

The Centre for
Advancing Practice

Advanced practice workplace supervision

Minimum standards for supervision

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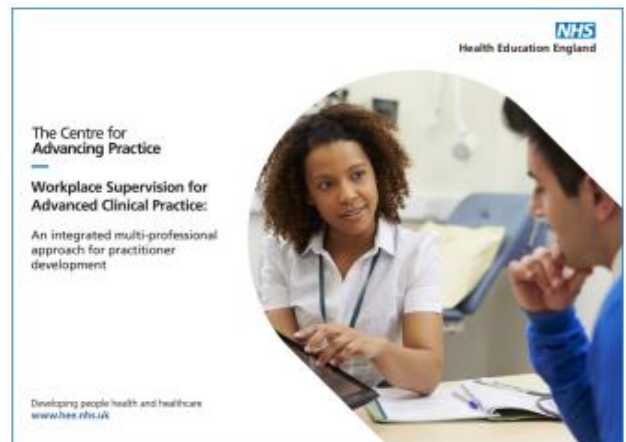
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1.0 Introduction

High quality supervision for healthcare professionals moving into trainee advanced practice roles is essential for supporting the development of confidence and capability and underpins patient and practitioner safety. Health Education England's (2020) [Workplace supervision for advanced clinical practice](#) provides further in-depth, evidence based information and recommendations on how to develop quality supervision in the workplace. The following guidance is for supervisors, managers, employers, and trainee advanced practitioners to advise of the Health Education England Centre for Advancing Practice minimum expected standards for supervision.



2.0 Why do we need supervision?

The transition from experienced professional to trainee advanced practitioner and then to qualified advanced practitioner requires significant adjustment. The transition can be characterised by periods of feeling disconnected, lack of familiarity with the new situation and arrival of a new set of unfamiliar expectations. Work role transition requires a change in identity and the development of new knowledge and skills, as well as a change in behaviour. High quality supervision can support this transition.

Minimum standards:

To ensure high quality supervision for trainees:

- Supervision for the trainee advanced practitioner is mandatory.
- The trainee must have a named, allocated co-ordinating education supervisor before commencing training in advanced practice.
- Throughout the period of training, there must be a minimum of one hour of scheduled supervision every week; of which one in four (once a month) is a scheduled hour with the co-ordinating education supervisor (see page 3 for definition of role).
- In certain practice contexts, where there is high risk, it will be necessary to debrief/provide daily supervision to ensure patient and practitioner safety.

Where a health professional is developing in advanced practice in a specialty/role with a nationally agreed curriculum, supervision arrangements should be guided by the relevant specialty curriculum.

Where no national curriculum exists, agreement of capabilities to be achieved at advanced level must be approved by the employer.

3.0 Who can supervise?

Supervisors:

- Come from the multi-professional workforce and do not need to hold the same professional registration as the trainee.
- Have expert knowledge of the area of practice they are supervising.
- Have experience as an educator and are a skilled facilitator able to support learning, development, assessment and verification of competence and capability.

A trainee advanced practitioner may need more than one supervisor to meet their needs across the 4 pillars of advancing practice:

- A co-ordinating education supervisor who provides a consistent relationship throughout training and must have an indepth understanding of the advanced practitioner's role within the speciality.
- Associate workplace supervisors who work collaboratively with the co-ordinating education supervisor to guide trainee development in one or more of the 4 pillars of advancing practice.

Minimum standards:

The co-ordinating education supervisor must:

- be an experienced practitioner.
- have completed some formal supervisor development. Examples of formal training include: Clinical educator programmes; PgCert in clinical education; practice educator programmes; local supervisor training courses.
- have completed the "Supervisor readiness checklist" ([Appendix 2.0](#)) before agreeing to take on the role.

If the co-ordinating education supervisor is an advanced practitioner:

- must have been working at advanced level for a minimum of 3 years. There should be clear justification for an advanced practitioner with less than 3 years' experience undertaking this role.

Associate workplace supervisors must:

- demonstrate expert knowledge and capability of the area of practice they are supervising.

There must be a delegate or replacement supervisor in the event the co-ordinating education supervisor is on leave for a prolonged period of 4 weeks or more.

Where supervisor standards exist in a specific area of advanced level practice (e.g. as set by a capability or curriculum framework, including a credential specification), these generic standards should be used to complement (rather than override) them.

These roles are defined in detail in Health Education England's (2020) [Workplace Supervision for Advanced Clinical Practice](#).

4.0 When should supervision take place?

The amount of supervision needed by a trainee advanced practitioner will vary dependent on the stage they are at, their personal learning needs and the practice context.

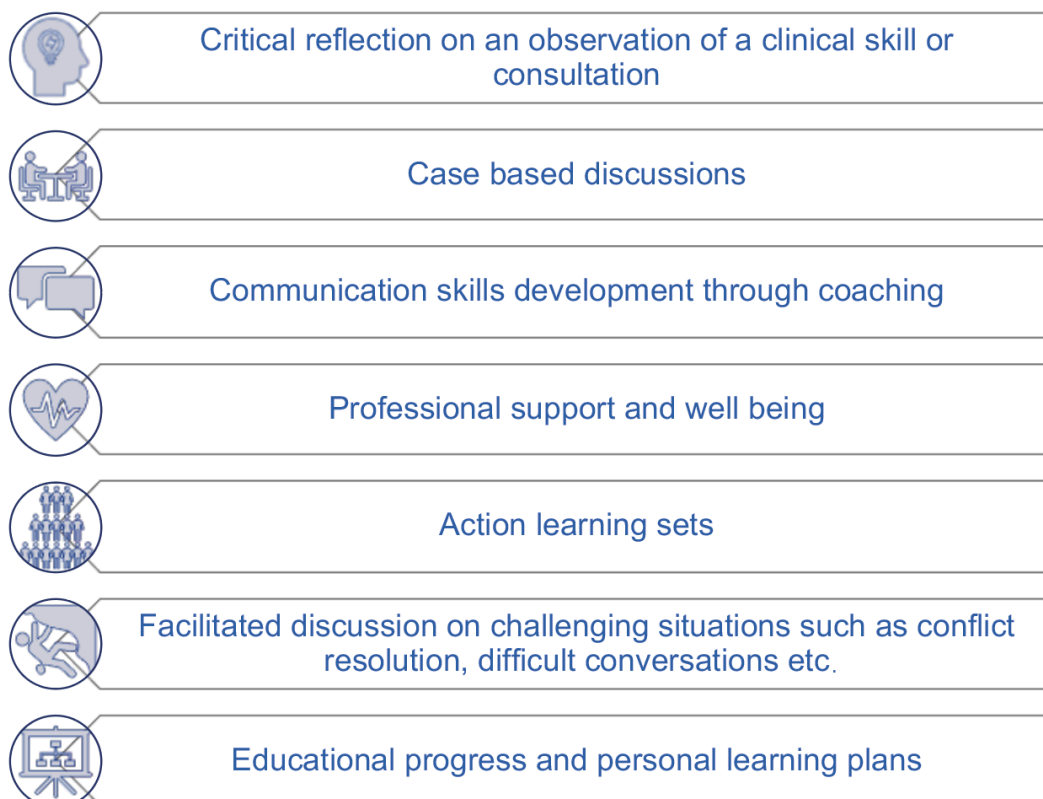
Minimum standards:

- To have a first meeting with the identified co-ordinating education supervisor at induction or no later than four weeks before commencing training to discuss a supervision plan.
- Throughout the period of training, a minimum of an hour of scheduled supervision every week; of which one in four (once a month) is a scheduled hour with the co-ordinating education supervisor.
- Time should be allocated in the job plan for both supervisor and trainee.
- Remaining weekly supervision may be with the co-ordinating education supervisor OR with an identified associate supervisor with knowledge and skills matched to the curriculum/competence/ capability focus of supervision for that week.

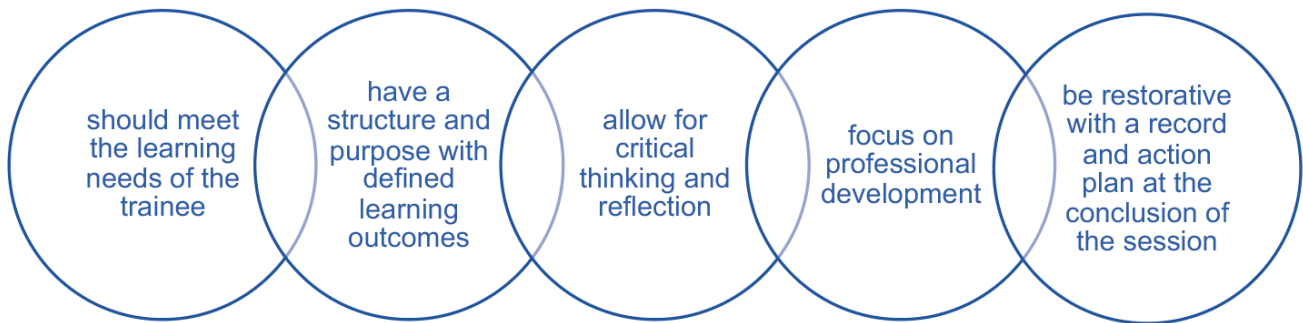
Scheduled supervision in advanced clinical practitioner apprenticeships should be within the off-the-job training time.

5.0 What does good supervision look like?

Supervision can take many forms. The diagram below illustrates just some of the different types of supervision a trainee could receive to support their development.



The five key elements of a supervision session



Minimum standards:

The following must be agreed/discussed at the first meeting with the identified co-ordinating education supervisor:

- the advanced practice curriculum/scope of advanced practice capabilities which is required for the trainee role;
- an individual learning needs analysis against the relevant curriculum/capabilities;
- a learning plan which clearly identifies workplace development;
- a supervision learning contract to set expectations and boundaries.

A tripartite review of academic and workplace development with the co-ordinating education supervisor, trainee and the Higher Education Institution (HEI) should occur once every 12 months at a minimum.

6.0 What are the trainee advanced practitioner roles and responsibilities in the supervisory relationship?

The success of the supervisory relationship is dependent on both the trainee and the supervisor actively engaging in the process.

Minimum standards:

The trainee advanced practitioner should:

- be appraised of their own scope of practice and responsibilities as a registered practitioner;
- actively contribute to supervision, seek feedback and recognise own development needs;
- work in partnership with their supervisor to negotiate and agree the learning plan, to address performance or support enhanced learning opportunities;
- complete a “Readiness to become an advanced practitioner checklist” ([Appendix 3.0](#)) to help identify learning needs.

References

References and further resources for managers, supervisors and trainee advanced practitioners.

NHS Health Education England (2020)

[Workplace Supervision for Advanced Clinical Practice: an integrated multi-professional approach for practitioner development.](#)

[NHS Health Education England Centre for Advancing Practice website](#)

NHS (2017)

[Multi-professional framework for advanced clinical practice in England](#)

[NHS Health Education England e-Learning for Healthcare, Advanced practice toolkit](#)

[The Permeable Practitioner](#) – ideas and resources to support health and care professionals to navigate uncertainty in everyday practice.

Martin, P., Copley, J. & Tyack, Z. (2014) Twelve tips for effective clinical supervision based on a narrative literature review and expert opinion. *Medical Teacher* 36:201-207.

[NHS Health Education England, The Centre for Advancing Practice, Credentials - Advanced Practice](#)

Appendices

1.0 Employer's advanced practice supervision action plan

The following checklist can be used to assess if the services in your organisation are meeting the minimum standards for supervising trainee advanced practitioners and to create an action plan to address any gaps.

Standard	Evidence	Action plan
Supervision for the trainee advanced practitioner is mandatory.		
The co-ordinating education supervisor must: <ul style="list-style-type: none">• be an experienced practitioner• have completed some formal supervisor development• have completed the "Readiness to Supervise" checklist before agreeing to take on the role.		
If the co-ordinating education supervisor is an advanced practitioner: must have been working at advanced level for a minimum of 3 years. There should be clear justification for an advanced practitioner with less than 3 years' experience undertaking this role.		
Associate workplace supervisors must: have expert knowledge and capability of the area of practice they are supervising.		
The trainee must have a named allocated co-ordinating education supervisor before commencing training in advanced practice.		

<p>Throughout the period of training, there must be a minimum of one hour of scheduled supervision every week; of which one in four (once a month) is a scheduled hour with the co-ordinating education supervisor.</p>		
<p>Remaining weekly supervision may be with an identified associate supervisor with knowledge and skills matched to the curriculum/competence/capability focus of supervision for that week.</p>		
<p>There must be a delegate or replacement supervisor in the event the co-ordinating education supervisor is on leave for a prolonged period of 4 weeks or more.</p>		
<p>The first meeting with the identified co-ordinating education supervisor should be at induction, or four weeks before commencing training, to discuss a supervision plan.</p>		
<p>The following must be agreed/discussed at the first meeting with the identified co-ordinating education supervisor:</p> <ul style="list-style-type: none"> • the advanced practice curriculum/scope of advanced practice capabilities which is required for the trainee role • if no national curriculum exists, agreement of capabilities to be achieved at advanced level must be approved by the employer • an individual learning needs analysis against the relevant curriculum/capabilities • a learning plan which clearly identifies workplace development • a clinical supervision learning contract to set expectations and boundaries. 		

<p>Time must be allocated in job plans for both supervisor and trainee.</p>		
<p>Where a health professional is developing in advanced practice in a specialty/role with a nationally agreed curriculum, supervision arrangements should be guided by the relevant specialty curriculum.</p>		
<p>A tripartite review of academic and workplace development with co-ordinating education supervisor, trainee and the HEI should occur once every 12 months at a minimum.</p>		
<p>The trainee advanced practitioner should:</p> <ul style="list-style-type: none"> • actively contribute to supervision, seek feedback and recognise own development needs • work in partnership with their supervisor to negotiate and agree the learning plan to address performance or support enhanced learning opportunities • complete a “Readiness to become an advanced practitioner” checklist to help identify learning needs. 		

2.0 Supervisor readiness checklist

Guidance for supervisors

Supervision is an essential element of training to be an advanced practitioner.

If you have been asked to supervise a trainee advanced practitioner, it is important to ensure you have the experience, knowledge, and expertise to provide good quality supervision. Many registered health professionals will have received training in supervision. For example, you may have completed a supervision module as part of your MSc in advanced practice and if you are a doctor who is a **GMC accredited educational supervisor** then you will already have received training to support supervision at an advanced level. If you are new to supervising a multi-professional trainee advanced practitioner, are you ready to supervise health professionals with other registrations?

You just have to complete the checklist on the following pages to self-assess your readiness to supervise a trainee advanced practitioner. You can assess yourself as **fully ready**, **partially ready**, or **not ready**.

Factors suggesting readiness for Advanced Practice	Examples of evidence	Am I ready?	Personal Action Plan
I understand the importance of supervising the trainee advanced practitioner to ensure patient and practitioner safety.	HCPC standards of conduct, performance and ethics ; NMC Standards for student supervision and assessment .	Choose an item.	
I have time to provide a minimum of 1 hour of supervision to my trainee per week as a co-ordinating education supervisor/associate supervisor.	Job plans.	Choose an item.	
I understand the specific requirements of the advanced level practice MSc programme and/or credential that my trainee is undertaking.	HEI MSc programme handbook, credential specification or other national capability/ curriculum framework.	Choose an item.	

I understand the trainee's profession and education content of their pre-registration training.	Profession specific standards of proficiency.	Choose an item.	
I understand the advanced practice role my trainee is training to do and the skills, knowledge, and behaviours they need to be capable and competent to do it.	Advanced practitioner job description.	Choose an item.	
I understand the 4 pillars of advanced practice and how these can be supported and developed for my trainee.	Multi-professional framework for Advanced Clinical Practice in England.	Choose an item.	
I understand the core capabilities of advanced practice as articulated in the multi-professional framework for advanced clinical practice.	Multi-professional framework for Advanced Clinical Practice in England.	Choose an item.	
I understand my role as a co-ordinating education supervisor/associate supervisor in supporting a developing the trainee advanced practitioner.	Workplace supervision for Advanced Clinical Practice: An integrated multi-professional approach for practitioner development.	Choose an item.	
I have undertaken formal supervisor training to enable me to supervise my trainee advanced practitioner.	Examples of formal training include: Roadmap supervisor training; Clinical educator programmes; PgCert in Clinical education; Practice educator programmes; local supervisor training courses.	Choose an item.	

I know how to complete a learning needs analysis; a personal development plan and a learning contract to support my trainee's development.	Documentation review.	Choose an item.	
I know how to assess my trainee's capability and competence to undertake newly learned skills and how to evidence this has been achieved.	Specialty curriculum frameworks; portfolio of evidence; HEI led practice assessments.	Choose an item.	
Supervision sessions with my trainee are planned and prioritised each week to monitor progress.	Job plans; clinic rotas.	Choose an item.	
I am aware that over extended periods of absence of more than 4 weeks, I must liaise with my line manager to appoint another supervisor to supervise the trainee.		Choose an item.	
I have ongoing support for my role as a supervisor and have negotiated protected time to undertake this responsibility.	Job plan; appraisal documentation; participation in supervisor forums; peer support; supervision sessions.	Choose an item.	
I know who the advanced practice lead for the organisation is and how to access support if my trainee runs into difficulties.	Organisation policy.	Choose an item.	

3.0 Readiness to become an advanced practitioner

If you are aspiring to be an advanced practitioner or are already in post and applying for funding to complete your advanced practice MSc, it is important to understand the expectations and commitment needed to train for this role.

The following checklist is for aspiring and trainee advanced practitioners to self-assess their readiness for advanced practice training. You can assess yourself as **fully ready**, **partially ready**, or **not ready**.

Factors suggesting readiness for Advanced Practice	Examples of evidence	Am I ready?	Personal Action Plan
I understand the 4 pillars of advanced practice and how these are an integral part of the advanced practice role.	Multi-professional framework for advanced clinical practice in England	Choose an item.	
I understand the core capabilities of advanced practice as articulated in the multi-professional framework for advanced clinical practice.	Multi-professional framework for advanced clinical practice in England	Choose an item.	
I understand the advanced practice MSc programme/curriculum/credential that I am undertaking and how this relates to my role.	HEI programme handbooks; credential; specialist AP curriculum e.g. RCEM ACP curriculum and assessment	Choose an item.	
I have an agreed scope of practice that details the requirements and limitations of my role.	Scope of practice; job description	Choose an item.	
I meet the HEI academic requirements for enrolling on an advanced practice MSc programme.	HEI programme handbook and website.	Choose an item.	

I know how often I am expected to attend lectures and study days at the university and have agreed protected time with my manager to join these.	HEI programme handbooks	Choose an item.	
I know how much additional study time is recommended by my programme and have agreed a plan with my manager to enable this.	HEI programme handbooks	Choose an item.	
A co-ordinating education supervisor has been identified for me before I commence my training and they have completed the advanced practice supervisor's readiness checklist.	Workplace supervision for advanced clinical practice: An integrated multi-professional approach for practitioner development	Choose an item.	
I have associate supervisors who can support and assess me across all 4 pillars of advancing practice.	Workplace supervision for advanced clinical practice: An integrated multi-professional approach for practitioner development	Choose an item.	
I understand the importance of engaging in regular supervision and the assessment of capability to ensure patient and practitioner safety.	HCPC standards of conduct, performance and ethics; NMC Standards for student supervision and assessment;	Choose an item.	
I have an agreed job plan that covers all 4 pillars of practice, allows for a minimum of 1 hour of supervision per week and has additional, independent study time agreed.	Job plan	Choose an item.	
I understand I should complete a learning needs analysis; a personal development plan and a learning contract with my co-ordinating education supervisor to guide and support my development.		Choose an item.	

<p>I understand I must work in partnership with my employer, advanced practice lead, HEI and the Regional Faculty for Advancing Practice to proactively identify any supervision issues, learning environment needs or difficulties in achieving learning objectives that may affect my progression to try to find a resolution.</p>	<p>HEE commitment statement</p>		
<p>I know who the advanced practice lead for the organisation is and how to access support should difficulties arise.</p>	<p>Organisation policy</p>	<p>Choose an item.</p>	