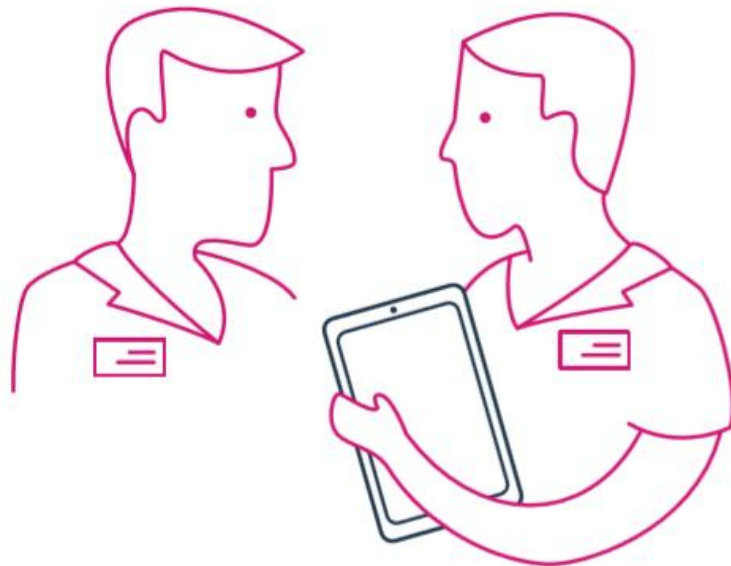


Est.
1841

**YORK
ST JOHN
UNIVERSITY**



Practice Assessor Preparation & Guidance

Practice Assessor Name:

Organisation:

This handbook is designed to help you understand the role as a Practice Assessor and will support you to meet the NMC outcomes for the role.



Before beginning to read each section, you may wish to time how long it takes you to complete and then use this resource towards your revalidation.

Understand the purpose of the Practice Assessor

Section One: Context

The Nursing and Midwifery Council (NMC) has launched a new framework for the education and training of nurses and midwives, and new standards of proficiency that nurses will be required to meet before they can apply for registration.

Using the links highlighted please access the new standards that have been updated to reflect changes to the way that health care is being delivered. You could time yourself to use towards your revalidation if you are a nurse. They represent the knowledge, skills and attributes that all future registered nurses must demonstrate to deliver safe, compassionate and effective nursing care. The framework for education and training sets out what nurses and midwives will need to know, and be able to do, by the time they apply for registration.

The new standards for NMC approved programmes are:

Part 1: [Standards framework for nursing and midwifery education](#)

Part 2: [Standards for student supervision and assessment](#)

Part 3: [Standards for pre-registration nursing programmes](#)

Future Nurse: [Standards of proficiency for registered nurses](#)

[Standards for pre-registration nursing associate programmes](#)

[Standards of proficiency for nursing associates](#)

These are available on the Nursing and Midwifery Council website at <https://www.nmc.org.uk/standards/standards-for-nurses/>

The Standards for prescribers are available at <https://www.nmc.org.uk/standards/standards-for-post-registration/standards-for-prescribers/>

[The Code](#) is embedded throughout the new standards. It would be useful at this point to use the hyperlink and revisit the values and standards identified within the Code (NMC, 2018).

- Prioritise People
- Practise Effectively
- Preserve Safety
- Promote Professionalism & Trust

Practice Assessors are registered nurses, midwives and nursing associates, or in the case of prescribing programmes any qualified prescriber, who assess a learner's practice learning for a placement or a series of placements. A nominated Practice Assessor liaises with Practice Supervisors and the Academic Assessor, to make recommendations for learner progression. Further information can be found at:

<https://www.nmc.org.uk/supporting-information-on-standards-for-learner-supervision-and-assessment/Practice-assessment/>

You might be assigned as a Practice Assessor to a learner for a placement or a series of placements. This can mean that you will be assigned to a learner for a single placement, more than one placement, or for the whole 'part' of a programme. The specific arrangements will be determined by your organisation in collaboration with the University and will depend upon:

- Public protection
- Any standards that relate to the Practice Assessor role
- The skills and availability of individual assessors
- The learner's course outcomes
- The learner's needs, course and placement requirement, for example how many placements there are, or the location and type of the placements.

The Nursing Programme at **York St John University** offers students 3 placement opportunities each year. The first two placements are formative, with a final summatively assessed placement at the end of the year. In year 1 and 2, York St John University nursing students also have enrichment experiences in the voluntary sector and will take time out of clinical placement to complete these. York St John University nursing students also evidence their insight into other fields of practice through Alternative Field of Practice Reflections. There is also a retrieval period at the end of each year to enable students to make up any missed hours. For more details about the York St John University Programme please visit our Nursing programme websites and see our course plan overleaf.

Nursing (Adult) BSc (Hons)

<https://www.yorks.ac.uk/courses/undergraduate/nursing/nursing-adult-bsc-hons/>

Nursing (Mental Health) BSc (Hons)

<https://www.yorks.ac.uk/courses/undergraduate/nursing/nursing-mental-health-bsc-hons/>

BSc (Hons) Nursing Course Planner 2022-2023																																																	
Dates	19/09/2022	26/09/2022	03/10/2022	10/10/2022	17/10/2022	24/10/2022	31/10/2022	07/11/2022	14/11/2022	21/11/2022	28/11/2022	05/12/2022	12/12/2022	19/12/2022	26/12/2022	02/01/2023	09/01/2023	16/01/2023	23/01/2023	30/01/2023	06/02/2023	13/02/2023	20/02/2023	27/02/2023	06/03/2023	13/03/2023	20/03/2023	27/03/2023	03/04/2023	10/04/2023	17/04/2023	24/04/2023	01/05/2023	08/05/2023	15/05/2023	22/05/2023	29/05/2023	05/06/2023	12/06/2023	19/06/2023	26/06/2023	03/07/2023	10/07/2023	17/07/2023	24/07/2023	31/07/2023	07/08/2023	14/08/2023	21/08/2023
W#	0	1	2	3	4	5	6	7	8	9	10	11	12	0	0	0	13	14	15		1	2	3	4	5	6	7	8	9		10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
	Semester 1															Semester 2																																	
Part 1 Welcome	Human Science for Integrative Nursing															Human Science for Integrative Nursing																																	
	Nursing Practice 1.1															Nursing Practice 1.2																																	
	The Professional Nurse in Contemporary Health Care															Nursing Practice 1.3																																	
	Simulation															Assessing Whole Person Health																																	
Part 2 Induction	Integrative Nursing for the Person with Health Challenges															Integrative Nursing for the Person with Health Challenges																																	
	Nursing Practice 2.1															Nursing Practice 2.2																																	
	Researching Whole Person Nursing															Nursing Practice 2.3																																	
	Simulation															Optimizing Wellbeing through Integrative Nursing																																	
Part 3 Transition	Leading Care for the Person with Complex Needs															Contributing to Knowledge for Whole Person Nursing																																	
	Contributing to Knowledge for Whole Person Nursing															Integrative Nursing for Global Health																																	
	Simulation															Nursing Practice 3.1																																	
	Simulation															Nursing Practice 3.2																																	
Simulation															Nursing Practice 3.3																																		

A = Assessment Submission	C = Consolidation	Part 1 = University Day Monday
P = Practical Assessment	I = Induction	Part 2 = University Day Tuesday
E = Exam	TR = Transition to Registration weeks	Part 3 = University Day Thursday
R = Reassessment / Retrieval	Yellow = Holiday	

Section Two: Your role as an assessor in practice

Practice Assessors assess and confirm the learner's achievement of practice learning for a placement or a series of placements. Practice Assessors do not need to be physically based or employed in each or any of the environments in which the learner is placed. Organisations will inform you of local arrangements. You will arrange to meet or liaise with Practice Supervisors to discuss the learner's progress.

The Practice Assessor assesses the learner's overall performance for their practice learning, taking into account of whether or not the relevant proficiencies and programmes outcomes have been met including if they display the required values of their profession

Assessors must have sufficient opportunities to observe the learner across environments in order to inform their decisions. You will also work with an Academic Assessor to make a recommendation and confirmation for the learner's progression on the programme, where relevant.

The link below contains more information about Practice Assessor responsibilities:

<https://www.nmc.org.uk/supporting-information-on-standards-for-learner-supervision-and-assessment/Practice-assessment/>

Students at **York St John University** along with other partners in the region, use the MYEPAD practice assessment document and Pebblepad Software to collect evidence of their learning and proficiency. Both practice supervisors and practice assessors can provide feedback to students via this online document but only the practice assessor can make the final pass/fail decision at the end of the placement year. The illustration below outlines

practice supervisor and practice assessor responsibilities in completing the MYEPAD assessment documentation for York St John Nursing students.

MYEPAD & OAR: Documentation & assessment

Practice Supervisor



- Completes with student:
 - Initial interview per placement
 - Midpoint Interview & professional values
 - Assessment of proficiencies in liaison with practice assessor
 - Formative episode of care reflection
 - Signs off Enrichment Placement
 - Signs off Alternative Field Reflections
 - Signs off Service User feedback
 - Provides feedback on interprofessional working page
 - Completes ongoing record of achievement at the end of each placement.
 - Confirms worked hours

Practice Assessor



- Confirms initial and midpoint interviews
- Conducts final interview in final placement
- Signs off summative episode of care reflection
- Completes/co-ordinate medicines management assessment
- Completes ongoing record of achievement at the end of each part

For more information on Using MYEPAD and Pebblepad to support York St John students please visit the websites below

Using the MYEPAD Practice Assessment Document

<https://myeweb.ac.uk/mye-pad/>

Using Pebblepad

<https://www.yorks.ac.uk/working-with-the-community/placement-providers/using-pebblepad/>

Nursing Practice Placements at York St John

<https://www.yorks.ac.uk/working-with-the-community/placement-providers/nursing-practice-placements/>

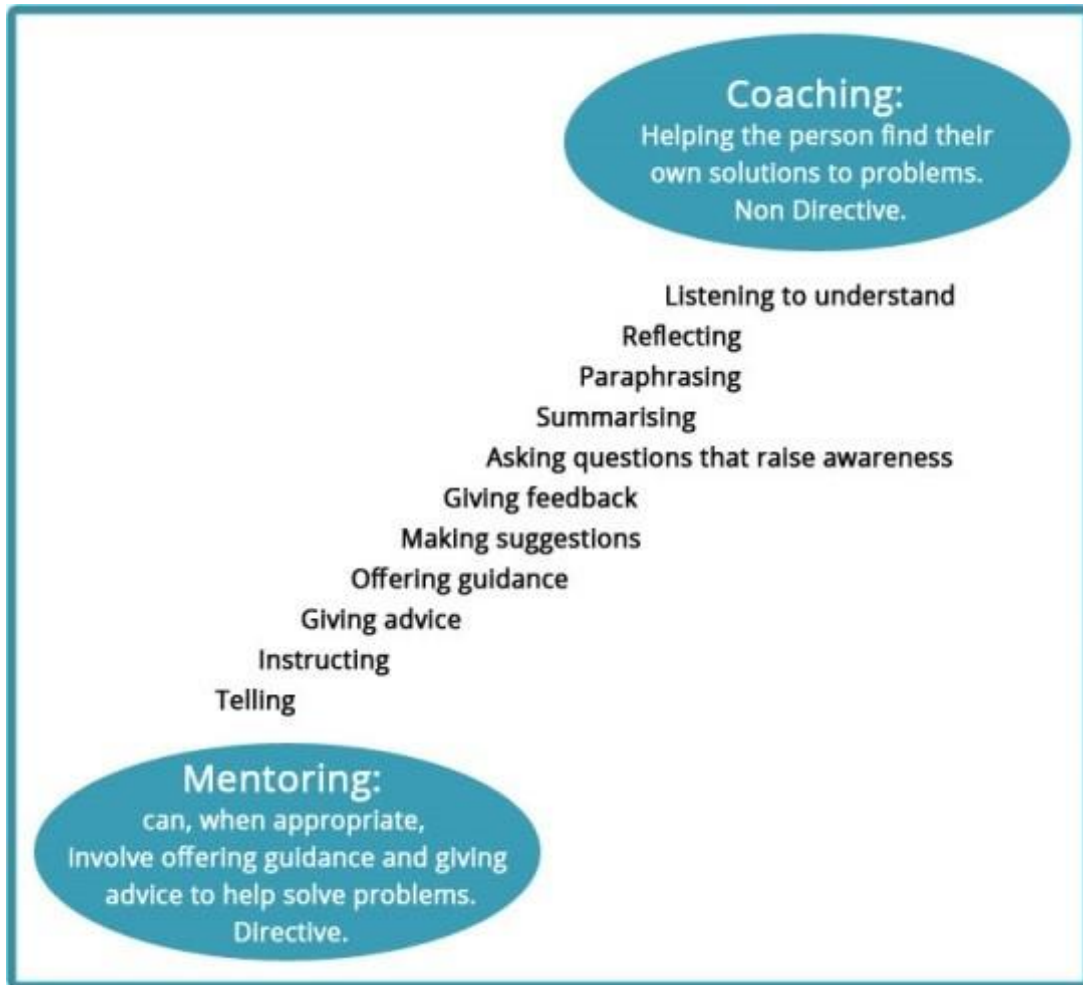
Effective Coaching

For effective coaching to take place there needs to be a feeling of trust. Environments where morale is good, management / staff relationships are good, a philosophy of openness pervades and people at all levels feel valued are seen to have the best outcomes for coaching.

Sheppard/ Moscow (2007) state that a positive coaching environment requires the coach to:

- believe in the learner's potential;
- accept mistakes as long as they are learning;

- be open to feedback;
- regard this as an opportunity to learn yourself;
- acknowledge the importance of feelings as well as facts in the practice experience/workplace;
- give support and encouragement.



(Coaching Skills, Shepard/Moscow Ltd., Training pack for West Dunbartonshire and Argyll and Bute Councils, 2007)

GROWing your student



The GROW model of coaching can be used to structure conversations between you and your student.

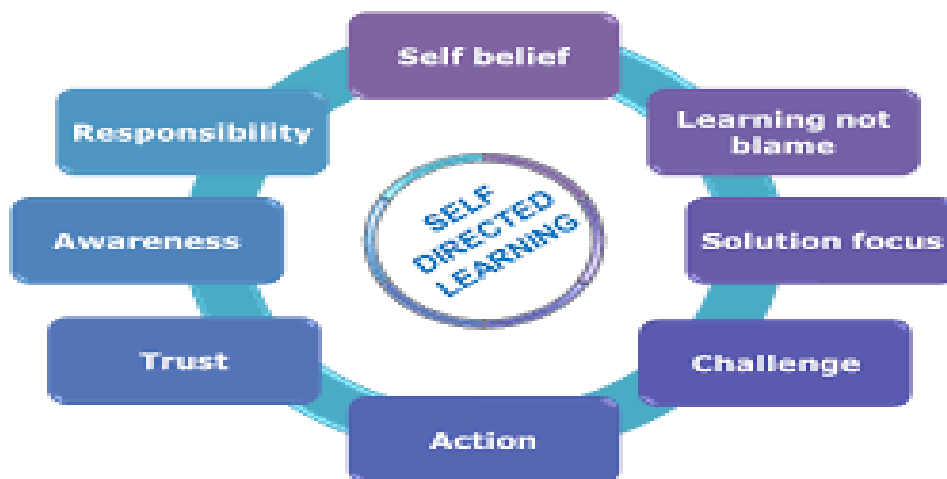
Goal Setting: Agree and understand what goals and/or outcomes the student needs to cover whilst on placement. Goals should be:

SMART, PURE and CLEAR

- ✓ Specific, Measurable, Agreed, Realistic and Time phased
- ✓ Positively stated, Understood, Relevant and Ethical
- ✓ Challenging, Legal, Environmentally sound, Appropriate and Recorded

THE NINE PRINCIPLES OF COACHING

Coaching is positive, non-judgemental, solution focused and challenging:



Although the control of the process lies with the coach, the content always lies with the client, making the coaching experience an empowering, productive and enjoyable one.

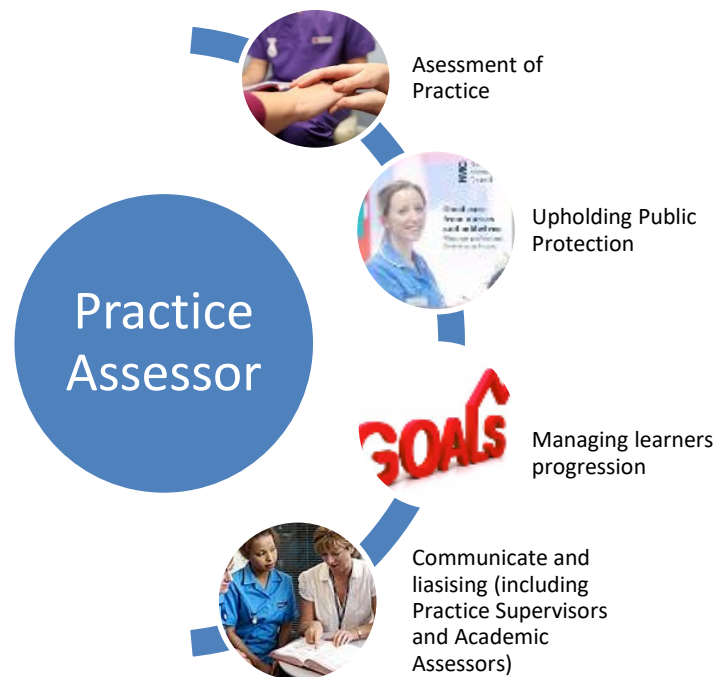
The crossover area in the centre of the diagram above represents the times when coaches make suggestions or share their own insights. They usually ask permission before doing this, making a clear boundary between the client's agenda and their own:

Goal Setting: Agree and understand what goals and/or outcomes the student needs to cover whilst on placement. Goals should be:

SMART, PURE and CLEAR

- ✓ Specific, Measurable, Agreed, Realistic and Time phased
- ✓ Positively stated, Understood, Relevant and Ethical
- ✓ Challenging, Legal, Environmentally sound, Appropriate and Recorded

Section Three: Key principles of effective assessment



For more detailed information please access the NMC website:

<https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/>

Each Practice Assessor is responsible for the assessment and confirmation of the achievement of proficiencies and programmes outcomes in practice learning for the learner(s) they are assigned to, for the period they are assigned to them.

Celebrating and acknowledging success

Working with learners can be very rewarding, seeing them grow in confidence and ability, developing both personally and professionally. Fostering an effective relationship has advantages to both members of the learning partnership. Providing detailed feedback is the lifeblood of progress. Constructive feedback signposts learners so they can address and build on weaker areas to strengthen their overall ability whilst highlighting areas of good practice. Providing feedback in a timely manner acknowledges good practice, builds confidence and affirms ability. Seeing the learner grow in confidence and ability, realising their potential is a fulfilling and satisfying part of our role.

Raising concerns and managing a learner not progressing as expected

Whilst the vast majority of learners progress well, Practice Assessors should be aware of any concerns regarding a learner's performance, putting in place action plans in

collaboration with the Practice Supervisors, Academic Assessor and the learner, where relevant.

If the learner does not improve or meet the required actions the Academic Assessor needs to be involved. If there is a concern or risk to the public from the learner's performance the Practice Assessor must take appropriate action. If the concern or risk is immediate then Practice Supervisors, Practice Assessors or the nominated person should take action, such as recommending the learner for removal or suspension from a placement or programme by following the appropriate process (such as Fitness to Practice) as set out by the university and should involve the Academic Assessor.

Further information will be provided by the [York St University](#) and your local organisation.

Learners requiring additional needs are entitled to have reasonable adjustments considered in relation to their practice learning. However, while reasonable adjustments may be made to the way that a learner can achieve, the actual proficiency, competency or standard itself cannot be adjusted.

Section Four: Undertake a fair, reliable and objective assessment

Assessors will take into account a variety of views and inputs, as well as the learner diversity, any additional needs, different learning styles, cultural backgrounds and communication styles. Assessors will also take into account the learner's history and current achievement across theory and practice.

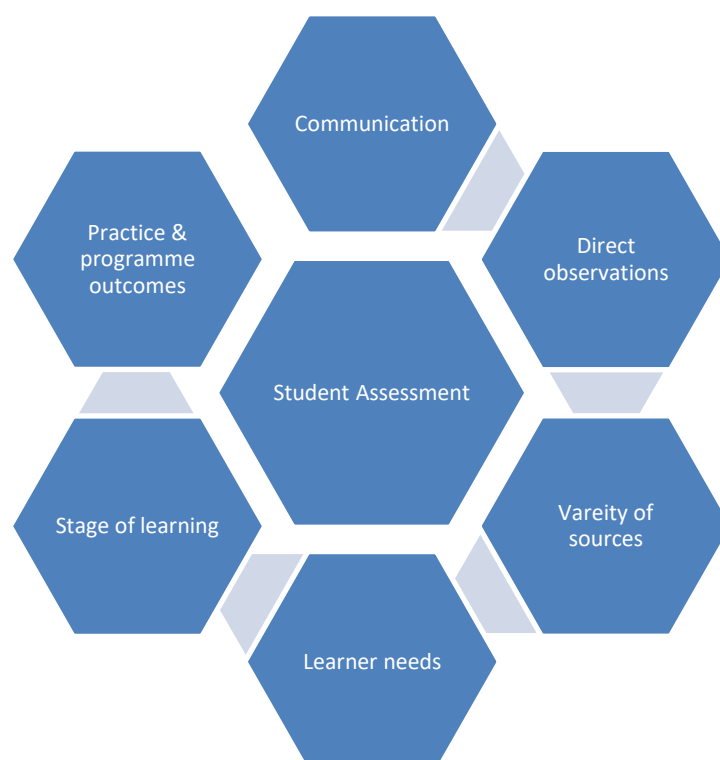
York St John University has a 5-step process to try to ensure that students are fully supported on placement and that any reasonable adjustments can be implemented. Please see table overleaf. For support, practice assessors can

- Contact the student's Academic Assessor
- Contact the York St John University's Disability Advice on 01904 876775 or email disabilityadvice@yorks.ac.uk
- Access York St John University's Disability Support Website <https://www.yorks.ac.uk/health-and-wellbeing/disability-support/>
- Access York St John's Website on Equality, Diversity and inclusion <https://www.yorks.ac.uk/working-with-the-community/communities-centre/equality-diversity-and-inclusivity/>

Supporting Reasonable Adjustments in Practice: A Five Step Process	
Step 1	Student meets with Disability Advisor to identify needs discuss strategies and support.
Step 2	Student meets with Academic Assessor to discuss how strategies and support needs might be implemented in practice placement.
Step 3	Student completes Placement Support Agreement to share with Practice Assessor/Practice Supervisor. This should be uploaded into the <u>ePortfolio</u> .
Step 4	Academic Assessor may contact Practice Learning Facilitator if required to make any specific arrangements agreed with the student.
Step 5	Student and Academic Assessor review adjustments to ensure support is adequate.

Assessment should be continuous throughout the duration (period) of time a Practice Assessor is assigned to a learner, communicating with Practice Supervisors, Academic Assessors and the learner. There should be no surprises. York St John University student nurses will be assigned a practice assessor at the beginning of each year who will work with Practice Supervisors, Academic Assessors and review their progress at the end of the year.

Feedback to the learner about their achievement and collaborating with them to review possible areas for improvement also forms a fundamental part of the assessment process. Relevant evidence is gained from a variety of sources that includes contact with Practice Supervisors and access to the learner's practice documentation.



In the MYEPAD practice assessment document students will review their learning with a practice supervisor/practice assessor at initial, midpoint and final interviews on each placement. Students will provide evidence of their learning in:

- Professional values reflection x4 each year.
- Episode of care reflection x 2 each year
- Alternative fields of practice reflection x 2 each year
- A reflection on enrichment experience x1 in years 1 and 2.
- Evidence of proficiency as appropriate for the part of the programme
- Medicines management assessment x1 each year

In addition, students can gather feedback from:

- Service users and record on the service user feedback page
- Other health care professionals and record on the interprofessional learning page

Second and third year students are also asked to gather peer feedback.

At the end of each practice experience the learner is given constructive feedback and their practice documentation is completed, this allows for the next Practice Assessor and Practice Supervisor to see the learner's progression. The information in the learner's document needs to be clear, accurate, focussed and informative, with enough detail for the next reader to see areas that need to be further developed and where the learner's strengths lie. At the end of each placement the Ongoing Record of Achievement must be completed as shown in the illustration below.

**Ongoing Achievement Record:
Who can sign?**

OAR Part 1 Placement 1 & 2

• Can be signed by a Practice Supervisor or Practice Assessor.


• Must verified by your Academic Assessor

OAR Part 1 Placement 3

• MUST be signed by a Practice Assessor.

• MUST verified by your Academic Assessor

Section Five: Personal and professional development

	<p>Activity; Every three years nurses undertake their own revalidation. You can reflect on your role as a Practice Assessor and use this resource as part of your revalidation.</p> <p>http://revalidation.nmc.org.uk/download-resources/forms-and-templates/</p>
---	--

Key contacts at York St John University

Placements Team	
Hazel Tweed	01904 876821
	professionalpractice@yorks.ac.uk
Placement Co-ordinators	
Ros Brownlow (Adult field)	01904 876386
	r.brownlow@yorks.ac.uk
Lizzie Richardson (Mental Health Field)	01904 876674
	e.richardson@yorks.ac.uk
School Admin Unit	
Andrea Stimson	01904 876080
Georgi Pegg	01904 876438
	admin.health@yorks.ac.uk