking 'Roadmap to Practice'

**I am supporting a practitioner who is working through one of the Roadmaps to Practice. What training do I need to undertake?**

A bespoke 2-day supervision course is available to train supervisors to support clinicians along the Roadmap portfolio route. **However**, any Tier 3 Advanced Practitioners or Tier 3 GP Educational Supervisors do not need to attend the training days, but instead can complete the FCP ElfH module available on the webpage.

**Who can undertake the 2-day Roadmap Supervisor Course?**

- A GP\*
- A clinician (e.g. AHP or Nurse) with a post registration Master's Degree
- An Advanced Practitioner with an MSc, HEE Recognition or Tier 3 training\* (for more information on Tier 3 supervisor training for APs please email [primarycare.eoe@hee.nhs.uk](mailto:primarycare.eoe@hee.nhs.uk) )
- A First Contact Practitioner with HEE Recognition\*\* or written evidence of completion of stage 1 and stage 2 of the roadmap e.g. checklist for recognition/completion of FCP Survey
- Full MACP member

## Multi-professional supervision of GP trainees.

The GMC recognises the essential contribution of non-medical trainers from other healthcare professional fields to a trainee's development.

**Am I able to supervise a GP Trainee to develop competence and capability with a specific task?**

YES. 'A workplace supervisor can be anyone within the multi-professional team who is competent to carry out the task in question.' More information can be found [here](#)

Specialist nurses, working within their sphere of expertise, can contribute to workplace-based assessments as a clinical supervisor but are presently unable to perform a clinical supervisors report as they are not able to be a named clinical supervisor. Practitioners who have completed the Roadmap are able to undertake one **formative** WPBA for GP trainees (CBD, COT, CAT).

**I am an Advanced Practitioner; can I undertake Workplace Based Assessment of a GP Trainee?**

POTENTIALLY. *'The clinical supervisor will normally be the person carrying out the assessments, with the educational supervisor taking an overview of training. The assessor must be of sufficient seniority: ST4 or above, including senior specialist and practice nurse practitioners.'* More information can be found [here](#)

If a colleague is another health professional - such as a specialist nurse - they must confirm their role and training so that the Educational Supervisor can be satisfied that they are appropriately trained. More information can be found [here](#)

An overview of which professionals can complete workplace-based assessments for GP Trainees can be found [here](#)

In addition, it is recognised that Multi-Source Feedback is an essential component to support development of clinical performance and professional behaviour. This can be collected as evidence for the GP trainee's ePortfolio. In primary care, this feedback is normally collected from 5 clinicians (usually established GPs) and 5 non-clinicians who work alongside the trainee.

## Multi-professional supervision of practitioners undertaking prescribing programmes

An interdisciplinary approach has now been adopted to assess prescribing proficiency. The Royal Pharmaceutical Society has produced competency frameworks for both [Prescribers](#) and [Designated Prescribing Practitioners](#). These frameworks have been developed to support implementation of professional regulatory standards relating to prescribing training, which should be adhered to at all times.

### **I am an Advanced Practitioner with a background in Paramedic Science. Can I support a nurse undertaking a prescribing programme?**

Regulatory changes in 2019 mean that experienced non-medical prescribers of any professional background can take responsibility for a trainee prescriber's period of learning in practice similarly to Designated Medical Practitioners (DMP). [The RPS Competency Framework for Designated Prescribing Practitioners](#) outlines competencies required for the DPP role which includes personal characteristics, delivery of role, and the Learning Environment.

#### **Some questions to consider may be:**

*Do I have appropriate knowledge and experience relevant to the trainee's area of clinical practice?*

*What are my own limitations regarding capacity, knowledge and skills and areas of practice?*

*Are there other practitioners who may be better suited to support learning?*

*How can we advocate and facilitate a multidisciplinary team (MDT) approach to training by encouraging the trainee to learn from other appropriate practitioners?*

## Multi-professional supervision of Pre-registration Nurses.

All NMC registered nurses, midwives and nursing associates can supervise students, serving as role models for safe and effective practice. From a multi-professional perspective, supervision and assessment can be flexible, where students may be supervised by other registered health and social care professionals, provided that NMC Standards are met. The NMC standards for Supervision and Assessment (2018) can be found [here](#)

### **I am a professional from a non-nursing background. Can I act as a Practice Supervisor for a student nurse?**

YES. Students may be supervised by other registered health and social care professionals. Working as a supervisor will contribute to the learner's development and reach programme outcomes and proficiencies. This role will also assist practice assessors by providing feedback to support assessment decisions. Practice Supervisors must understand the proficiencies and programme outcomes of the students they are supporting.

### **I am a GP. Can I act as a Practice Assessor for a student nurse?**

The Practice Assessor must be a registered nurse or registered nursing associate. Practice Assessors must evidence prior learning/experience or undertake preparation that demonstrates achievement of the minimum outcomes as outlined in [NMC Standards for Supervision and Assessment \(2018\)](#).

## Multi-professional supervision of Student/Trainee Nursing Associates

### **I am a registered Nursing Associate. Can I act as a Practice Supervisor for a student/trainee Nursing Associate?**

YES. All NMC registered nurses, midwives and nursing associates can supervise students, serving as role models for safe and effective practice. Registered nursing associates can also act as **Practice Assessors**, however not whilst simultaneously acting as a practice supervisor for the same student. Student supervision and assessment can be flexible, provided the minimum standards are met. The [NMC Standards for Supervision and Assessment \(2018\)](#).

## Supervision of and by practitioners who do not hold a professional registration e.g., Health Care Support Workers, Assistant Practitioners.

### **I am a healthcare support worker. Can I support the supervision and assessment of another professional?**

It may be appropriate to contribute to the learning and assessment of another professional, particularly in a skill for which you hold competence in. Formal assessment/confirmation of achievement will be completed by the Practice Assessor/Educational Supervisor, who will utilise your feedback to support the formal assessment process.

Furthermore, the principles of delegation should be considered:

All registered professionals have a duty of care to their patients and a legal liability to ensure safe care. Appropriate delegation is therefore vital.

The delegator must ensure an appropriate level of supervision and that mentorship opportunities are available. The level of supervision and feedback depends on the recorded knowledge and competence of the support worker, the needs of the patient/client, the service setting and the activities assigned

Many training programmes that assist HCSW/Assistant Practitioner development will include components related to support and assessment of colleagues for example, Institute for Apprenticeships

<https://www.instituteforapprenticeships.org/apprenticeship-standards/healthcare-assistant-practitioner-v1-0>

More information regarding delegation can be found below:

[Chartered Society for Physiotherapy](#)

[Nursing and Midwifery Council](#)

[General Pharmaceutical Council](#)

[Health and Care Professions Council](#)

[Skills for Health – The Code of Conduct](#)

[Skills for Health – Core Standards for Assistant Practitioners](#)