



## Supervision

How much supervision do we give student?

The following documents are useful in understanding the level and model of supervision that we offer students:

- [Nature and level of supervision](#)
- [Models of supervision](#)
- [Physiotherapy framework](#)
- [Delegation of activities to support workers](#)
- [Record keeping guidance](#)
- [Service quality assurance standards](#)

Registered health professionals are accountable for the care of their patients; they remain professionally accountable for the appropriateness of any delegated duties and acts or omissions of care undertaken by students or support workers who they are supervising.

When we delegate our caseload to students or support workers, they are responsible for their actions, but we as registered professionals are accountable for the care given.

The difference is when we assign work to support workers i.e., groups/clinics. When we assign work, they are both responsible and accountable for the care given.

## How much supervision do we give our students?

Ultimately, the level of supervision required for each student is decided by the practice educator on an individual student basis.

The answer to the level of supervision is simple, is its usually decided by a combination of 3 factors:

1. Our accountability to our patients continues even when we delegate to another person.  
[Delegation of activities to support workers](#),  
[Record keeping guidance](#)
2. The relationship between practice dimensions/Levels of Practice  
[Physiotherapy framework](#), [Nature and level of supervision](#)

3. Physiotherapy services must continue to meet professional, legal and ethical standards.

[Service quality assurance standards](#)

## Who can supervise Physiotherapy students?

The simple answer to who can supervise physiotherapy students is any individual who has the relevant knowledge, skills, experience, and abilities to help students learn on practice placements.

A receptionist can teach students the triage systems.

A project manager

A nurse

A support worker

A physiotherapist

[The HCPC standards of education and training Set 5:5](#) states:

### **5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.**

#### **Guidance**

This standard is about making sure there is enough support for learners to take part in safe and effective practice-based learning.

By 'staff' we mean practice educators, as well as others working in the practice-based learning environment or setting.

We recognise that there are different models of practice-based learning and the level of day-to-day supervision or involvement of practice educators and other staff can vary among programmes. As a result, we do not say how many staff must be present at practice-based learning, how exactly they must be involved or what their qualification and experience levels must be.

However, you must be able to justify what you consider to be a suitable number of staff for the number of learners and the level of support specific learners need. For example, a one-to-one relationship may be needed for some professions or programmes, while there may be four or five learners to one member of staff in others.

We also expect you to make sure that the qualifications and experience of staff are appropriate to the specific aspects of practice-based learning they are involved in, and that they are able to effectively support learning and assessment.

Some professional bodies play an active role in providing advice on staff-to-learner ratios. You should contact these professional bodies for further guidance in this area, where relevant.

## Who can assess Physiotherapy students?

The CSP advocates that a student should have one main HCPC registered educator/supervisor/assessor who would be responsible for the student and carry out the placement assessment.

However, the HCPC do not say that educators must be physiotherapists registered with the HCPC.

The HCPC would normally expect educators to be registered with the HCPC in the relevant profession, however, there are those appropriate to carry out this role with relevant knowledge, skills and experience who are well suited to support and develop learners in a particular area.

[HCPC Standards of education and training guidance Set 5:6](#)

**5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.**

**Guidance**

This standard is about how you make sure that practice educators are suitable and able to support and develop learners in a safe and effective way.

A 'practice educator' is defined as a person who is responsible for a learner's education during their practice-based learning.

We do not set specific requirements about the knowledge, skills and experience that all practice educators must have, as this is likely to vary between programmes and among the professions we regulate. However, you must decide what the necessary knowledge, skills and experience are to be able to support safe and effective practice-based learning in relation to the learning outcomes of the programme.

Also, we normally expect practice educators to be registered with us in the relevant profession and, if there is more than one protected title that applies, to be eligible to use the title the programme relates to.

However, we recognise that in some circumstances there may be other appropriate practice educators whose professional backgrounds do not match the specific profession or protected title which the programme relates to, but whose knowledge, skills and experience mean they are well suited to support and develop learners in a particular area. This could include, for example, professionals registered with a different regulator.

If you choose to use practice educators who are not registered with us, you must be able to explain your decision and how you make sure that they are appropriate to carry out this role, including how their experience, qualifications and training are relevant to the practice-based learning they are involved in.

If practice-based learning is provided by a separate organisation, you must have processes in place to check that practice educators have the necessary knowledge, skills and experience and are appropriately registered.