

The Placement Guide

- **Practice Placement information**
- **Assessment of Practice**
- **OPAL1 guidance for students completing**
 - Developing Knowledge for Practice - Year 2 practice
 - Evaluating Knowledge for Practice - Year 3 practice

BSc (Hons) Nursing – All fields

PGDip Adult Nursing

For Programmes commenced prior to September 2020

(A guide for students, Practice Supervisors, Practice Assessors and Academic Assessors)

Academic Year 2020/21

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Materials written and prepared by Paula Shepherd, University Practice Learning Adviser.

This guide is for practice placement colleagues and students studying the BSc Nursing (all fields) and PGDip Adult Nursing programmes that commenced prior to September 2020. It includes guidance for OPAL1, the online student portfolio, for students completing:

- Developing Knowledge for Practice - Year 2 practice
- Evaluating Knowledge for Practice – Year 3 practice

Section 1 – Practice placement information

Placement Support

Within your organisation there may be a designated practice education link. In addition, the University Practice Learning Adviser Team (UPLA) are university based practice education team and are available to support your placements.

The University Practice Learning Adviser Team

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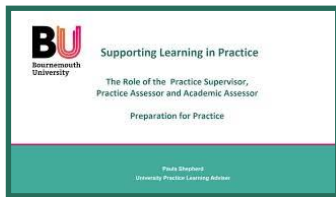
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It is useful to know who to contact for additional support and guidance on placement

<p>Opal support For OPAL 2 related queries such as:</p> <ul style="list-style-type: none"> • Forgotten passwords/ username • Unlocking portfolios • Practice Supervisor / Assessor access <p>Contact: opalsupport@bournemouth.ac.uk</p>	<p>HSS placements For queries related to:</p> <ul style="list-style-type: none"> • Timesheets • Placement on the Web (POW) • Absence • Uniforms <p>Contact: hssplacements@bournemouth.ac.uk</p>
<p>University Practice Learning Adviser Team For advice and guidance about placement such as:</p> <ul style="list-style-type: none"> • Guidance about placement assessment • A concern about placement support • Clarification about placement provision • Support to manage a concern <p>Contact: UPLA@bournemouth.ac.uk</p>	<p>Academic Assessor Contact the Academic Assessor for support in completing the practice assessment</p> <p>Personal Personal Academic Advisor Contact the Personal Personal Academic Advisor for pastoral support and guidance This information can be found in the OPAL Portfolio</p>
<p>Student Support For queries about:</p> <ul style="list-style-type: none"> • Health and welfare • Travel assistance • Accommodation assistance • Financial support <p>Contact: askbu@bournemouth.ac.uk 01202969696</p>	<p>Additional Support</p> <ul style="list-style-type: none"> • The placement manager • The organisation practice education team • Team members • Student Peers

Roles and Responsibilities

The registrants responsible for completing the assessment are:-



- Practice Supervisors (PS)
- Practice Assessors (PA)
- Academic Assessors (AA)

This short presentation explains the [Practice Supervisor, Practice and Academic Assessor roles](#).

The Practice Supervisor and Practice Assessor Database

Since 2006 all placement provider organisations have maintained a ‘live database’ of Practice Supervisors and Practice Assessors; for voluntary, charitable and independent providers this is maintained by the UPLA Team.

There is a preparation programme for Practice Supervisors and Practice Assessors. These are delivered in collaboration with the university and placement providers. The Practice Supervisor and Practice Assessor roles were introduced in September 2018. As an NMC registrant, If you were previously a Practice Assessor or sign-off Practice Assessor, you do not need to complete this preparation but will find [the update](#) helpful in clarifying roles and responsibilities.

It is also recommended that Practice Supervisors and Practice Assessors complete an annual update to remain aware of current changes to the student programme. Details of the preparation programme can be found on the [HSS placements area](#).

Please contact upla@bournemouth.ac.uk if you have any queries.

This table outlines the different roles of the Personal Academic Advisor and Academic Assessor

What are the roles of the Academic Assessor and Personal Academic Advisor?	The Personal Academic Advisor	The Academic Assessor
	<ul style="list-style-type: none"> • Provides the pastoral support for the duration of the programme • May not be a registrant in the same field of practice in relation to the programme the student is completing. • Monitors progress within the programme • Supports the student in managing their programme • Manage occupational health referrals • Refers to relevant support such as wellbeing, finance 	<ul style="list-style-type: none"> • Undertakes the role for one part or year of the programme • May act as the Academic Assessor for a further part but this may not be concurrent • Is a registrant in the same field of practice or has equivalent experience of the programme the student is completing • Monitors student progress in practice • Supports Practice Assessors in managing the assessment process • Provides additional guidance where a student is deemed as not meeting the assessment criteria • Reviews the portfolio to ensure fair, reliable and assessments • Confirms the assessment at the end of each placement experience

This table provides an ‘at a glance’ view of roles and responsibilities in completing the portfolio

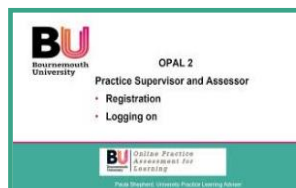
	Student	Practice Supervisor	Practice Assessor
Initial Interview	<ul style="list-style-type: none"> • Confirm submission date • Clarify assessment needs • Identify initial goals • Complete orientation section • Complete initial interview 	<ul style="list-style-type: none"> • Review portfolio prior to meeting • Confirms key areas if completing in PA absence • Documents interview • Confirms the assessment evidence required 	<ul style="list-style-type: none"> • Review portfolio prior to meeting • Clarify with PS any key issues if not completing the interview • Confirm with PS the nature of evidence required for the assessment
Midway Interview	<ul style="list-style-type: none"> • Organize meeting • Provide evidence in advance • Ensure PS and PA’s have access to portfolio • Complete reflective areas 	<ul style="list-style-type: none"> • Confirms key areas if completing in PA absence • Documents interview • Confirms evidence • Reviews objectives • Documents any concerns • Reviews development plans (if needed) • Updates PA • Clarify date of final interview 	<ul style="list-style-type: none"> • If delegating the midway interview, liaises with the PS following a review of: <ul style="list-style-type: none"> ➢ Student evidence ➢ PS feedback ➢ Service user feedback ➢ Directly observed practice • If there are concerns, the interview needs to be completed by the PA and a development plan created • Informs AA of concerns
Final Interview	<ul style="list-style-type: none"> • Provides agreed evidence • Organises final interview • Responds to feedback in readiness for next placement 	<ul style="list-style-type: none"> • Provides feedback to the PA • Documents feedback in the student’s portfolio prior to final assessment. 	<ul style="list-style-type: none"> • Reviews evidence • Reviews development plans • If concerns persist, the AA needs to contribute to the final assessment • Documents assessment
Ongoing during the placement	<ul style="list-style-type: none"> • Proactively seeks feedback • Reflects on practice • Gathers evidence of progress • If an issue arises, the student: <ul style="list-style-type: none"> ➢ Works with the PS and PA to manage the issue ➢ Gain support from AA ➢ Seeks additional support. 	<ul style="list-style-type: none"> • Provides ongoing verbal feedback • If a concern arises: <ul style="list-style-type: none"> • Discusses with the student • Liaises with the PA • Seeks support • Recommends areas for development to the Practice Assessor 	<ul style="list-style-type: none"> • Agrees communication process to review progress with the PS • If concern arises: <ul style="list-style-type: none"> ➢ Creates development plan following discussion with the PS and student ➢ Liaises with the AA ➢ Seeks additional support

Frequently Asked Questions

My Practice Assessor has accidentally referred a proficiency and cannot change the decision, what should I do?

The OPAL support team manage the OPAL system. As a student, you cannot request amendments to assessment decisions. Ask your Practice Assessor or Practice Supervisor to email opalsupport@bournemouth.ac.uk with details and the item can be removed or amended. This must be done in a timely manner.

I cannot find my Practice Supervisor or Practice Assessor on the OPAL system, what should I do?



There are several reasons for this:

- They are yet to register on OPAL.
- They may be registered for the same system but with another provider. The accounts are not transferable and so a new account will need to be set up
- They may need to update their profile to Practice Supervisor and Practice Assessor.

There is a simple registration process. To get started they will need to visit www.opalbu.com and then click on the registration button. Here is a 7 minute [presentation](#) that explains how to register and use OPAL. For additional support, speak to the practice education team in the practice area, contact opalsupport or University Practice Learning Adviser Team ([UPLA](#)).

My Practice Assessor / Practice Supervisor has forgotten their username and /or password.

Ask them to email [opalsupport](mailto:opalsupport@bournemouth.ac.uk) by clicking on this link or from the opalbu.com log in area.

My Practice Assessor has gone on long term leave, what should I do?

During your placement you will be supported by a range of Practice Supervisors. Make sure they have provided you with feedback, preferably by adding to your portfolio. Keep a placement diary recording learning opportunities and ensure that you have completed the reflective elements of the portfolio.

- Speak to your Practice Supervisor to help identify another Practice Assessor
- Speak to the Placement Manager and/ or the practice education team

If still not resolved contact your Academic Assessor and the UPLA team

Will I be expected to complete work outside of my placement hours?

The short answer is yes. An additional 2.5 hours of reflective learning are allocated by the university; you do not record this time on your timesheets. The 2.5 hours enables you to complete your portfolio and prepare your evidence for assessment.

I have not had my interviews completed and it is halfway through the placement, what do I do?

As this is your portfolio, it is your responsibility to seek support if elements are not completed in time. You will need to have prepared for your interviews by reviewing your portfolio to date, consider any learning opportunities you would like to access and some objectives you would like to focus on initially. In the first instance, seek support from the practice education team within the organisation. You can also contact upla@bournemouth.ac.uk.

When should I have the assessment and portfolio completed?

Clarify with your Practice Assessor how the competencies will be assessed. Some like to assess as they go along, whilst others like to complete at the end of the placement. The following table is a **suggested** approach to completing your assessment.

Portfolio Element	Stage of Placement	Hints and Tips
Initial Interview	Week one	Be proactive in organising your interviews
Midway Interview	Mid Way point	Take the lead in organising, practice is busy and this can be forgotten
Final Interview	In the last week	Organise for the beginning of the last week in case it needs to be rescheduled
Professional Values	At your final interview	Prepare examples, feedback etc.
Competencies	As the placement progresses	Agree the evidence you need to collate your practice assessor at your initial interview
Medicines ESC	Agree with Practice Assessor	Do not leave until the last week in case of postponement
Development Plans	At any point	They are here to help you, use them
Progression Points	Last placement of the academic year	These confirm that you are continuing to progress and is a pass/fail assessment.

Who can complete the assessment?

The Practice Supervisor is able to complete some elements but this must be following discussion and confirmation with the Practice Assessor.

Portfolio Element	Who can complete the sections within your portfolio?		
	Practice Supervisor (PS)	Practice Assessor (PA)	Academic Assessor
Initial Interview	✓	✓	X
Midway Interview	✓	✓	X
Final Interview	✓ (supports PA assessment)	✓ (completes the interview)	X
Professional Values	X	✓	X
Competencies	✓ (can leave feedback)	✓ (completes the assessment)	X
Medicines Management	X	✓	X
Development Plans	✓	✓	✓
Overall Placement Review	X	X	✓

When does the portfolio need to be completed?

Portfolio Element	Each placement	By the submission date
Initial Interview	✓	
Midway Interview	✓	
Final Interview	✓	
Professional Values	✓	
Competencies		✓
Medicines Management		✓
Development Plans (Optional)	✓	
Service User feedback – 2 per year		✓
Spoke Experiences		✓
Progression Point assessment	This is set up in your last placement of each academic year and must be completed by the submission date	

You will find your submission date on your assessment schedule.

It is a good idea to review the schedule regularly in case there are any changes.

Managing Placement Concerns

If a Practice Supervisor or Practice Assessor has a concern about a student placement, we would encourage seeking guidance as soon as possible. This can be by contacting:

- The organisation education lead or practice education team
- The University Practice Learning Advisers (UPLA)
- The Academic Assessor

If you are a student, we would encourage seeking guidance as soon as possible. This can be by contacting:

- Your Practice Supervisor, Practice Assessor or placement Manager
- The organisation education lead or practice education team
- The University Practice Learning Advisers (UPLA)
- Your Personal Academic Adviser or Academic Assessor, dependent on the issue (see page 6)
- The Students Union, Bournemouth University

Experience has shown that timely support has helped to prevent crisis. Bournemouth University has [The Concerns Protocol](#) that provides guidance for students and Practice Assessors to follow through concerns systematically. As part of preparing for practice experience, students are informed of the importance of the 'duty of candour'. They are given information about raising concerns and it is reinforced that they are expected to work in accordance with The Code (NMC 2018). It is recommended that the need to be open and honest is discussed at the beginning of the placement so that the student is aware of who to talk to and local policy.

Placements are audited on a biennial basis. As a student, we require you to evaluate your placements. These are used as part of the quality assurance process. All placement areas have access to the evaluations for their practice area via the Placement Environment Profile (PEP). There are certain responses that will alert the UPLA team to potential concerns immediately. As a result of an evaluation alert, a concern being raised or an incident the audit will be reviewed. On these occasions' we may contact you for further information and support in managing the concern. However, it is really important that any concerns that impact upon your learning are raised in accordance with the policy whilst in placement. 'Speaking up' is an important aspect of professional practice. However, it is appreciated that this is not easy. By addressing concerns promptly you are ensuring:

- The Team are able to work with you to manage the concern
- You can be supported to maximise your learning
- You are able to develop the skills required to manage challenging situations
- You are acting as an advocate for yourself, the team, your peers, patients and service users

Supernumerary Status

All pre-registration students are supernumerary and can expect to be able to work with Practice Assessors who are able to provide time to support, assess and provide effective feedback.

The [Standards for pre-registration nursing education \(NMC 2010\)](#) require:

'Programme providers must ensure that students are supernumerary during all practice learning. Supernumerary means that students will not, as part of their programme preparation, be contracted by any person or any body to provide nursing care'
(NMC 2010, R4.6.1,P65)

Supernumerary status could be defined as:

'a learning strategy that facilitates effective supervision and assessment of student practice whilst upholding the practitioner's duty of care. This enables the assessor to provide exposure to relevant practice whilst the student is required to engage fully in order to develop their fitness for purpose and practice.'

(Shepherd and Uren 2014)

This means that Practice Supervisors and Practice Assessors will provide opportunities to engage in relevant practice learning opportunities; students are required to engage fully in order to develop safe and effective practice. This reinforces the purpose of placement in gaining the requisite knowledge, skills and professional behaviour through participation in the delivery of care within scope of practice whilst receiving the relevant level of supervision.

- As a student, you will need to have reviewed your portfolio and identified key objectives to help you plan learning with your practice supervisors. This requires pre-placement preparation.
- Students are expected to report breaches to supernumerary status in accordance with the Concerns Protocol (BU 2021)

Consent to Care

Students must ensure that they introduce themselves as students and gain consent for care that they provide. This consent must be clarified by the registrant supervising their practice.

Second Signatories

A second signature is required for all referred competencies with a mark less than 40% and excellent grades of greater than 70%. For students completing progression placements a second signatory is required for any referrals.

The person acting as the second signatory may be:

- A Practice Supervisor
- Another Practice Assessor

Where a grade of over 70% is awarded but has not been countersigned the grade for the competency or professionalism will be adjusted to a mark of no more than 70%.

There will be occasions where a student is not able to meet the practice assessment criteria. The reasons can often be complex and it is essential that support is sought at the earliest opportunity. Support can be obtained by contacting:

- The practice education team (who will inform the Academic Assessor)
- The UPLA Team (who will inform the Academic Assessor)
- The Academic Assessor

Assessment Requirements

Ordinarily, all assessments should be completed, and signatures applied by no later than 3 weeks after the end of placement or by the submission date, whichever is sooner. It is a student's responsibility to ensure that the assessment is completed in a timely manner. To facilitate successful completion of the practice assessment, it is important that students:

- Clarify expectations at interviews in relation to the assessment criteria
- Confirm the evidence that will be required
- Are proactive in arranging interviews, mindful of their Practice Assessor's work schedule.
- Attend meetings with the evidence required to support the assessment
- That potential risks to not meeting the assessment timeframe are followed up promptly with the UPLA team and the Academic Assessor.
- That an extension request, with supporting evidence, is made in a timely manner if the time frame is at risk.

Shift Patterns and Attendance

Full-time practice students are required to complete a 37.5 hour week (except in weeks where a BU recall day occurs). It is appreciated that there may be a variation in this due to the placement area but in order to meet the NMC requirement students are encouraged to organise their shifts to equate to a 37.5 hour week.

Bournemouth University offers an extended programmes to support students. This is agreed upon enrolment. Placements are 25 -30 hours per week. Please contact the UPLA team if you have any queries.

Recall Days

Students are required to attend recall days during their practice placements. During placement students attend a recall day as part of their programme. Recall days are opportunities to meet with their peers to reflect on their practice to date. This usually occurs once every placement block. In a placement week where a recall day occurs full-time practice students will only undertake 30 hours placement in that week and part-time practice students will only undertake 20.5 hours placement that week. They are not expected to 'make up' the time on the recall day. There is no need to record these on the electronic time sheets.

Reflective Practice

In addition to the 37.5 hours of practice placement, an additional 2.5 hours of reflective practice per placement week are allocated by the university. This provides an opportunity to undertake additional reading, complete reflections and prepare evidence for the practice assessment. The reflective practice hours:

- Are in addition to the 37.5 hours of allocated practice placement (pro-rata for part time students)
- Do not need to be completed in the practice area
- Enable students to use the practice placement time to maximise learning opportunities
- Do not need to be recorded on the timesheets. They are added to the placements on the web area (POW) by the placements team

Meeting practice requirements

Students are advised of the following

1. The placement allocation equates to a 40 hour week. Due to the working directive, a 48 hours combination of placement and work must not be exceeded.
2. Submit electronic timesheets weekly to ensure the practice requirements are being met
3. That hours may not be 'banked'. For example, if a 6 week placement is being completed it is not possible to complete a 45 hour week for 5 weeks and then be absent for week 6. Practice needs to be consistent and maximise learning opportunities.
4. Requests for shift patterns must be negotiated with the placement team in a timely manner. Although supernumerary, students are required to demonstrate their understanding of how consistent attendance is part of professional practice. Inconsistent attendance can impact upon learning and assessment.
5. Report absence promptly to The HSS placements team and placement.

Time sheets

Placement areas are required to record the student's allocated shifts on the duty rota including any electronic rostering system. Their full name needs to be recorded and details of any changes or absences recorded. This is because it may be necessary to verify student attendance at a later date. This also allows a track to be kept of students overall working hours within a Trust, e.g. both agency/ bank employment and student placement hours.

Students are asked to email their Practice Supervisors with their completed electronic time sheets after each week. The Practice Supervisor will be asked to click on the link to confirm or decline. They will be able to make comments upon any discrepancies they have identified. It is the student's responsibility to forward the time sheets in a timely manner.

Reporting of Absence

Students must report all absences promptly:

- Contact the placement area at the earliest opportunity
- Call 01202 965000 and report absence or email: hssplacements@bournemouth.ac.uk
- Return to placement must also be reported as above.
- They are then required to make up the missed period following negotiation with their Practice Supervisors.
- For sickness periods of more than 3 days but less than 8 [self-certification](#) is required
- Sickness for more than 7 days requires a GP certificate.
- In the instance of carer / compassionate leave students must contact their Personal Academic Advisor to request leave. In this way appropriate pastoral support can be offered.

Following a period of sickness occupational health review may be required. The purpose of this is to ascertain how to best help students develop strategies to manage their health and well-being as part of professional practice. If the student has an ongoing health need please encourage them to meet with their Personal Academic Advisor for support.

Placement allocations and attendance can be reviewed on the PEP profile by placements and on POW by the student.

Making up Missed Practice Hours

If the student has less than 75 hours owing they can make the time up in any placement but only with the agreement of the placement area. Factors to consider may include:

- Will the arrangement facilitate student learning?
- Will the team be available to provide support and feedback?
- Is there enough capacity to support the student e.g. Will the agreed student numbers be exceeded?

If the student has 75 hours or more to make up the placements team will plan an additional period in practice. Students may not make local arrangement but must negotiate additional placement time with their Personal Academic Advisor and the Placements Team

Managing Health and Well Being

Students are reminded of the need to observe the importance of managing their 'health and good character' and are encouraged to reflect on what this means.

Students must take their meal breaks. Whilst it is recognised that some placement areas do not take meal breaks the university has advised all students that they are expected to take their breaks and deduct them from the total

For example, a clinical placement works 0800-1500 (7 hours) students will be expected to take a 30 minute lunch break and deduct this from the total recording 6.5 hours as their total.

Students are asked to negotiate their shifts by contacting placement in a timely manner so that any requirements to help manage home and placement. Over the course of the programme there is an expectation that the 24 hour arena of care will have been experienced. Students need to develop strategies to manage this aspect of professional practice.

Factors that can impact on meeting practice requirements may be:

- Caring responsibilities
- Managing health requirements - occupational health recommendations
- Distance and travel to placement issues
- Childcare
- Additional learning support needs

Practice Supervisors and Practice Assessors are asked to consider the following:-

- Encourage the student to disclose learning needs
- Ask the student what strategies have proven effective
- Consider if these strategies can be used within the practice area
- Clarify if there is a completed risk assessment to help support health and well being
- Work with the student to plan and agree the adjustments
- Evaluate
- Document strategies that have helped within the Practice Assessment Tool/ on OPAL

Reasonable Adjustment

Whilst it is appreciated that these will need to be managed post-programme, requests can be considered in relation to the challenges of meeting the student programme. Students must continue to demonstrate the programme requirements for the assessment of 'safe and effective practice'.

In making a request for adjustments students and the team are asked to consider the following criteria

- Is the adjustment reasonable?
- Does it limit the students learning opportunities?
- Will it prevent the student from being exposed to the working pattern of the health care professional?
- Will it impede the requirements for assessment?

Students who require additional learning support may need adjustments in the practice setting. The proposed strategies should be considered for 'reasonableness.' For practice the key issues to consider are:-

- Can the placement area provide the resources to meet the adjustment?
- Will the student still be able to demonstrate competency to meet the programme requirements?
- The education provider will liaise to identify appropriate strategies. Contact the UPLA team for further guidance.

Maternity Risk Assessment

All students who have maternity care during the programme are supported by an academic adviser. As soon as they advise the university we request that the placement provider complete a risk assessment be completed for the practice placement in line with the [Maternity Policy](#). The placements team will seek advice as to the appropriateness of a placement area before allocation. This also needs to take place upon return as per the organisation policy of the placement area. Students are advised to make contact in a timely manner to organise this.

Lone Worker Policy

Students need to be aware of the lone working policy for the organisation and must follow the local guidance.

Professional Conduct

Students are required to adhere to the NMC Code; Professional standards of practice and behaviour for nurses, midwives and nursing associates (2018), professional guidance and policy with regard to behaviour and conduct.

There is guidance available to students regarding the use of social media from the [NMC](#) and a University Policy which they can access via the student webpages. They have received information governance information that reflects the requirements of the UK Core Standards Training Framework. Students are expected to follow the policies of the placement area.

Students are required to adhere to the uniform policy of the placement area. It would be helpful for placement providers to ensure relevant policies are readily accessible for students. consent must always be obtained before providing care.

When issued with organisations resources it is the student's responsibility to maintain its safekeeping and return. For example, security fobs to gain access to clinical areas. Passwords and access codes must be kept secure and not disclosed to other parties.

Placement Planning Checklist

	Actions required
Has the initial interview been arranged within the first week?	
Has supernumerary status been discussed so that expectations are defined?	
Has the duty rota been confirmed?	
Have mid and final interviews been organised?	
Is the student aware of their roles and responsibilities within the placement?	
Has the student read their assessment document?	
Have the dates for spoke visits been confirmed?	
Are there arrangements to cover any absence of Practice Assessor?	
Are the team aware of the student's objectives for the placement?	

Section 2 – Assessment of Practice

Practice forms part of the students' academic award. It is appreciated that this is challenging and so criteria have been developed to assist in deciding the grade the student has achieved. The knowledge and skills assessment criteria is to help award grades and provide feedback in relation to competencies. Please Refer to section 3 for guidance on OPAL assessment.

Assessing knowledge and skills

The 18 competencies are laid out under the four domains. Against each of the competencies you will be asked to award a grade. Beneath each one you will see performance indicators as listed by the NMC. The example below is from the Adult nursing programme. There are different indicators for each programme. These are to assist in identifying relevant learning opportunities to meet the competency.

Domain 1 Professional Values	
1. Must act first and foremost to care for and safeguard the public.	
Indicators:	
<ul style="list-style-type: none"> Recognises the role of the nurse in promoting the rights, choices and wishes of all adults and, where appropriate, children and young people, paying particular attention to equality, diversity and the needs of an ageing population Identifies where The Code: Standards of conduct, performance and ethics for nurses and midwives (NMC 2008) and other recognised ethical and legal frameworks are applicable within their practice Recognise the limits of their competence and knowledge and seeks advice from, or refers to, other professionals where necessary 	
Placement area	Grade awarded for Knowledge & Skill
Date of assessment	%
Practice Assessor Signature	2 nd Marker signature (Required if mark less than 40% or greater than 70%)
Rationale for grade awarded / comments	
Practice Supervisor Feedback	


Expectations of practice

When interpreting the competencies to the placement area it may be helpful to consider what level of practice would be reasonable for the student to attain.

Year 1 – The student develops skills to manage themselves ably in practice. This would include time management, responding to feedback and supervision, a developing independence in their learning, communicating effectively, and an ability to provide essential care under supervision to the individual with a growing knowledge base. The expectation is that they **participate** in care activities in care closely supervised by their Practice Assessor

Year 2 – That the student continues to develop their practice in order to be able to work within the team. They will be developing their skills and knowledge to be able to effectively care for a group of clients under supervision. They are able to use problem solving skills in order to demonstrate an increasing level of independence. The expectation is that they begin to **implement** care more readily under supervision.

Year 3 – Whilst students need to be supervised this should be less direct. The student can be reasonably expected to plan and deliver care effectively with increasing autonomy. They need to be able to provide an evidence-based rationale in order to develop leadership and delegation skills. The expectation is that they are **more independent and managing** a group of patients.

	80-100%	<ul style="list-style-type: none"> • Able to articulate and apply knowledge in relation to individual patients • Knowledge is demonstrated without prompting • Able to articulate sources of evidence and their relevance to the practice setting • Is able to tailor skills to meet the client's needs at an exceptional level • Exceptional communication skills across a range of situations
	70-79%	<ul style="list-style-type: none"> • Able to articulate knowledge in relation to individual patients • Can give a rationale for care given • Excellent execution of a range of skills • Able to modify intervention in relation to the client's needs • Able to communicate clearly in a variety of complex situations
	60-69%	<ul style="list-style-type: none"> • Knowledge is usually accurate and can be applied to more than one situation. • Can begin to identify alternatives • Performs technical skills effectively and safely with minimal supervision • Uses non-verbal communication effectively
	50-59%	<ul style="list-style-type: none"> • Is able to apply knowledge to single situations • Can relate knowledge to patients care • Needs occasional direct support and guidance in the application of skills • Able to identify non-verbal cues
	40-49%	<ul style="list-style-type: none"> • Basic application of knowledge requiring some prompts • Some evidence of ability to relate theory to practice • Needs frequent direct supervision and guidance in application of skills • Able to communicate clearly demonstrating care and compassion
<ul style="list-style-type: none"> • Limited ability to apply principles of safe and effective practice • Inadequate application of knowledge even with frequent prompting • Unable to perform skills to an acceptable level. • Little evidence of ability to relate theory and practice • Inconsistent communication skills which demonstrate care and compassion 	20-39%	<p style="text-align: center;"> Example of Year 1 Assessment of Knowledge and Skills </p> <p style="text-align: center;"> (All 18 year one competencies must have a grade for Knowledge and Skills) </p>
<ul style="list-style-type: none"> • Unable to apply principles of safe and effective practice • Inadequate application of knowledge even with frequent prompting • Unable to relate theory to practice. • Unable to perform skill to an acceptable level • Inappropriate verbal communication • Unable to demonstrate person-centred compassionate care 	0-19%	

(NB the grading criteria changes for each year as expectations for practice increase)

Deciding the Grade

Things to consider:

- Has direct observation been used as the main evidence for assessment?
- Have other team members provided feedback?
- Are there work products to help evaluate performance? E.g. case notes
- Have families and service users provided feedback?
- Has the student provided written evidence to support the process?
- Have you questioned the student's level of knowledge?

Once you have identified a banding look at the bandings either side – is the student closer to one than the other? You may find it helpful to discuss your grading with a colleague to help you be confident in your decision. You can always contact the UPLA team for further guidance. If a student is awarded a grade below 40% or greater than 70% you will need a second marker to agree your assessment. This can be a Practice Supervisor or another Practice Assessor. Their role is to endorse your rationale for the grade.

Documenting Feedback

Brief feedback that clearly states the rationale for your grading is invaluable for future Practice Assessors. The important thing to remember is that students need to demonstrate a 'consistent' level of practice. It is not enough to do something only once. Feedback needs to reflect the rationale for the grade that has been awarded. This is the evidence to support assessment decisions and uphold a duty of care.

One way that may be helpful to consider in documenting feedback could be:

- State how the competency was primarily assessed
- Include secondary forms of assessment
- Provide an example of how achieved
- Suggest how this aspect could be further developed
- Finally, think about how the final Practice Assessor may interpret what has been written. Is the intent clear? Would they appreciate why that grade was awarded?

At each interview students, with the help of their Practice Assessor, are required to identify:

- Areas of strength
- Areas for development

The student will need to:

- Provide relevant evidence to support the assessment
- Be able to use the feedback provided to develop their practice
- Respond to their Practice Assessor's feedback
- Ensure the OPAL assessment is completed in time for the submission date.

It is appreciated that feedback is often given informally. It is useful to still record relevant details that may help in assessment in the current and future placements. This can be documented on the 'communication' pages or under 'additional comments' on OPAL. This is of particular benefit when helping to support a student who is underachieving in practice. Ask colleagues to provide feedback that can be used as additional evidence to support your assessment.

Other areas to record feedback

Students may have opportunities to attend short spoke visits with other members of the interprofessional team. On some occasions these may be longer periods of up to two weeks. It is invaluable to gather colleagues' feedback to help support the assessment process. Details of the experience should be recorded on the 'spokes placements' section. The communication pages are available for colleagues to provide specific feedback about a student's conduct and achievements whilst under their supervision or an attachment can be added to OPAL.

The 'additional comments' section can be used by all persons involved in a student's practice experience. For example, if a support visit from the university is provided; for Practice Supervisors to record feedback.

Assessing professional values

In addition to the assessment of knowledge and skills you are asked to grade a student's **professionalism**. You will not be asked to grade professionalism in the progression placement (this is the last practice placement of year 1 and 2). The area for recording this is on the interview section and should be awarded at the final interview. This will enable you to give specific feedback on areas such as motivation and attendance.

- The assessment descriptors are designed to promote equity in grading.
- The whole range of grades can be awarded at any point in the programme. The criteria will change as the student progresses through each year in accordance with their academic level.
- The second marker should preferably be an assessor or at least a qualified practitioner with an understanding of the student's assessment tool. If this may present an issue please contact the UPLA team.
- A grade of less than 40% and greater than 70% must also be second marked to promote reliability. If the grade is not second marked the student's grade will be capped just as when grading the competencies for knowledge and skills

	80-100%	<ul style="list-style-type: none"> • Treats all with respect and dignity and is applies principles of national and local equality and diversity legislation in practice • Actively seeks out and evaluates the effectiveness of learning opportunities and applies new knowledge to practice • Identifies and assesses potential risks involved in work activities • Reports any concerns appropriately and identifies some solutions
	70-79%	<ul style="list-style-type: none"> • Treats all with respect and dignity and is aware of national equality and diversity legislation • Actively seeks out and evaluates the effectiveness of learning opportunities • Identifies potential risks and reports concerns
	60-69%	<ul style="list-style-type: none"> • Treats patients and significant others with dignity and respect • Recognises and reports behaviour that undermines dignity, respect, equality and diversity • Seeks out learning opportunities making links to personal development plan • Reports any issues at work that may impact on health and safety of self and others
	50-59%	<ul style="list-style-type: none"> • Treats patients and significant others with dignity and respect • Recognises behaviour that undermines dignity, respect, diversity and equality • Independently seeks out appropriate learning opportunities • Recognises own limits, asks when unsure and responsibly seeks help when needed • Recognises and reports concerns appropriately
	40-49%	<ul style="list-style-type: none"> • Treats patients with dignity and respect • With the help of others is able to identify appropriate learning opportunities • Follows policies and procedures • Attends constantly and punctually seeking approval for alteration to working patterns appropriately • Absence reported to practice area and HSC placements as per BU policy, in a timely way • Adheres to uniform guidelines • Aware of own limitations
<ul style="list-style-type: none"> • Inconsistency in treating patients with dignity and respect • Reluctant to engage with learning opportunities • Erratic attendance and absence reporting • Does not seek approval/is non-compliant with allocated shift patterns 	20-39%	 <p style="text-align: center;"> Example of Year 1 Assessment of Professionalism </p>
<ul style="list-style-type: none"> • Does not treat patients with dignity and respect • Unaware of own limitations • Poor attendance, rarely punctual, • Does not follow uniform guidelines • No engagement with learning opportunities 	0-19%	

Medication Administration

Whilst it is recognised that students must become proficient in the process of drug administration and management this must always be under **direct** supervision. They will receive clinical skills time about medication where this will be reinforced.

All students are required to engage in medication administration in each year of their programme. The practice assessment tool requires the student to be assessed on administering four medications each year. These should be **summatively** assessed once the student has had appropriate opportunity to demonstrate competence. This will require students to have a consistent opportunity to practice medication administration during their practice experience. The essential skills cluster requirements and four assessed medication administrations must be completed by the OPAL submission date.

Please note: Students are advised that they **may not** participate in the preparation or administration of intravenous medication or administer medication prescribed under a Patient Group Directive. They are advised that it is their responsibility to review the medication policy of the placement area and clarify with their Practice Assessor what they are permitted to do in accordance with the organisations policy.

Students will need to demonstrate a growing evidence base for medication management in accordance with the essential skills. These require assessment in each year. It is reasonable for Practice Assessors to ask students to provide additional evidence to show a growing knowledge base to support this assessment. For example:-

Year one –

- Is familiar with the professional guidance and local policy
- Is able to calculate medication doses with minimal prompting
- Is able to identify properties of frequently dispensed medications
- Is able to explain related nursing care skills
- Can dispense and administer under supervision to an individual

Year two –

- Can do all the above as well as:
- Demonstrate knowledge of legal and ethical implications
- Dispense and administer medication to a group of patients
- Has a greater knowledge base of medications
- Can identify clear rationale for nursing care
- Can identify potential risks and areas for change
- Aware of roles and responsibilities

Year three –

- Can do all the above as well as:
- Promote health and well-being through education and support
- Is aware of responsibilities in supervising others in managing medication safely

The assessment criteria should help to guide you and your student. You may find it helpful to ask your student to record practice examples of where they have been able to demonstrate their knowledge and skills in relation to medication management and administration.

Progression Points

Students are required to demonstrate specific skills and professional behaviours throughout the programme. There is a progression point assessment at the end of year one and year two. If students are unable to demonstrate these skills and behaviours by the progression point they will not normally be allowed to progress to the next part of the programme. If a referral occurs encourage the student to contact their Academic Assessor to discuss any additional support needed for planning resubmission. Progression points must be assessed by a qualified Practice Assessor at the end of the year of practice.

NMC Progression Point Criteria – Year 1	PASS / REFER
<u>To be assessed in last placement of the year after PAT submission</u>	(please circle)
1. Demonstrates safe, basic, person-centred care, under supervision, for people who are unable to meet their own physical and emotional needs.	PASS / REFER
2. Meets people’s essential needs in relation to safety and security, wellbeing, comfort, bowel and bladder care, nutrition and fluid maintenance and personal hygiene, maintaining their dignity at all times.	PASS / REFER
3. Seeks help where people’s needs are not being met, or they are at risk	PASS / REFER
4. Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people, particularly children, young people and vulnerable adults	PASS / REFER

If supporting a student in the final five weeks of the year’s practice you are asked to evaluate their ongoing progression by verifying:

- They are continuing to meet the competencies for practice
- That they continue to demonstrate appropriate professional values (relates to progression criteria 3,6,7,13,15 +18)
- Are developing skills, knowledge and behaviours appropriate to the stage of their programme.

Supporting the Underperforming Student

It is really important to address any areas of concern as soon as possible. It is vital that the 'benefit of the doubt' not be applied but that both student and Practice Assessor discuss the issue as soon as possible. Discussing specific examples from practice to help explore the issue is a useful strategy.

If a student is unsuccessful in an assessed element at the first attempt it could be considered that they are 'failing in their practice' but it may not be that they are 'unfit to practice'. This reinforces the need to identify areas for development in order to ensure fair, valid and reliable assessment.

In addition, you may identify an area that needs development even though your student is not at risk of failing practice e.g. delegation, numeracy and medication administration. You could develop a plan to help them focus and to take to their final placement.

Failing a student in practice does not mean that they will fail the course. If appropriate, students will be offered an opportunity to repeat referred elements in a later placement. For this reason, it is essential that feedback is timely, plans are clear and that support is accessed as soon as possible.

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Development Plan – To be completed when specific areas identified for improvement / enhancement

Student..... Group..... Personal Tutor.....

Area Of Development	Action	Review Date	Comments
			<ul style="list-style-type: none"> • A plan must be developed for all grades below 40%. • A plan can also be devised to help a student who, although not failing in practice, needs some additional support that future Practice Assessors may need to be aware of.

If you consider your student is not going to be successful on their placement our first advice would be to get help. The [placements concern protocol](#) provides a flow chart to help guide you in seeking timely support.

A development plan should be formulated as soon as concerns are identified, however the student cannot be reassessed until invited to do so by the exam board.

Resubmission

If a student is unsuccessful in practice they can continue in practice and can start to address their development plan. They may not resubmit their referred competencies/ progression points until invited to do so following the exam board. This will mean they are usually asked to do this in the summer placement.

Previous experience has shown that the sooner a concern is identified the easier it is to support students to address their development needs.

For example, *a student in placement one keeps changing their shifts without discussion and has unexplained absence. Despite feedback and guidance this practice persists. A grade of 29% is awarded for professionalism on the basis that although they are compassionate, caring and eager when in placement their attendance and non-observation of process prevents a pass grade. They address this in the next placement and have ample opportunity to demonstrate consistent attendance for the remainder of the year. The alternative scenario is that the student receives the benefit of the doubt and the practice continues. A Practice Assessor at a later stage of the programme challenges this conduct. The student does not appreciate why this is an issue as it had not been addressed previously. This causes increased stress for both Practice Assessor and student.*

The following checklist may be helpful to you:

Action	Outcome
Have I spoken with my student about my concerns?	
Do they appreciate why I might be concerned?	
Have the placement interviews detailed any of these concerns?	
What evidence do I have to support my assessment? (can I give specific examples)	
Have I spoken with my manager to gain additional support?	
Is there a practice education link for my organisation? (This may be someone in your organisation and/or the university e.g. UPLA)	
Are my concerns documented in the PAT?	
Have the student and I developed a plan to address the issues?	
Has the student contacted their academic adviser?	

In our experience students have appreciated a Practice Assessor's honesty in not passing their practice as this has enabled them more time to build on their skills and knowledge.

Moderation Panel

Each year moderation panels are held to monitor the reliability and validity of the assessment process. The practice assessment tool is reviewed and amended following recommendations from the panel and assessors. Please provide feedback via the UPLA team as to aspects of the assessment process you view works well or could be developed further to assist you in assessing practice. At this panel sample checks are made and so Practice Assessors may be contacted for verification of signatures. Please note that the panel cannot alter grades awarded. The only exception is where grades of greater than 70% have not been second marked. These grades will be adjusted in accordance with university regulations. If Practice Assessors and practice education links wish to attend moderation panel please contact the UPLA team (upla@bournemouth.ac.uk) for further information.

Section 3 – Online Practice Assessment for Learning (OPAL)

What is OPAL?

OPAL is an online assessment portfolio. Students will need to gather evidence to help you assess their practice. This evidence is agreed with you and the student is responsible for providing this in a timely manner. Evidence for assessment includes:-

- Direct observation
- Reflections
- Documentation completed during placement
- Feedback from colleagues
- Feedback from spoke visits
- Service user feedback
- Record of attendance

In order to complete the assessment tool, you will need to have registered your contact details. Your student will then create a link, inviting you to have access to their portfolio.

How do I register as a Practice Supervisor and Practice Assessor?



Each student, Practice Supervisor and Practice Assessor must first create their own profile. For a Practice Supervisor or Assessor to be able to view the portfolio, a 'relationship' (link) has to be created by the student, 'inviting' the Practice Supervisor and Practice Assessor to see their profile. Once the relationship is created, the Practice Assessor has access to all elements of the student's OPAL PAT, including past comments, as well as current assessments.

There is a simple registration process. To get started visit www.opalbu.com and then click on the registration button. This is a 7 minute [presentation](#) that explains how to register and use OPAL. For additional support, speak to the practice education team in the practice area, contact [opalsupport](#) or University Practice Learning Adviser Team.

It is a good idea to save the site address to the 'favourites' tab of your device. You can access the OPAL site from any device that links to the internet.



Keep your logins secure

We ask for limited personal information in order to identify who you are and where you work: An email address – preferably work email

Your name, place of work / department or ward

Students ONLY see your name, work email address and place of work.

If you have any doubts please contact opalsupport@bournemouth.ac.uk

Accessing the student's portfolio

Once you have logged in click on 'view learners'
Next you will see students who have created a link with you. Clicking on the student's name will open up her OPAL PAT for you to view and make entries / assess her.

You can check that you are logged in

The session will time out after 35 minutes if there is no activity

Press this icon to see all the previous assessments

What is important to remember is if you are working on any part of the student portfolio, you must click save before leaving the PC / Tablet, otherwise any work will be lost.

The student who first creates the placement, including the dates. The system then requires interviews to be carried out in order. A green % button moves across the screen to show how the placement time is progressing to remind when mid-term and final interviews are due.

The **course** tab contains guidance about practice assessment and other information about assessment of practice. It will also tell you who the student's Personal Academic Advisor is.

Clicking on the **continuous assessment** tab brings up sections entitled:

- Spoke / Clinical Visits / Short Placements
The student needs to document key learning from these opportunities and can attach documents, such as feedback
- Additional Comments and Tutorial Records
Practice Assessor, Practice Supervisors, Personal Academic Advisors, academic Assessors and education links can use this area to provide feedback
- Service/User Feedback
The Practice Assessor can provide feedback from service users, being mindful of confidentiality

The two tabs **Leave new comment** and **View existing comments** allow you to access comments which Practice Assessors / academic advisers/ education links have left.

Clicking on **Add new** opens a template to leave a new comment.

The screenshot shows the BU Online Practice Assessment for Learning interface. At the top left is the BU logo and the text "Online Practice Assessment for Learning". At the top right are "Log out" and "Contact Us" links. Below the header, there are two buttons: "Leave new comment" and "View existing comments". A red banner states "You are viewing the portfolio of Katy Opal-Adult Nurse as a mentor". Below this is the section "Additional Comments and Tutorial Records" with a sub-header "For use by Mentor, UPLA, academic advisor and other staff involved in student support in placement to document any tripartite meetings / discussions with the student." There is an "Add new" button. A table lists comments with columns for "Signed", "Title", "Date", and "Actions".

Signed	Title	Date	Actions
14/11/2014	UPLA visit to Abigail House Created in placement Abigail House Nursing home Left by: Sally Moore I met Katy today. She is settled and really enjoying the opportunities at Abigail house as it is much more varied than her previous placement in the OPD. She is also pleased with being able to get her medication administration ESC done as she did not complete any in her last placement. She would like to learn more about how care is organised and I have suggested she asks her mentor if she can get involved in more meetings and discussion around care planning and care packages.	14/11/2014	≡

The * **next to Year 1/2/3** indicates which year the student is in. Clicking on this tab will show placement details already undertaken and is the tab where you complete the following:

- Initial, mid-term and final interviews.
- Development plans – to create an action plan if required.
- Assessment of Skills and Knowledge – the NMC competencies.
- Administration of Medicines – to record examples of drug calculation.

The screenshot shows the assessment interface with four main sections: "Initial interview" (Mentor signed on: 23/01/2015, Student signed on: 23/01/2015), "Areas for assessment" (Development plans [View](#), Assessment of skills and knowledge [View](#), Administration of medicines [View](#), Administration of medicines essential skills clusters [View](#)), "Mid placement interview" (Complete formative assessment, Mid placement interview not required), and "Final interview".

- Administration of medicines essential skills clusters – pass / fail assessment of NMC essential skills cluster medicines administration.

When completing the assessed elements make sure you add a grade and comments before saving as you will not be able to go back and add anything at a later date. If you make a mistake, do not worry, contact OPAL support for assistance.

It is the student's responsibility to ensure everything is completed in time for submission.

The OPAL system will automatically submit the student's portfolio electronically on the allocated date and time. There is no need for the student to do anything.