



Case study: Developing a National Framework to Embed the NMC Standards for Student Supervision and Assessment across Nursing and Midwifery

**Building new partnership with PSRBs as we design
education of the future**

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1 Introduction

Priti Patel, Head of Division for Midwifery and Lead Midwife for Education at London South Bank University, presents a case study on collaborative work between Professional Statutory and Regulatory Bodies (PSRBs), Higher Education Institutions (HEIs), and practice partners to improve student experiences in healthcare education.

2 The Challenge

The Nursing and Midwifery Council (NMC) published Student Supervision and Assessment Standards (Triple SA) in 2018, establishing guidelines for supporting nursing and midwifery students in clinical practice. However, implementation varied significantly across institutions, leading to:

- Inconsistent training for practice supervisors and assessors (ranging from 2 hours to 2 days)
- Knowledge gaps among clinical staff supporting students
- Time constraints in busy clinical environments
- Lack of resources for supporting diverse student needs
- Unclear assessment procedures for struggling students
- Poor communication channels between universities and practice areas
- Ineffective feedback mechanisms for students

These inconsistencies created inequitable learning experiences for students, hindering their progression and eventual registration as qualified practitioners.

3 Collaborative Approach

NHS England initiated a multi-stakeholder collaboration involving:

- The Nursing and Midwifery Council (NMC)
- Practice placement organisations
- Student representatives (via the National Education and Training survey)
- Senior leaders from universities across the UK
- Healthcare professionals from various disciplines

The group worked to develop ten high-level principles that would provide a consistent national framework while avoiding being overly prescriptive.

4 Key Framework Features

The emerging framework focuses on:

1. **Consistency:** Standardising approaches to student supervision across different organisations
2. **Inclusivity:** Addressing diverse student needs, including neurodivergent students and those from different cultural backgrounds
3. **Pedagogical innovation:** Particularly around feedback mechanisms, providing templates for clinical staff to deliver constructive feedback
4. **Supportive environments:** Ensuring both students and staff receive adequate support
5. **Resources:** Developing accessible templates and resources organisations can adapt

5 Benefits

The framework aims to deliver benefits to multiple stakeholders:

For Students:

- More consistent and supportive learning experiences
- Recognition of diverse learning needs
- Better quality feedback

For Clinical Education Providers:

- Improved alignment with PSRB requirements
- Professional development opportunities
- Integration with staff appraisals through self-declaration assessments

For Regulatory Bodies:

- Clearer adherence to standards across the country
- More consistent implementation of regulatory requirements

Future Opportunities

The collaborative work opens several future opportunities:

- Tailored continuing professional development for staff
- Inclusive training workshops
- Interdisciplinary collaborative programs

- Peer mentorship and observation
- Cohesive feedback mechanisms between all stakeholders

6 Conclusion

This case study demonstrates how collaborative approaches between regulatory bodies, education providers, and clinical partners can address systemic challenges in healthcare education, ultimately improving the student experience while meeting professional standards.

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