



Practice Supervisor and Assessor Support Guide

**Information and Guidance on Student Supervision and
Assessment in practice including completion of the ePAD.**

Introduction

This resource has been created by NHS GGC Practice Education Team.

The Purpose of this resource is to give you extra information and guidance around the completion of the electronic Practice Assessment Document (ePAD) . It also includes guidance for completion of assessments, grading and escalation of practice concerns.

Throughout this guide, there are links and QR codes which will direct you to some examples from the paper PAD. There are also visual examples used from the ePAD*

For guidance on completion of the Paper PAD and documentation, please click [here](#)



***The paper PAD examples used for this resource were obtained from the University of Glasgow PAD and the visual ePAD examples are from Glasgow Caledonian Universities test site. These examples do not contain actual student information and were created for training purposes**



Navigation

Please scroll or use tabs below to navigate this resource:

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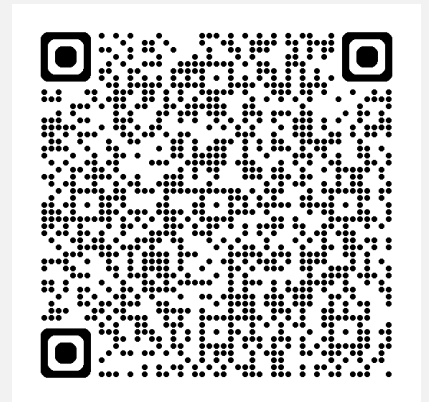
Getting Started/ ePAD overview

The Electronic Practice Assessment Document (ePAD) is hosted on TURAS.

Staff must have access to TURAS to complete a student's ePAD.

In order to access the ePAD, Practice Assessors and Supervisors must provide students with the email address they use to login to TURAS. This is usually your NHS email address.

Please note: TURAS does not automatically update your email address and this needs to be done manually. If you provide the student with the incorrect information, you will not be able to gain access to the ePAD. For more information on how to update your TURAS login, please click [here](#) or scan QR code below.

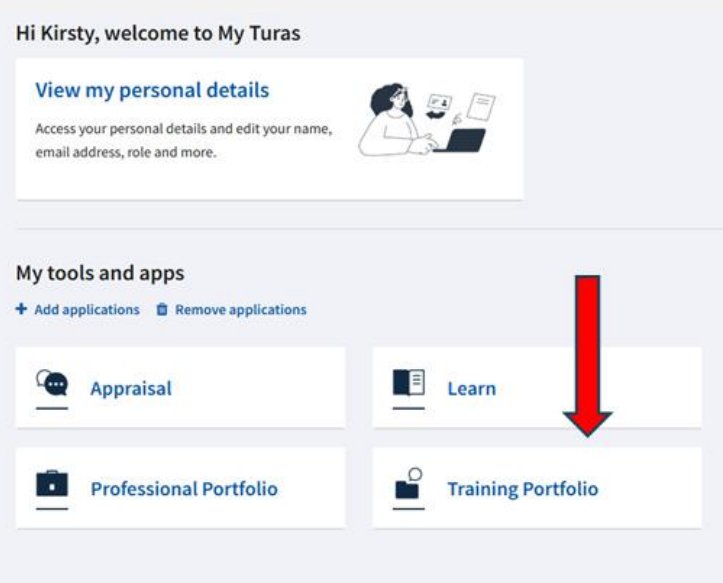


Once the student has granted their PS/PA access to the ePAD. The PS/PA can log in to TURAS and view this.

Once logged in and on the home page, a "training portfolio" tab will appear. Some staff may already have this tab.

Click on the training portfolio tab and your allocated students name should appear.

Click on the student's name to view ePAD.



Your Roles	
Practice Assessor	
Students you are practice assessor for:	
^Name	♦Reg No
Andrea Mackay	←
Boris Wilson	
Faith Lyman	
Vanessa Hill	

Once opened, you will find information at the top of the page about the student's name, field of practice, which part of the programme and placement they are on.

Student Details



Name: Faith Lyman

Email: faith.lyman@caledonian.ac.uk

Matriculation Number: 1366484

Programme Start Date: 03/12/2024

University: Glasgow Caledonian University

Student Type: Initial entrant

Cohort: 2024

Field: Mental Health

Part: Part 1

Placement: Placement 1 (02/03/2026 - 12/04/2026)

Practice Assessor: [Gary Assessor](#)

Practice Supervisor: [Gemma Supervisor](#)

Academic Assessor: [George Academic](#)

Access Management

Download

Platforms and Proficiencies

Skills

Procedures

Forms

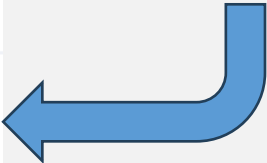
Create Forms

Personal Library

Once the student has granted their allocated PS/PA access, their names will appear here



The tabs below this information, is where you will find all the ePAD documentation



Access Management tab

This tab acts as a "record of signatures". It will show the names, roles and email addresses of those who have previously had access to this student's ePAD and who currently has access. This is why it is encouraged to use your NHS email address. Students also use this tab to grant or rescind access.

Access Management

Professional Role

All

Status

All

Show

10

 entries

↕Email	↕Name	↕Start Date	↕End Date	↕Professional Role	↕Status	Actions
carla.chef@example.com	Carla Chef	16/01/2025	28/03/2026	Care Home Education Facilitator (CHEF)	Active	
gary.assessor@example.com	Gary Assessor	13/01/2025	31/03/2026	Practice Assessor	Active	
gemma.supervisor@example.com	Gemma Supervisor	16/01/2025	31/03/2026	Practice Supervisor	Active	
george.academic@example.com	George Academic	09/02/2026	31/12/2026	Academic Assessor	Active	

Showing 1 to 4 of 4 entries

Previous

1

Next

Platforms and Proficiencies tab

In this tab, you will find all the proficiencies associated to the PART of the programme the student is currently on. Please note: students have a full year to achieve these and they should **not** all be signed off within one placement. However, **all** of these **must** be completed if a student is on the final placement of that academic year. For more information on Platforms and Proficiencies, please refer to the Platforms and Proficiencies Information section of this resource.

Platforms and Proficiencies

Platform 1: Being an accountable professional

11 out of 20

1.1 understand and act in accordance with The Code (2018): Professional standards of practice and behaviour for nurses and midwives, and fulfil all registration requirements

All statements outlined as part of The Code (NMC 2018)

PART 1 - Dependent ⓘ Demonstrates

Achieved (Gemma Supervisor 26/02/2026)

1.2 understand and apply relevant legal, regulatory and governance requirements, policies, and ethical frameworks, including any mandatory reporting duties, to all areas of practice, differentiating where appropriate between the devolved legislatures of the United Kingdom

The Code (NMC 2018)12.1; 14.3; 16.1; 16.2; 16.3; 17.3; 18.2; 20.4; 23.1; 25.2

PART 1 - Dependent ⓘ Demonstrates

☐ Achieved

Save Changes

These are signed off using the tick box next to the proficiency.

Once clicked as "achieved", press the save changes button and confirm update.



Skills tab and Procedures tab

In these tabs, you will find the skills and procedures that students must achieve over the full programme. These can be signed off as achieved either through simulation or in practice. They do not have to be achieved in both. Please note: students have their full programme to complete these and therefore, it is not expected that students will have these all completed before their final placement prior to entering the register. For more information on this, please refer to the Skills & Procedures Information section of this resource.

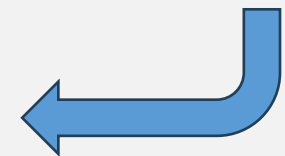
Communication and relationship management skills

1. At the point of registration, the registered nurse will be able to safely demonstrate underpinning communication skills for assessing, planning, providing and managing best practice, evidence based nursing care:

11 out of 12

Skill	Demonstrated safely in practice whilst acknowledging own limitations	Demonstrated safely through simulation whilst acknowledging own limitations
1.1 Actively listens, recognises and responds to verbal and non-verbal cues	☐ Achieved	☒ Achieved (Gary Assessor 04/03/2026)
1.2 Uses prompts and positive verbal and non-verbal reinforcement	☐ Achieved	☒ Achieved (Gary Assessor 04/03/2026)
Save Changes		

These are signed off using the tick box for simulation or practice. Once clicked as "achieved", press the save changes button and confirm update.



Create Forms tab

Within this tab, you will be able to create "Forms". By Forms, we mean any documentation used for student assessment such as Orientation/Preliminary meeting, Interim Assessment and Final Assessment. These options may look different dependent on your role within student supervision and assessment.

For more information on who can create which form and a list of what's required for each placement, please see the Additional Information section of this resource.

Create Forms		
Type	Supervisor	Actions
Development Support Plan	Academic Assessor, Care Home Education Facilitator (CHEF), Practice Assessor, Practice Education Facilitator (PEF) or Practice Supervisor	Create
Interim Feedback Meeting	Practice Assessor or Practice Supervisor	Create
Service User Feedback Form	Practice Assessor or Practice Supervisor	Create
Orientation And Preliminary Meeting Form	Practice Assessor or Practice Supervisor	Create
Final Performance Assessment	Practice Assessor	Create
Additional Notes	Academic Assessor, Care Home Education Facilitator (CHEF), Practice Assessor, Practice Education Facilitator (PEF) or Practice Supervisor	Create

To create a form, navigate to the form you wish to create and press the "create" button

Create Forms tab

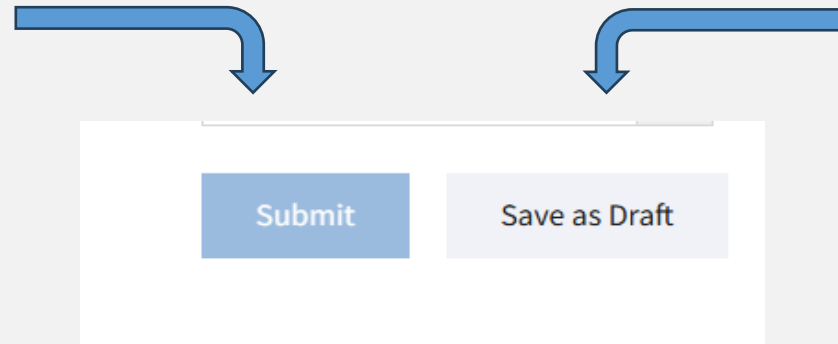
Once you have created the form and have completed it, you will have some options at the bottom of the page- Submit, Save as Draft or Cancel. Once a form is saved as a draft or submitted, it will then transfer into the "forms" tab.

Please note: you will be unable to create any forms until the student has submitted their Pre-Practice Learning Activities.

Once you have completed a form and are happy with the contents, use the submit button. This then sends the form to the student to be acknowledged and signed off.

Forms cannot be edited once they have been submitted.

Students will have opportunity to make comments on any forms created by the PS/PA. These are then sent back to the PS/PA by the student for final sign off.



If you haven't managed to complete the form and wish to come back to it later, Use the Save as Draft button. This can then be revisited.

Students are able to see that a draft has been completed but are unable to view the contents.

If a form has been saved as a draft, only the person who created this form can go back and edit it later. For example; If created by the PS, only the PS can edit/complete said form.

Forms additional information

Pre-Practice Learning Activities (PPLA)

The student must complete and submit their PPLA to their allocated PS or PA. You will not be able to create any forms until the student has done this. Once they have submitted the PPLA, the PS or PA should receive a notification that there are forms outstanding to be reviewed. An alert message will also appear when you access the training portfolio tab on TURAS.

To sign off any forms, navigate to the forms tab. When you see the correct form, click "Actions" then "sign off".

This will then open the form up to reviewed. At the bottom, there is a check box to confirm your acknowledgement. Press "update".

Confirmation	
Select Practice Assessor or Practice Supervisor to complete	Gary Assessor
Student Signature	Faith Lyman
Date Submitted	05/03/2026
Please ensure you check the PLE details given by the student match the placement details sign-off.	
I acknowledge these details *	
☐	
UpdateCancel	

Forms additional information

Placement Attendance Records (PAR)

Only the student can create Placement Attendance Records within the ePAD. Once the student has entered their hours for the week, they should be submitted to the PS or PA to be confirmed and signed off.

There is a separate PAR for each week that is listed within the record for each placement.

Placement Attendance Records

Placement start date	Placement end date	Placement number	Part	Total hours	Status	Actions
02/03/2026	12/04/2026	Placement 1	Part 1	36.00	In Progress	Actions ▼
12/04/2026	25/05/2026	Placement 2	Part 1		In Progress	View

Navigate to "Placement Attendance Records" within the forms section

Find the record for their current placement eg., placement 1

Click "Actions" then "View"

Forms additional information

Placement Attendance Records (PAR)

Once you have opened the correct record, you can see what hours the student has submitted for that week to be signed off. If there are any inaccuracies, you must ask the student to edit and correct these where appropriate and then resubmit for sign off.

Once these have been completed and on the final week, students must submit the PAR again for final sign off. To complete this, please follow the same process.

Weekly attendance records

Status key: P = Placement U = University DO = Day Off C = Compassionate leave S = Sick A = Absent (not sick)

Week no	Week beginning	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Total hours	Status	Actions
1	02/03/2026	DO	DO	12.00 P	12.00 P	12.00 P	DO	DO	36.00	Sent for sign-off Gary Assessor	Actions ▼
Total hours		36.00									
Total weeks		1									

If accurate, click "Actions" then "sign off " and open the form to update and complete.

Forms additional information

Final Assessment/ End of Part completion

The final assessment can only be created by the allocated Practice Assessor. Once submitted to the student, confirmed and sent back to the PA for final sign off, another question will appear at the bottom asking if this is a confirmation of completion of Part. **This box should only be selected as yes if the student is on their final placement of their current part and transitioning into the following year or onto the NMC register.** Otherwise, no should be selected here.

Practice Assessor Confirmatory Statement

I confirm that this student has
achieved the expected level of
Dependent through objective
evidence based assessments. *

☐

Please only select 'Yes' if this is the final placement of this Part/Year and a Confirmation of Completion form is required to be completed. If you are unsure, please check with your student.

Is this a Confirmation of Completion
of Part 1? *

☐ Yes

☐ No

Update

Cancel

Forms additional information

End of Part completion

If the student is end of part and you have selected yes to this question on the final assessment, an Alert will appear on the training portfolio homepage to create a confirmation of completion form.

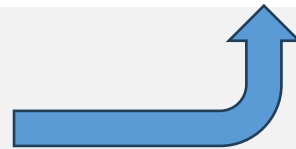
Portfolio - Educator Homepage

Educator Homepage

 **Attention!**

A confirmation of completion is now due to be completed for Faith Lyman [Create](#)

Click "create" on
the alert within
the training
portfolio
homepage.



Once
completed,
click
submit

Confirmatory statement - Practice Assessor

I confirm that in partnership with the ☒ nominated Academic Assessor, the student nurse has achieved all platforms and proficiencies at the Dependent level for Part 1 of the programme

Recommend progression to Part 2

Comments *

Submit

Save as Draft

Cancel



Forms additional information

Grading

For our Glasgow Caledonian University (GCU) and University of Glasgow (UoG) students, Grading is still to be completed on paper*. Students should come to placement with a booklet indicating their module outcomes and appropriate grading paperwork. There is no option to select a grade within the Final Assessment form- only Pass or Fail. Therefore, if a student is a non-complete placement (they have not achieved enough hours to be assessed) then this should be documented as a fail on the ePAD.

Practice Assessors are asked to add the grade they have awarded within the summative comments text box within the final assessment.

*For more information on grading students, please see the grading section of this resource

Overall Summative Assessment Comments *	Grade C awarded as per grading rubric.
Overall result for this PLE *	Pass
	Submit Save as Draft Cancel

Forms additional information

Documentation required for each PLE:

Document	Required for every PLE?	Created by	Who can complete/ sign off	Notes
Pre practice Learning activities	Yes	Student	PS or PA	Submitted to PS or PA before other forms can be created
Orientation and Preliminary meeting	Yes	PS or PA	PS or PA	To be completed within first 48 hours
Interim Assessment	Yes	PS or PA	PS or PA	Completed midway
Service User/ carer feedback	No	PS or PA	PS or PA	Only One required per PART (year)
Platforms and Proficiencies	Yes	N/A	PS or PA	Reviewed throughout PLE
Skills and Procedures	Yes	N/A	PS or PA	Reviewed throughout PLE
Final Assessment	Yes	PA only	PA only	Completed on last shift
Placement Attendance Record	Yes	Student	PS or PA	Submitted to PS or PA for review/ sign off
Additional notes	No	PS, PA, AA, PEF/CHEF or student	N/A- These only require sign off by creator if another user adds comment	For documenting any additional conversations/learning
Feedback from Additional Learning Opportunities	No	Student	PS from additional learning experience	Student must add PS from additional learning opportunity to ePAD to sign off.
Development Support Plan	No- only required if there are any practice concerns	PS/PA, AA or PEF/CHEF	PS/PA, AA or PEF/CHEF	Please discuss with AA and PEF/CHEF (if required) before implementing a DSP.
End of Part Confirmation	No- only for students transitioning to following year or NMC register	PA only	PA only	Discussion between PA and AA to agree on student progression

Recommended Timelines for PLEs

Pre Placement

Allocation emails sent to clinical areas
(SCN/TL or student link)



PS/PA assigned



Student contacts area for off duty



Student accesses learning resources
available on QMPLE



Student commences pre-practice
learning activities



Recommended Timelines for PLEs

First 48 hours

PS/PA gives student email addresses for ePAD access



Student grants access to ePAD and submits Pre-Practice Learning activities to be signed off



PS/PA reviews Pre-practice learning activities and signs off.



PS/PA creates Orientation/Preliminary meeting form and completes with student



Achievable skills, procedures and proficiencies identified. Additional learning opportunities discussed at this time. Provisional Interim and Final assessment dates agreed.



PS/PA submits form to be acknowledged by student.



Recommended Timelines for PLEs

Mid-way

PS/PA creates Interim Assessment form



PS/PA completes interim assessment.



PS/PA and student review Interim Assessment and discuss.



Skills and Procedures/ Platforms and Proficiencies reviewed. Date for Final assessment agreed.



PS/PA submits Interim assessment to be acknowledged and signed off by student.



Student confirms and signs off.



Recommended Timelines for PLEs

Final week/ shift

PA creates Final Assessment form.

PA completes final assessment.

PA completes Grading on paper
(GCU/UOG only)

PA and student review
Final Assessment and discuss, ensuring
achievable Skills, Procedures and
Proficiencies are signed off.

Student submits Placement Attendance
Records for final sign off. PA confirms/
signs off.

PA submits final assessment, student
signs off.

Comments on Final Assessment reviewed by PA
and **End of PART** confirmation selected/ completed
if appropriate



Orientation/ Preliminary Meeting

- Completed by PS or PA
- All elements of checklist need to be discussed
- Opportunity to identify achievable Proficiencies/ Skills and Procedures
- PS or PA can discuss learning opportunities within the area
- Identify areas of development for student

Interim Assessment

- Completed by PS or PA
- Opportunity for feedback, discussion and reflection of student's practice so far
- Identify learning needs and development goals for rest of placement
- Review of platforms and proficiencies/ skills and procedures

Final Assessment

- Completed by PA
- Evidence gathered from PS, other colleagues and service users where appropriate
- Grade calculated (GCU/UoG) using appropriate grading rubric
- Reflective discussion with student regarding overall Practice Learning Experience
- Opportunity for student feedback (please encourage and give students time to submit feedback on QMPLE)



Platforms and Proficiencies

There are 7 Platforms Identified as per NMC Future Nurse Standards.

Platform 1: Being an Accountable Professional

Platform 2: Promoting health and preventing ill health

Platform 3: Assessing needs and planning care

Platform 4: Providing and evaluating care

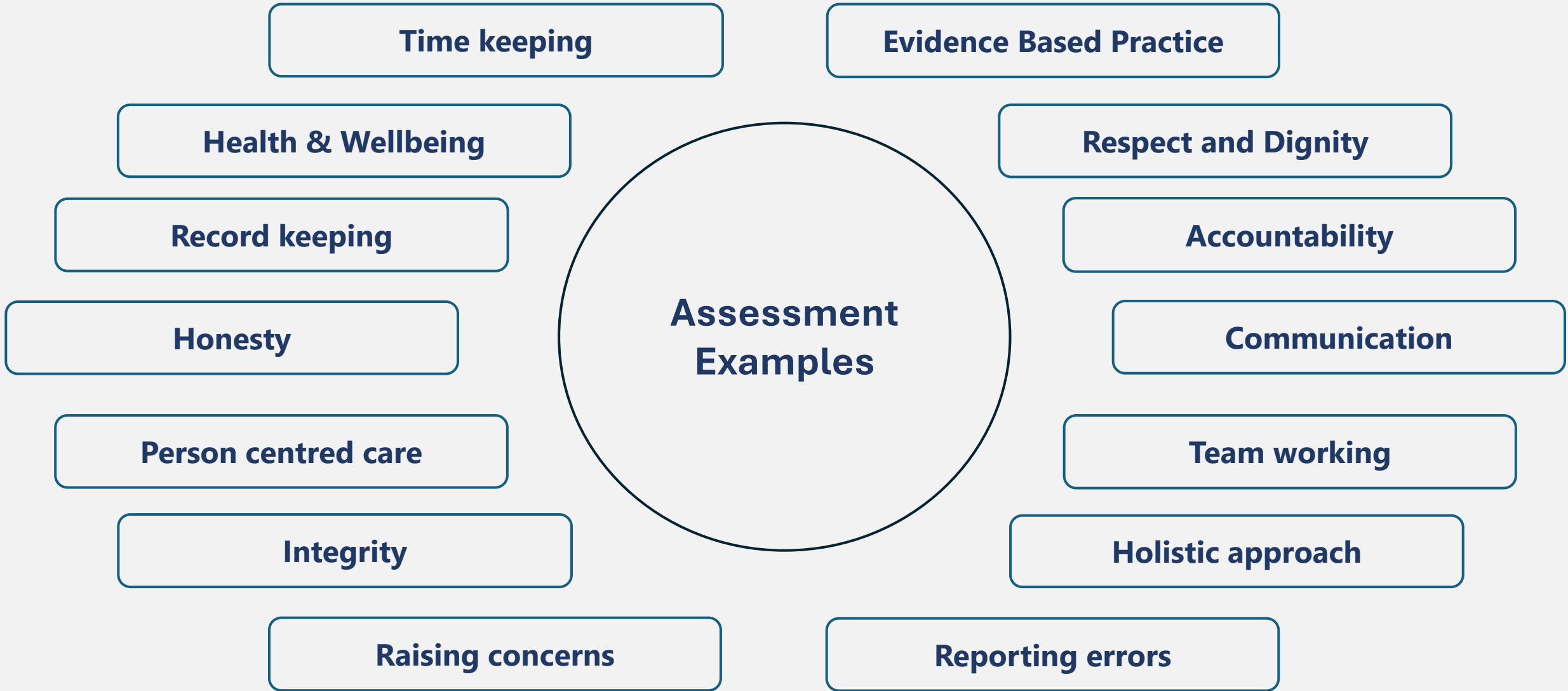
Platform 5: Leading and managing nursing care and working in teams

Platform 6: Improving safety and quality of care

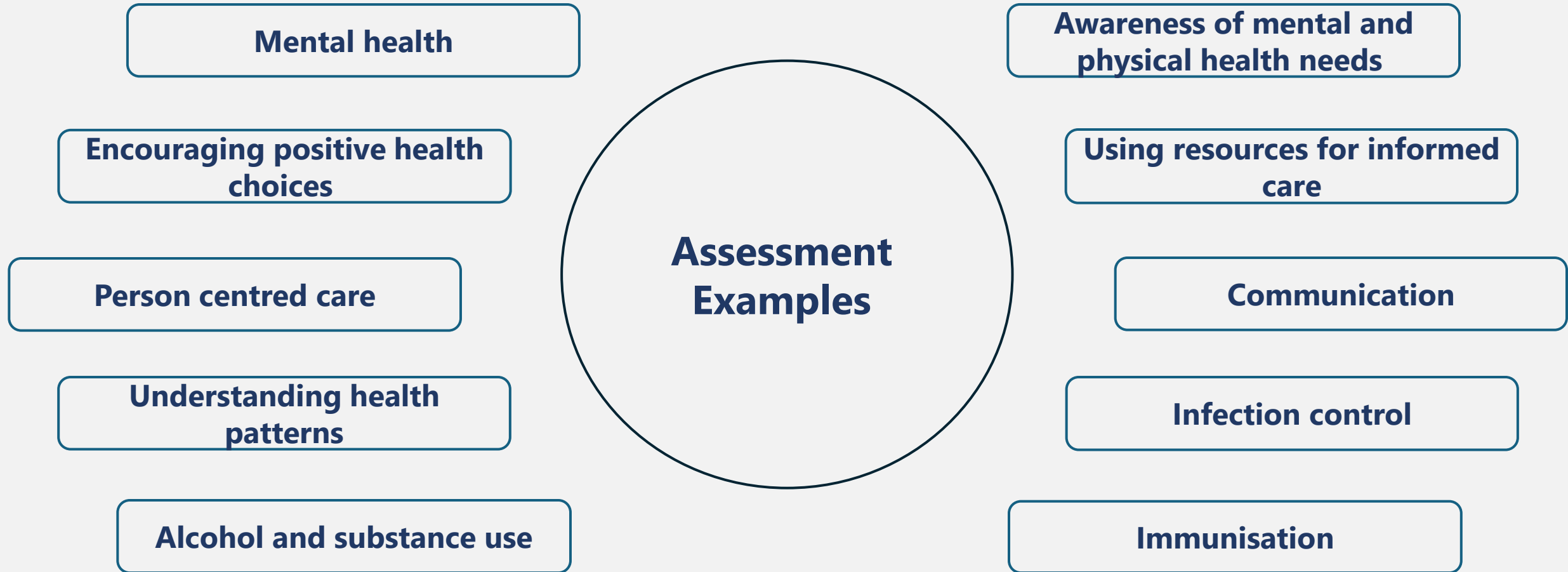
Platform 7: Coordinating care

Student Assessment is based upon these 7 Platforms.

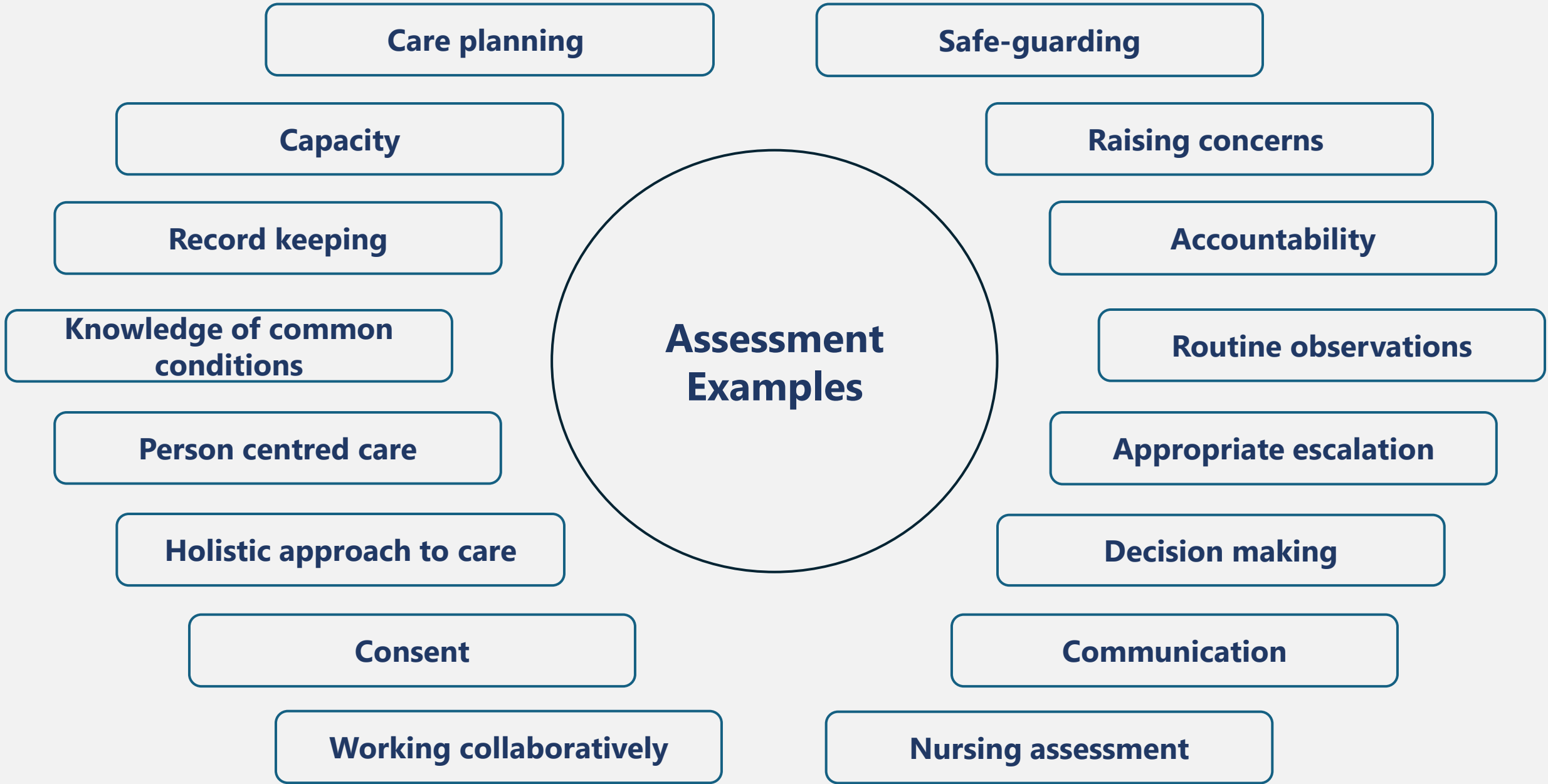
Platform 1: Being an accountable professional



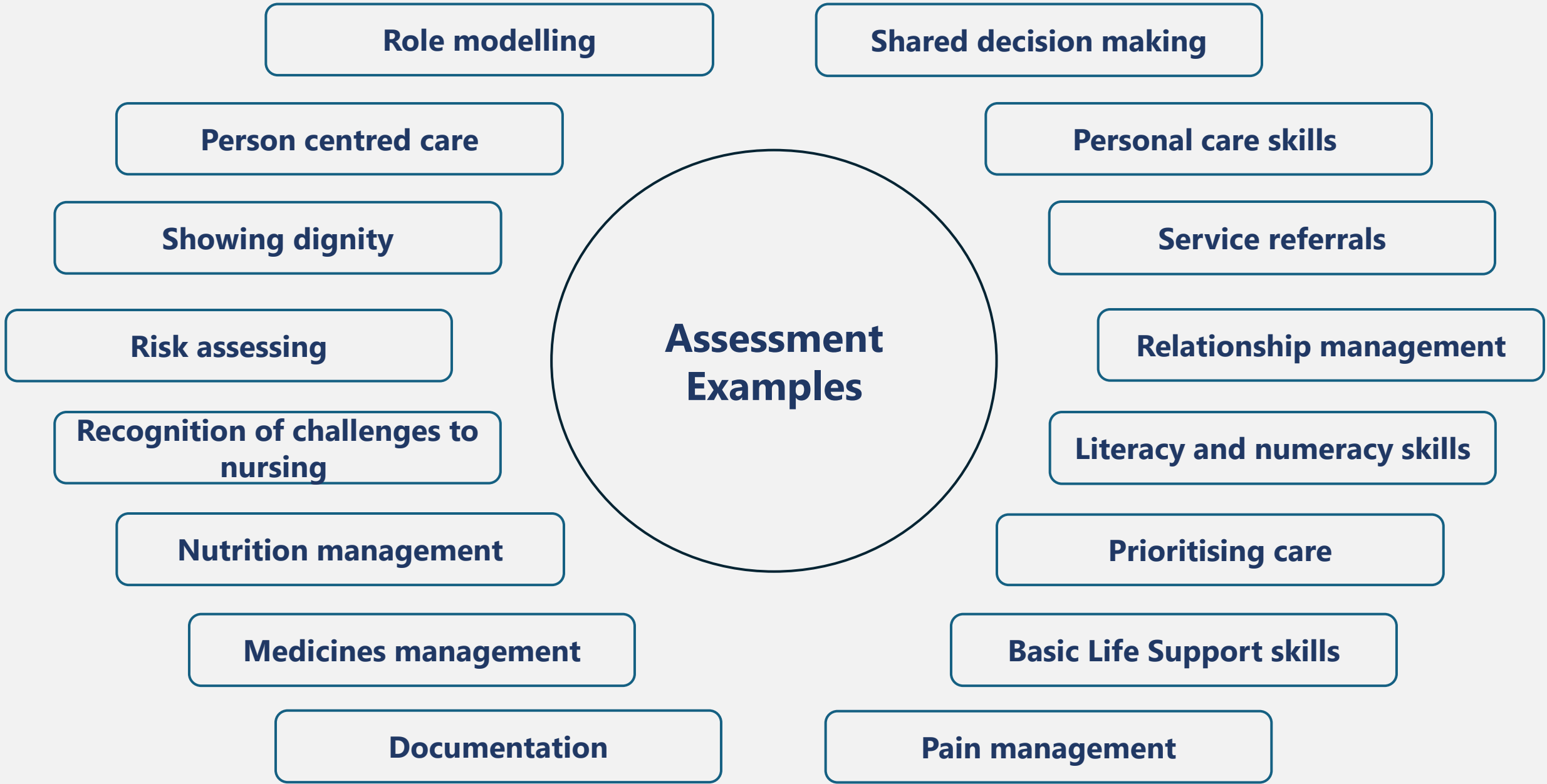
Platform 2: Promoting health and preventing ill health



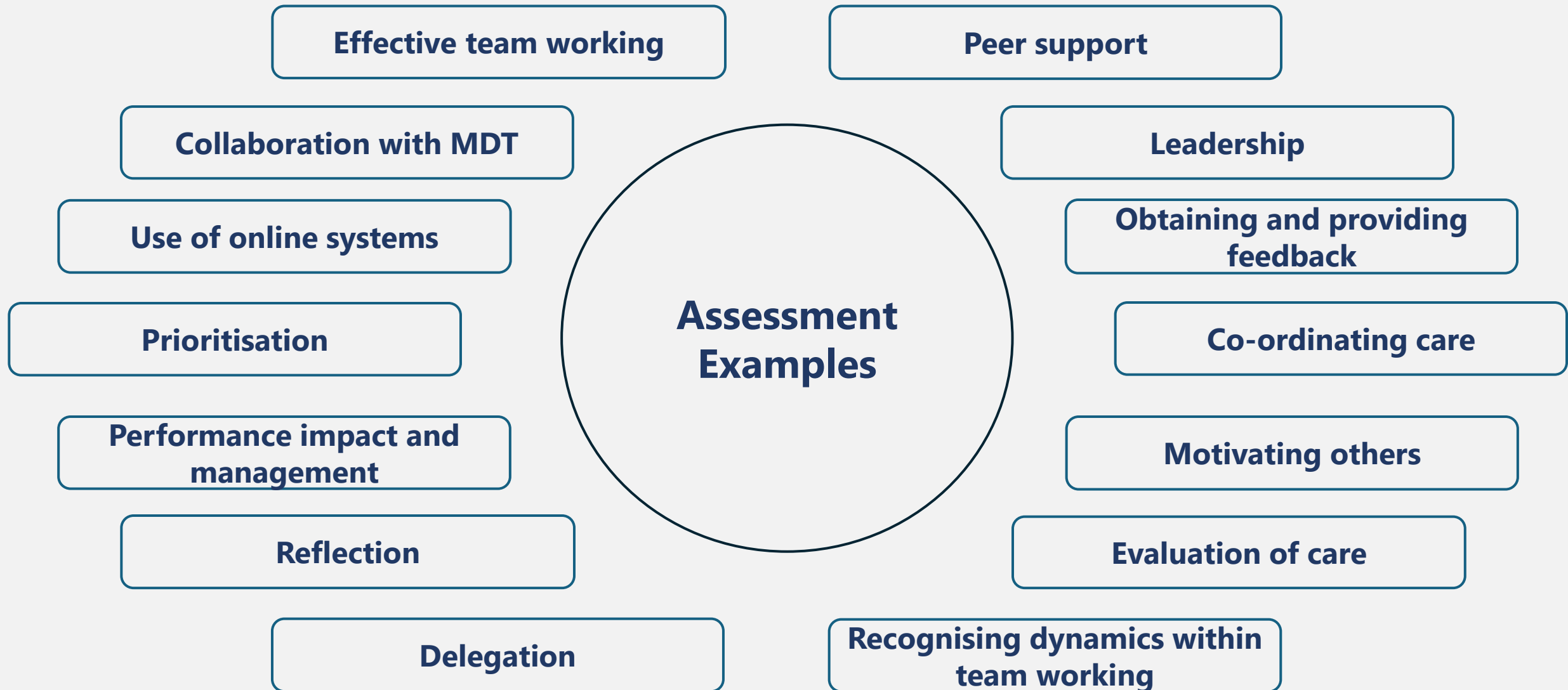
Platform 3: Assessing needs and planning care



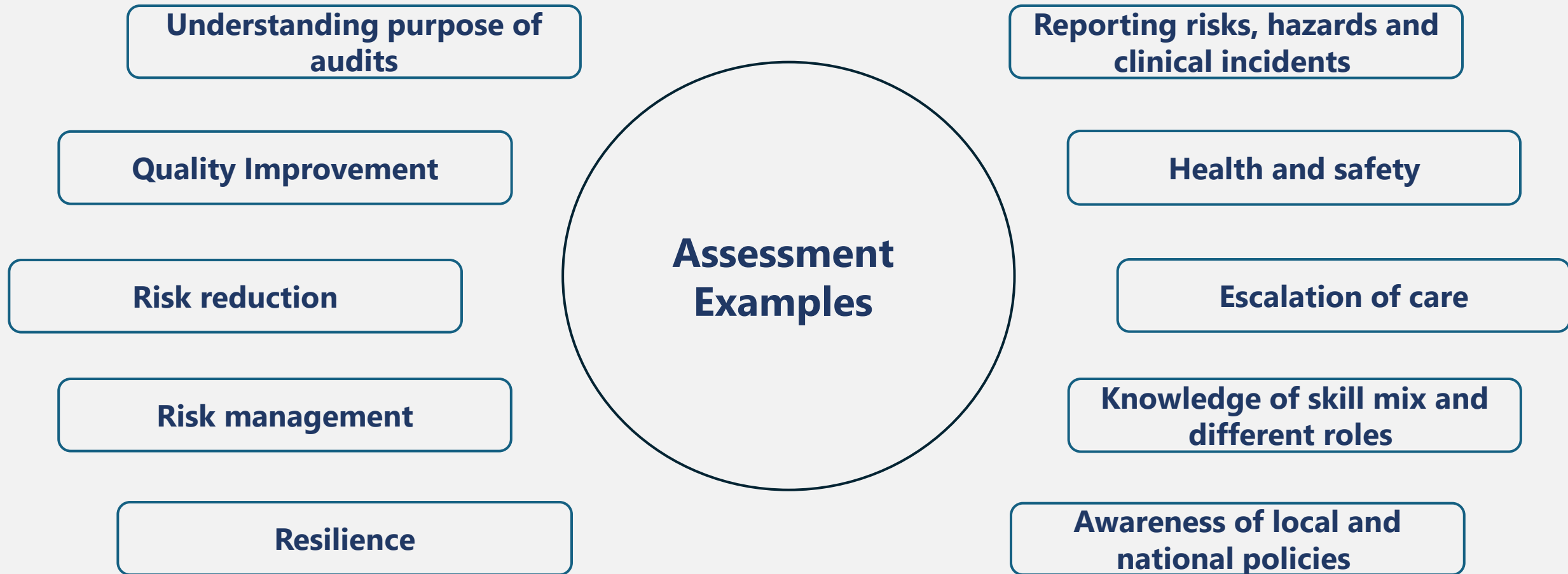
Platform 4: Providing and evaluating care



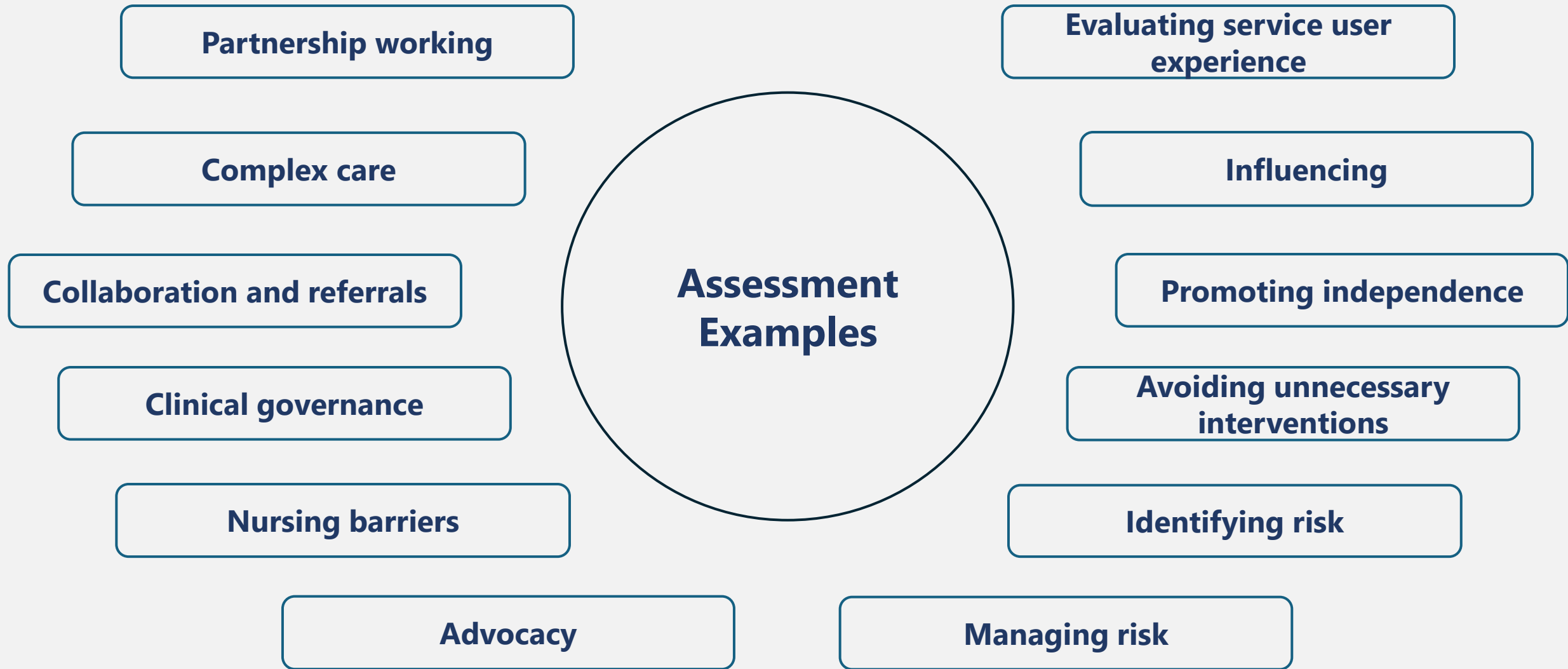
Platform 5: Leading and managing nursing care and working in teams



Platform 6: Improving safety and quality of care



Platform 7: Coordinating care

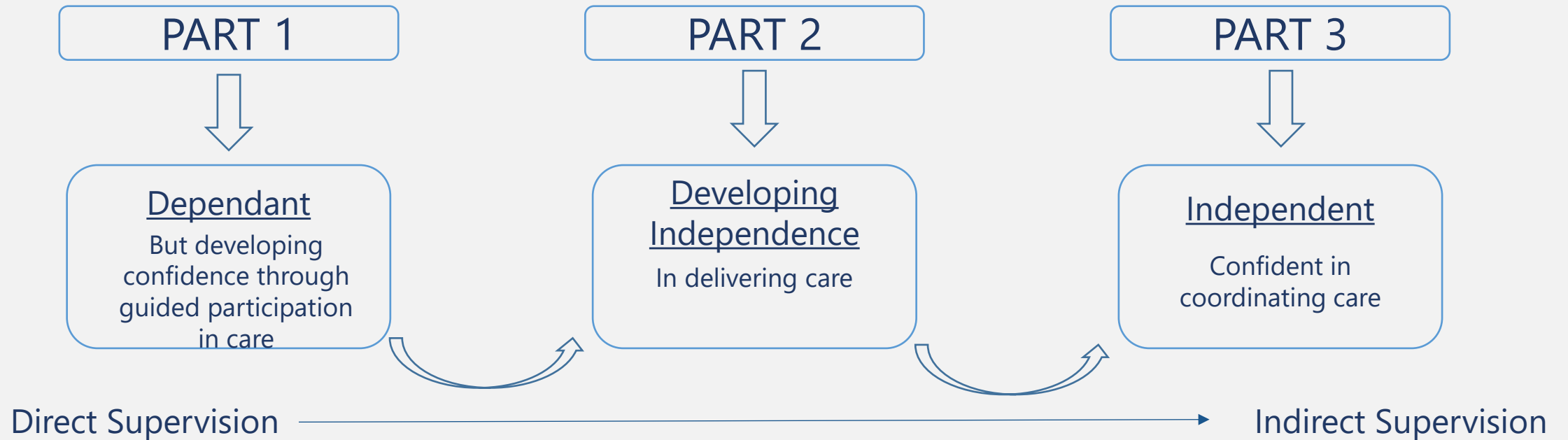


Proficiencies

Each Platform has associated proficiencies which are completed over a full PART (year) of the programme. Therefore, it is not expected for students to have all of these achieved during one placement especially the first placement of that PART.

When a student is on their final placement before progressing to the next PART of the programme- all of these **must** be achieved and signed.

These are based upon and assessed using the Participation in Care Framework, specific to each PART.



Scan QR code to view Platforms and Proficiencies or click [here](#)



Skills and Procedures

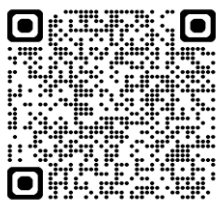
Skills and Procedures are completed over all three parts of the programme.

There are communication and relationship management skills and Nursing procedures that students must now be able to safely demonstrate on entry to the NMC register

Simulation can be used in exceptional circumstances, should this not be possible to complete in practice.

Skills and procedures should be reviewed and identified as achievable at the beginning of the PLE

Further guidance on limitations within skills and procedures can be obtained from your local PEF/ CHEF



Scan QR code to view West of Scotland Guidance for Skills and Procedures or click [here](#)

Scan QR code to view Skills and Procedures or click [here](#)



Grading Information

Grading is currently required for University of Glasgow students and Glasgow Caledonian University students only.

Grading is completed on paper and students will attend placement with a paper booklet for completion.

Each student is graded using a grading rubric specific to their university, participation in care level/ Part.

GCU

Each platform is graded individually using a specific grading rubric for each part. An overall percentage is then calculated using a formula to give a final grade.

UoG

Grading for UoG students is completed using a standard grading rubric specific to each part.

Resources

[GCU Grading Sheet](#)

[GCU Grading Rubrics](#)

[UoG Grading Rubrics](#)

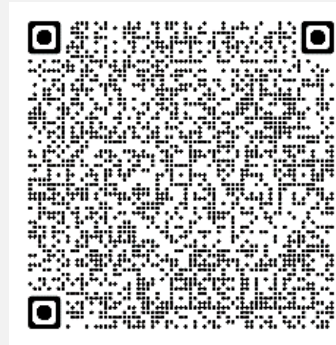
Practice Learning Support

PS/PAs and Student nurses have an individual Practice Learning Support Protocol which indicates steps to be taken should there be any concerns identified in practice. It's important that any development needs are identified as early as possible to allow due process to be followed and for the student to be given appropriate opportunity to improve their practice.

Practice Learning Support
Protocol:
Student



Practice Learning Support
Protocol:
Nominated PS/PA



The PEF/CHEF team are available for any guidance/support if required. You can find out who the PEF/CHEF is for your area [here](#) or you can contact us at ggc.practiceeducation@nhs.scot.

Development Support Plans

If required, a Development Support Plan should be created to document concerns and support the student to achieve their learning outcomes. The PEF/CHEF for your area can help with this.

Development Support Plans should be specific to the individual and are directly linked to Platforms and Proficiencies within student assessment.

A review date must be agreed between the PS and/or PA, AA and Student. It must be made clear to the student that if they are unable to achieve the requirements of their Development Support Plan then they are at risk of failing their placement.

On review, the Development Support Plan can be updated for continuation or signed off as achieved/not achieved.

The content of Development Support Plans on the ePAD is the same as the paper version. This is just completed in a different format. To view an example of a paper Development Support Plan, please click [here](#)

More paper examples are available [here](#) (scroll to Learning Development Support Planning)

Creating a Development Support Plan on the ePAD

Navigate to create forms and click to create a Development Support Plan.

Once opened, click on "Add Development Need"



Add Development Need

A Development Support Plan should be commenced when a student requires more support to achieve particular learning outcomes or professional standards.

This should be used to record any areas of concern and any development progress in relation to this. More information including an example can be found at [Policies, Guidelines and Protocols | Turas | Learn \(nhs.scot\)](#).

Add Development Need

Add/View Progress

Development Support Plan

Development need identified *

Boris demonstrates very limited theory, knowledge and skills in relation to medicine administration for current stage of pre reg nursing programme

Submit

Cancel

Use the free text box to enter development need then click "submit"



Creating a Development Support Plan on the ePAD

Development Need - 12/03/2026 - Created By Gary Assessor

Boris demonstrates very limited theory, knowledge and skills in relation to medicine administration for current stage of pre reg nursing programme

Add specific areas to be addressed

Edit Development Need

There are currently no specific areas for this plan.

< Go Back

Click "Add specific areas to be addressed"



Use free text box to input specific area to be addressed as seen in this example.

The next section contains drop-downs for each platform for you to select the proficiencies relevant to this specific area. Not all platforms need to be selected.

There is a link above these drop downs that will take you to a list of the proficiencies.



Development Support Plan

Development need identified

Boris demonstrates very limited theory, knowledge and skills in relation to medicine administration for current stage of pre reg nursing programme

Specific area to be addressed *

Boris is required to enhance their skills and knowledge to the required level in relation to medicine administration.

Related Platform number/ Proficiency (Please select all that apply)

For information on the related platform numbers please see [Platforms and Proficiencies/Skills and Procedures List for Re](#)

Platform 1: Being an accountable professional

-- Please Select --

Platform 2: Promoting health and preventing ill health

- ☐ Proficiency 1.1
- ☐ Proficiency 1.2
- ☐ Proficiency 1.3

Creating a Development Support Plan on the ePAD

Learning Resources/Actions *

- Revisit the Code (NMC)
- Review PAD/procedures
- Read the NHS policy of medication management and administration
- With your Practice Supervisor/Assessor participate in medication administrations

Evidence of achievement *

- Through discussion explain the policy and the importance for this policy
- Through participation, observation and/or discussion demonstrate proficiency
- Discussion, Q&A sessions.
- Evidence within medicine management workbook

Achievement/Review Date *



Submit **Cancel**

The next section is for Learning Resources/Actions, Evidence of Achievement, and an Achievement Review Date to be entered. Once complete, click "submit"



This is how the Development Support Plan will appear, the creator must then click "send for student acknowledgment". Following this, there will be an option to "view or add progress" where updates can be added.

Use the "actions" button to view the full Development Support Plan.



Date Created	Specific Areas To Be Addressed	Student Acknowledgment
12/03/2026	Boris is required to enhance their skills and knowledge to the required level in relation to medicine administration.	To be sent to student for acknowledgement
Send for student acknowledgement		

Practice Supervisor and Assessor Guidance

Each student must be assigned a Practice Assessor and Practice Supervisor

The Practice Assessor **cannot** be the Practice Supervisor for the same student

The Practice Assessor can be the Practice Assessor or Supervisor for different students simultaneously.

The Practice Assessor and Practice Supervisor **cannot** swap roles once allocated on ePAD

Students can work with other Practice Supervisors when their assigned Practice Assessor or Supervisor is unavailable.

Individuals completing student documentation are responsible for ensuring they are competent in student supervision and assessment. If they have no previous mentorship status or haven't completed TURAS modules, they should complete the self-assessment tool on TURAS to receive recommended learning: [click here for self- assessment](#)

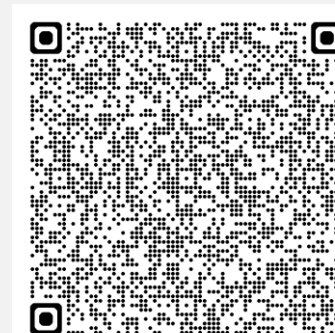
Useful tools for Practice Supervisors and Practice Assessors

NHS GGC Practice Education have created some resources and tools for Practice Supervisors and Practice Assessors that you may find useful. Please use the links below or scan appropriate QR code to access.

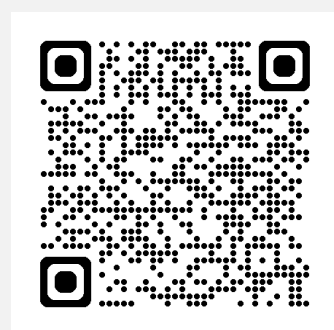
[ePAD Placement Documentation list](#)



[ePAD Placement Checklist for PS/PA](#)



[GCU Grading Calculator](#)



[Printable Platform Assessment Examples](#)



Additional Resources

[ePAD forms flowchart](#)

[PSPA preparation pathway](#)

[ePAD FAQs](#)

[Raising Concerns Framework](#)

[ePAD live demo](#)

[PS and PA role information](#)

[PAD Terminology](#)

[PEF/CHEF contacts](#)

[NHS GGC Practice Education webpage](#)

References and Further Reading

NHS Education or Scotland (NES) (2020). *Quality Standards for Practice Learning*. Edinburgh: NES available from:
[quality_standards_for_practice_learning_qspl.pdf \(scot.nhs.uk\)](#) [accessed 12/03/26]

Nursing and Midwifery Council (2023) *Standards framework for nursing and midwifery education (part 1)* NMC available from: <https://www.nmc.org.uk/standards-for-education-and-training/standards-framework-for-nursing-and-midwifery-education/> [accessed 12/03/26]

Nursing and Midwifery Council (2023) *Standards for pre-registration nursing programmes (part 3)* NMC available from: <https://www.nmc.org.uk/standards/standards-for-nurses/standards-for-pre-registration-nursing-programmes/> [accessed 12/03/26]

Nursing and Midwifery Council (2018e) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* NMC available from: <https://www.nmc.org.uk/standards/code/> [accessed 12/03/26]

References and Further Reading

NHS Education for Scotland (NES) 2025 *National Framework for Practice Supervisors, Practice Assessors and Academic Assessors in Scotland* . NES available from: [National Framework for Practice Supervisors, Practice Assessors and Academic Assessors in Scotland Updated Jan 2025 | Turas | Learn](#) [accessed 12/02/26]

Nursing and Midwifery Council (2018) *Future nurse: Standards of proficiency for registered nurses* NMC available from: [future-nurse-proficiencies.pdf](#) [accessed 12/03/26]

Nursing and Midwifery Council (2018) *Standard for Student supervision and assessment* NMC available from: [standards-for-student-supervision-and-assessment.pdf](#) [accessed 12/03/26]

This resource and subsequent linked resources may be provided in an alternative format upon request. To request these, please contact us at ggc.practiceeducation@nhs.scot