

Guidance for Professional Advocate Supervisors to support PA's completion of the PA competency portfolio

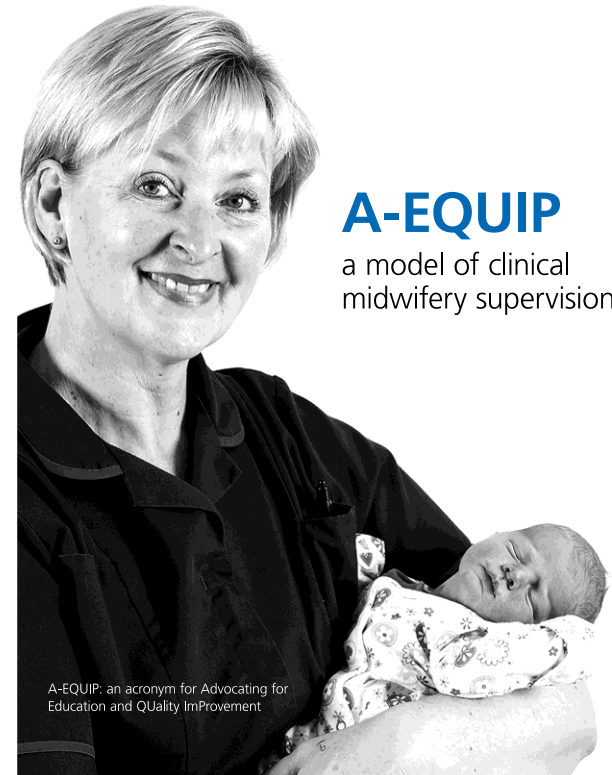
Three Counties School of Nursing and Midwifery

University of Worcester

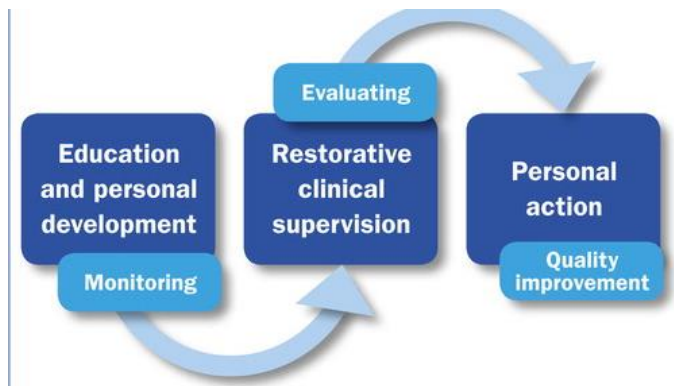
MACP4010

MACP4010 Professional Advocate module

- Thank you for agreeing to be a Professional Advocate Supervisor acting as support for student Professional Advocates (PA) within this module
- This is an important role and vital for the support of students to achieve competency and proficiency within the PA role
- You will provide face to face or virtual support for the student, including regular meetings throughout the module, will assess the student against the domains and must sign all competencies for the student to pass the module
- We recommend at least 3 meetings, early within the module, mid way and a final meeting to agree competency proficiency



MACP4010 Professional Advocate module



- The Professional Advocate module is specifically designed to enhance the skills and knowledge of healthcare professionals wishing to undertake the role of Professional Advocate and who are considered by the employing NHS Trusts to be eligible to become Professional Advocates (PA). It will also enable nurses, midwives or other healthcare practitioners to fulfil the role of PA and develop competence to deploy the elements of the Advocating for Education and Quality Improvement (A-EQUIP) model. This is a model of clinical supervision initiated by NHSE (2017).
- The module prepares practitioners to demonstrate understanding of the role of the PA, to include providing support to enhance health and wellbeing; developing education and training to progress knowledge and skills; and leading personal action for quality improvement practices to ensure that the patient group and families experience safe, enriching care.

Have a positive impact on the immediate wellbeing of staff



Staff feeling valued by their employers

Significantly reduce stress whilst maintaining compassion



Significantly reduce burnout

Improve job satisfaction



Increase enjoyment related to work

Improve working relationships and team dynamics



Help staff manage...

Pre module activity

Prior to commencing the module, students are expected to access and complete 2 e-learning modules:

Module 1 – The A-EQUIP Model

Module 2 – The Role of a Professional Midwifery Advocate

NHS Healthcare professionals can access these via:

The Electronic Staff Record (ESR) e-learning via
<https://my.esr.nhs.uk/>

Midwives can access these via:

<https://www.e-lfh.org.uk/programmes/midwifery-supervision/>



Structure of the module

NHS England states that the PA module should consist of up to 10 days of blended learning. Six of those will be taught study days provided by the University of Worcester and the remaining four days are based within the employing organization, working with existing PA's to complete the competency portfolio. Whilst undertaking the module, students must demonstrate proficiency in all competencies through successful completion of theoretical and practical assessments

Prior to commencing this module there are key texts and online learning that should be accessed. In addition, it is estimated that they will use additional time each week on reading, studying, preparing assignments, gathering material, collating and uploading evidence for the competency portfolio

Professional Advocate Supervisor

- PA students are required to have an appropriately qualified PA supervisor, to work with them in practice. The PA supervisor will assess the student against the domains and must sign all competencies for the student to pass the module
- The evidence provided to the PA Supervisor will be gained through the PA activities carried out in practice and during the course demonstrating proficiencies in all the competencies across the 4 functions
- The completed competency portfolio will be submitted for moderation by the Group Tutor



Role of Professional Advocate Supervisor

- Provide support for the student, including face to face or virtual discussions
- Discussions to include;
 - own view of the PA (PMA) role
 - gathering of evidence for competencies
 - what constitutes suitable evidence
 - facilitating introductions for meetings if relevant
 - views on restorative clinical supervision sessions (RCS)
 - discussion on reflections of student led RCS sessions
 - collaborative working to resolve concerns relating to evidence



Content of the competency portfolio

- **Section 1: Brief Introduction**
 - Rationale as to why the student PA undertook this course
 - Two **SWOT** (Strengths, Weaknesses, Opportunities, and Threats) analysis
- **Section 2: Action Plan**
 - SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals to produce an Action Plan to support learning during the programme
- **Section 3: Restorative Clinical Supervision (RCS) Reflections**
 - 2 reflective accounts following completion

Section 4 The competency portfolio

- The competencies have been developed using the work from [A-EQUIP a model of clinical midwifery supervision](#) (NHS England, 2017). A-EQUIP is an acronym for advocating and educating for quality improvement.
- The competencies were developed by the NHSE supervision task force, are aligned to the 4 domains within the A-EQUIP model and follow the CQC 5 key lines of enquiry
- These five areas address the key priorities of every service, determine quality and identify risks:
 - Safety and quality improvement, Effective, Caring, Responsive, Well-led

The competency portfolio (cont'd)

- The competency portfolio supports the learning outcomes outlined in the module specification for MACP4010 PA based at the University of Worcester. The competencies are designed to support the acquisition of skills and experiences to demonstrate the achievement of the A-EQUIP competencies. This is underpinned by the NMC Code Professional standards of practice and behavior for nurses, midwives and nursing associates (NMC 2018).
- The requirement to undertake lifelong learning, demonstrating competence and improving performance is a tenet of the Code and reflects the importance of ensuring patient safety.
- This is a mandatory element of the course and successful achievement is required to be accredited as a PA by the University of Worcester.



Assessment of the evidence provided for the Competency portfolio

The evidence will be judged by the PA supervisor using the following criteria:
Each competency signed by the PMA supervisor confirms completion of each competency based on a satisfactory level of evidence provided

Relevance	that each item is related to the four functions aligned to the competencies
Authenticity	that evidence is clearly the student's
Quality	the learning is analytical, is not overly descriptive and is detailed
Currency	The student's PMA and A-EQUIP knowledge and skills are up to date
Evidence based	that what the student is doing in practice is based on the best available evidence

Signing the portfolio competencies

- This should ideally be an ongoing process but must be completed by the submission date
- The PA Supervisor name, signature and NMC pin number must be added as outlined within the Portfolio Exemplar
- The student should provide evidence for each competency and be prepared to support this in your discussions
- Examples of evidence can be found within the Portfolio Exemplar
- Evidence can be used more than once but there should be a sufficient variety to support the achievement of competencies
- There should be no breach of confidentiality

PA Supervisor concerns

- If you have any concerns about the engagement or competency of the student during the module, or feel unable to sign any competency, having had sufficient opportunity to engage with the student, please contact the student's group tutor. The student will have their contact details

