

# THE VALUE OF PRACTICE SUPERVISOR TRAINING FOR PARAMEDIC STUDENTS

by

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## BACKGROUND

The Health and Care Professions Council (HCPC) (2017) depicts in the standards the roles and responsibilities registrants have in supporting learning in the workplace. Paramedics have previously been required to participate in supplementary training to be recognised as practice educators and thus be able to support students in the practice environment. The College of Paramedics (2017) states that the practice educator role includes many facets, such as being a role model, leader, facilitator, and assessor.



## AIM

To equip final year paramedic students with the skills to take on the role of supervision upon qualifying through the implementation of practice supervisor training into their programme.

## Intended learning outcomes:

- To define the practice supervisor role
- Reflect upon strategies that support effective practice learning
- Identify opportunities to develop knowledge of the student programmes relevant to your practice area
- Understand the importance of addressing concerns promptly
- Use a framework for feedback to support reliable assessment

## IMPLEMENTATION

The programme consisted of three training sessions which were delivered face-to-face to a cohort of twenty seven third year paramedic students. The first two sessions were pre-recorded powerpoints facilitated by the students' academic advisers and the third by the university practice learning advisers who are a team of registered professionals with a remit for quality assurance and supporting students in practice.

### Session 1

- Defining the role and responsibilities of practise supervisor, practise assessor and academic assessor in conjunction with the NMC (2018) and HCPC (2017) standards.
- Using personal experiences in practice for reflection
- The importance of a clear induction and orientation to placement

### Session 2

- The standard process for student placement interviews.
- Identifying learning opportunities in the clinical setting
- Introducing contemporary models used in practice, for example coaching.
- The value of understanding preferred learning styles both the practice supervisor and student.

### Session 3

- Review of current knowledge and skills
- Considering the learning environment
- Recognising the importance of reasonable expectations
- Address concerns through case study examples
- The role of feedback and feedforward.
- Signposting to relevant support networks.

### Overall Preparedness



## OUTCOMES

'REALLY GOOD TO HAVE FORMAL SUPERVISOR TRAINING AS PART OF THE DEGREE'

'VERY INFORMATIVE, SETTING UP GOOD FOUNDATIONAL KNOWLEDGE FOR MENTORING ONCE QUALIFIED'

### Relevance for practice

This training provides registrants with the skill set to be able to effectively support the future work force.

### Implications for practice

Newly qualified paramedics will possess the skills and knowledge to take on the role of an educator, without the need for more formal training once qualified.

## Project Team



## References

Health and Care Professions Council. Standards of Education and Training. 2017. <https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/> (Accessed 12th December 2022).

Nursing and Midwifery Council. Part 2: Standards for student supervision and assessment. 2018. <https://www.nmc.org.uk/globalassets/sitedocuments/standards-of-proficiency/standards-for-student-supervision-and-assessment/student-supervision-assessment.pdf> (Accessed 12th December 2022)

Practice Educator Guidance Handbook. The College of Paramedics. 2017. Short Run Press: Exeter.