

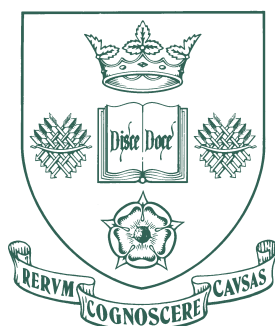
dialogue reflection learning
competence teaching evidence
assessment
practice mentorship supervision

**THE UNIVERSITY OF SHEFFIELD
SCHOOL OF NURSING AND MIDWIFERY**

Advanced Diploma in Nursing Studies

ADNS

September 2000 Curriculum



School of Nursing
& Midwifery

Assessor Pack

*The Advanced Diploma in Nursing Studies
September 2000 Curriculum*

Detailed guidelines on completion of the revised assessment documentation.

dialogue reflection learning
competence teaching evidence
assessment
practice mentorship supervision

This pack is divided into sub-sections as follows:

Section 1: Introduction to the Advanced Diploma in Nursing Studies (ADNS) September 2000 Curriculum, including the assessment of theory and practice.

Further Sections discuss and clarify your role and responsibilities with the students:

Section 2: At the beginning of the placement.

Section 3: During reflective progress reviews.

Section 4: During the intermediate interview.

Section 5: During the final interview.

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Course Leaders

Clinical Representatives

Project Co-ordinators

We would like to acknowledge their guidance and support during the development process.

INTRODUCTION

These guidelines are to be used by those registered nurses who mentor and assess students commencing the pre-registration Advanced Diploma in Nursing Studies (ADNS) September 2000 curriculum and onwards. Without their continued support, commitment and skill, this programme would not be possible.

The principle aim is to offer an update on the new curriculum and particularly to provide detailed guidelines on completion of the assessment documentation used for the student.

It is also useful for other practitioners who have a role to play in contributing to the assessment of students, such as those who may provide the student with a testimony of achievement eg. practitioners in areas where the student may visit or other professionals who facilitate the students experience during the placement.

Getting the most from this pack

Before you begin, locate the orange ADNS (September 2000) Resource Pack which has been sent to all placement areas. Inside this pack you will find an example of the students assessment documentation **The Assessment of Practice Record.**

You will need to refer to this frequently as you read through this pack.

Initially, you may wish to work through this material on your own. If you are an experienced Assessor you may be able to do this swiftly as you may not need all the guidance provided within this booklet. Other less experienced assessors may need longer to work through the material and we hope will welcome the details and examples provided.

Named Support for Assessors/Mentors

Each placement area has a Learning Environment Manager (L.E.M.) who may be approached for additional information in the first instance. He/she can also provide contact details for your named link lecturer as well as the named link for your Trust. Finally, at the back of the ADNS Resource pack you will find the names and contact details for the Curriculum Project Team.

SECTION ONE

THE PRE-REGISTRATION ADVANCED DIPLOMA IN NURSING STUDIES

This three-year programme began in September 2000. The first year is known as the *Common Foundation Programme* where students begin with a strong focus on nursing. Other relevant concepts such as health and society are introduced and applied to nursing practice in the students chosen branch. Years 2 and 3 make up the *Branch Programme* where students further develop the specific knowledge and skills relating to their chosen sphere of practice. Four branches are available leading to registration : general (adult) nursing, sick children's nursing, learning disabilities nursing and mental health nursing.

Course Details

The course is divided into two units per year, giving a total of six units (see course plan). Each unit spans **20 weeks**. Time is allocated equally so that there is 50% theory and 50% practice in each unit. Half of each unit is spent at the theoretical base and half is spent on an allocated placement. Each unit includes 10 weeks of supervised practice in clinical placements. Specific information about the students who will come to your area is detailed in the change list, which is sent out to all Learning Environment Managers. This will also tell you which unit your student is undertaking during that placement.*

Common Foundation Programme (CFP)

In accordance with statutory requirements (UKCC 1999), the CFP has been reduced to one year. In unit one, **Foundations in Nursing Studies**, students are introduced to the knowledge, skills and attitudes required of a registered nurse in order to meet the competencies laid down by the UKCC (1999). **Nursing is the central focus and underpins all theoretical material taught throughout the course**

Students destined for adult or child nursing branches experience a range of practice-based clinical sessions in the classroom setting. Applied nursing practice is informed by nursing theory as well as a range of other perspectives drawn from Life Sciences, Behavioural, Health and Social Sciences. Students will commence clinical placements early in order to develop practical skills and start to relate theory and practice at the beginning of the course. This approach is continued in Unit 2.

**Given that there is a shortage of certain types of placements, as well as a fluctuating number of students over the year, last minute changes to the change list do sometime occur for which we apologise. Please be assured that we endeavour to minimise any difficulties with this process.*

During the practice placement in CFP, **all** students focus on the achievement of common competency based outcomes (UKCC 1999). Whilst these will be the same for all the specialities there will be additional competency based outcomes to reflect specific skills relevant to the students intended branch programme. However, by the end of the CFP all students must have successfully achieved the specified competency based outcomes in order to proceed to the branch programme.

Branch Programmes

The branch programmes further develop the skills and competencies acquired in CFP and continue to be applied to the care of a specific client group. Each branch is concerned with the development of knowledge, skills and attitudes in order to meet defined professional competencies in the chosen branch.

Units 3,4,5 enable students to develop the essential skills of assessing, planning, implementing and evaluating nursing care, using an evidence-based approach to practice. The theoretical input is related directly to the delivery and management of care for the client group.

The final unit has a particular focus on preparing students to make the transition to Registered Nurse. It addresses the knowledge, skills, attitudes and experience required to move from supported to autonomous practice and to assume responsibility and accountability for actions. It builds on previously introduced concepts of leadership and management and introduces the skills required to co-ordinate and manages the work of others.

Advanced Diploma in Nursing Studies Course Outline
Common Foundation Programme

Foundations in Nursing		Perspectives on Nursing	
YEAR TWO		YEAR THREE	
Branch Programmes		Branch Programmes	
<i>Mental Health</i>		<i>Mental Health</i>	
Working with People with Enduring Mental Health Problems (1)	Working with People with Enduring Mental Health Problems (1)	Caring for People with Acute Mental Health Problems (1)	Caring for People with Acute Mental Health Problems (2) Transition to role of Registered Nurse
<i>Learning Disabilities</i>			
Multiple Sensory Nursing Practice	Challenging Behaviours	Evidence Based Practice	Named Nurse Practice Transition to role of Registered Nurse
<i>Child</i>			
Secondary Care and Family-Centred Care	Ambulatory Care	Acute and Specialist Care	Continuing Care Transition to role of Registered Nurse.
<i>Adult</i>			
Nursing the Acutely Ill Adult in a Medical Environment/Context	Community and Public Health Nursing	Ageing, Rehabilitation and Continuing Care Nursing	Nursing the Acutely Ill Adult in a Surgical Environment/Context Transition to role of Registered Nurse

ASSESSMENT STRATEGIES

Teaching and learning strategies designed for use in this curriculum seek to strengthen the relationship between the theoretical and practical components of the course. Accordingly, there is an emphasis on assessing the student's ability to relate theory and practice. For example, in the assignments and exam questions students are expected to analyse examples from practice and in assessment of practice students are required to demonstrate the required knowledge and understanding relevant to the competencies assessed.

A summary of the theoretical assessments which students are required to successfully complete is provided on the following page.

Assessment of Practice

With reference to the ASSESSMENT OF PRACTICE RECORD the first 5 pages of the booklet provide instructions and directions for the assessor, student and the clinical link lecturer. A further guide is provided via a flow chart which you will find gives bullet points on each stage of the process.

The student will have an "Assessment of Practice Record" for each year of the course. This will therefore contain the assessment documentation for two units.

The assessment of practice is based on the collection of evidence of practical achievement. The assessment methods available are direct observation of practice, questions and answers, reflective discussions, testimony and simulation.

The students are required to achieve a specified number of competencies in each unit. **All** competencies must be achieved to pass the unit. The competencies are grouped under four domains, namely:

- **Professional/ethical practice**
- **Care Delivery**
- **Care Management**
- **Personal/Professional Development**

Throughout the three years these four domains remain the same. However, the number and range of competencies vary in each unit. They are developmental from unit to unit reflecting the increasing level of knowledge, skills and responsibility that the student is expected to assume and exercise as she/he progresses through the course.

Level One	Unit One	Credits: 60
Theory	i)	Multiple choice/short answer exam paper relating to the Assessment foundation studies content
Integrated reflective theory	ii)	A reflective assignment integrating theoretical and practice assignment practical aspects of nursing care.
Level One	Unit Two	Credits: 60
Theory	i)	Multiple choice/short answer exam paper relating to the Assessment foundation studies content
Integrated reflective theory	ii)	A reflective assignment integrating theoretical and practical aspects of nursing care.
Level Two	Unit Three	Credits: 60
Theory Assessment	i)	Branch specific assignment relating conceptual studies to the practice area (2000 words)
Integrated reflective theory/ Practice assignment	ii)	Branch focused reflective assignment. Methods of presentation available, to be supported by written reflection: video recording; seminar presentation; critical incident; care study (2000 words)
Level Two	Unit Four	Credits: 60
Theory Assessment	i)	Branch specific assignment relating conceptual studies to the practice area (2000 words)
Integrated reflective theory/ Practice assignment	ii)	Branch focused reflective assignment. Methods of presentation available, to be supported by written reflection: video recording; seminar presentation; critical incident; care study (2000 words)
Level Three	Unit Five	Credits: 30
Theory Assessment	A research critique which reflects on the implications for nursing practice (4000 words)	
Level Three	Unit Six	Credits: 30
Integrated reflective theory/ Practice assignment	Assignment to examine professional issues in nursing such as aspects of practice, education, management, research 4000 words)	

Integral to the achievement of these is the student's ability to demonstrate the required knowledge and understanding through questioning and/or reflective discussion.

Above each list of competencies there is a statement, which identifies the level of supervision/guidance or support appropriate for a student during that year of the course.

In year one the statement reads:

Competencies are to be achieved within the context of the care delivery setting and under the supervision of a First Level Registered Nurse.

What this means in practice

Initially the student will observe how clinical activities are carried out. Following this the student should be encouraged to participate when she/he is ready and the assessor is also in agreement. As the student's ability and confidence develops she/he can assist the practitioner but will not initially lead the activity. Clearly the student is still under close supervision. By the end of year one, the student should be demonstrating the ability to carry out some activities with confidence. The specific competencies identified for each unit should guide you as to which activities these are.

The student should be able to lead activities with few prompts. Some basic care activities may be carried out with minimal supervision once you are sure of the student's ability through direct observation. The assessor should still be close enough to monitor the student's activities.

Also it is vital that the assessor checks the students understanding of these activities through careful questioning otherwise accurate assessment of student progress and achievement cannot be made.

In year two the level reads:

Competencies are to be achieved within the context of the care delivery setting and under the guidance of a First Level Registered Nurse.

What this means in practice

The level of supervision provided follows on from that which is required at the end of year one. With increasing confidence, the student should be able to carry out a wider range of care activities under minimal supervision. However, decisions concerning the degree of supervision should be based on a reasonable amount of prior direct observation of practice. You should also be entirely confident that the student knows when to seek assistance from a registered nurse.

Again the student's knowledge and understanding should be assessed through question and answer as it is vital, not only that they know how to undertake care, but also why that care is necessary.

In year three the level reads:

Competencies are to be achieved within the context of the care delivery setting and under the support of a First Level Registered Nurse.

What this means in practice

The level of supervision provided follows on from that which is required at the end of year two. Increasingly, they should be able to use their initiative to recognise and meet the needs of patients. By the end of year three, the student should be able to demonstrate all the competencies to the standard of a newly registered practitioner.

At this stage, you should use questioning not only to test the student's knowledge and understanding of care activities, but also to ascertain how they should recognise changes in patients needs. You should also question them about how they prioritise and manage care and the rationale behind their decision-making.

At the start of units three and five (start of years 2 and 3, respectively), students are challenged to achieve a higher level of performance than previously required. Students may therefore take a little longer to progress on to the required level and may also require more support when doing so.

The completed "Assessment of Practice Record" is the definitive record of the summative assessment of the student's clinical practice for that unit. **It must be completed by the last day of the placement so that the student can discuss it with his/her personal Tutor/Lecturer.**

Following this the Assessment Board of the School of Nursing and Midwifery ratifies the result of the assessment of practice alongside theory and if the student is successful in both the theoretical and practical components of the Unit they are allowed to progress through the course.

All evidence from the assessment process, including the Assessment of Practice Record, is maintained and kept by the student in her/his portfolio. The portfolio is a detailed record of evidence maintained and collected by the student to verify the achievement of learning outcomes of the course.

The student's portfolio contains:

1) Factual Information

Students will develop a CV or personal profile during the first year of the programme and encouraged to continue this as a life long professional document, which will on registration begin to fulfil the PREP requirement. This approach is also reflected in the schools post-registration provision.

2) Self / Peer Assessment

Students will be encouraged to document their strengths and weaknesses and where appropriate develop learning contracts and action plans with their personal teacher or clinical supervisor. Peer assessment features as a teaching and learning strategy in many subject areas where students present their work.

3) Exposure to Other Branches of Nursing

In Unit 2 of the CFP all students, with the exception of those undertaking learning disabilities, will undertake a social enquiry project. The principle aim of this project is to enable the student to explore the availability of health and social care services which may meet the needs of Adults, children, mother and child care, mental health and learning disabilities. This social enquiry, which will be field work activity, may form part of the students exposure to other branches of nursing. Peer assessment of the project presentation will be included in the portfolio.

Open learning material and packages, supported by the different speciality teaching teams will also be undertaken to enable students to gain insights into the different branches of nursing. Again, these will be included in the portfolio.

For students undertaking the Adult branch, in order that the EU requirements are met, these experiences/ exposure opportunities will not only be documented throughout the 3 years but will be planned into specific Units placements.

The student will be required to keep a detailed record of significant experiences undertaken and reflected on eg. visits to other departments, days spent with clinical specialists, range of skills utilised with the specific client group.

4) Assessment of Practice Record

This comprises the formal assessment of practice documents described here.

5) Theoretical Assessments

Theoretical Assessments, which have passed in accordance with the Schools marking criteria and will show the academic progress made over a period of time. This work will demonstrate evidence of knowledge underpinning practice.

6) Integrated Reflective Theory / Practice Assignments

Each assignment is specific to the outcomes of the branch programmes and as the title suggests, focuses on strengthening the theory/ practice relationship through reflection.

7) Skills Map

A skills map will be used as a checklist to ensure the student has had the opportunity to experience all aspects of care. This is a formative document but it will indicate to the student the range of skills they may encounter and enable them to keep a check on their own progress.

Additional Material

A record of attendance at training sessions the school deems as mandatory i.e. CPR, food handling, moving and handling, infection management & HIV awareness, equal opportunities and the training in the handling of aggression or violence.

A record of placements undertaken will be maintained and a record of night duty undertaken will be maintained.

The portfolio will also include a check list of evidence that the student will be required to collect if they decide to apply for N.V.Q. Verification of the portfolio would then be undertaken by the Schools N.V.Q. Officer.

SECTION TWO

This section will discuss your role and responsibilities with the student at the beginning of the placement.

On the First Day of the Placement

You must ensure that the student can meet the 4 requirements identified on the page headed ORIENTATION - PART I. They are statutory requirements and serve to protect both the student and the patients/clients.

Instruction on some of these may be carried out by another registered nurse although it remains your responsibility to ensure it has taken place.

On the first day, you must make it clear to the student that she/he must not attempt any activities without prior instruction. The student will also require clarification on the level of supervision required at this stage.

When you are confident that the student can meet the requirements of ORIENTATION PART 1, both you and the student should then sign that section.

At this stage, it will be useful if you ask the student to think about and make some brief notes on what she/he wants to learn. Some students will have a list of nursing skills called a 'Skills Map' to help them identify appropriate skills to develop on each placement. This is a formative document, which is entirely the responsibility of the students to complete.

It is useful if the student brings this to their initial interview. The skills map is used over the 3 years of the course and offers the student guidance; **it should not become a replacement for the competencies, which the student must achieve.**

A reference copy of a skills map will be contained within the ADNS Resource Pack sent to your area.

During the First Week of the Placement

You must ensure that the student can meet the requirements identified on the page headed ORIENTATION - PART 2. You may wish to incorporate a discussion of these as part of the INITIAL INTERVIEW with the student. In particular, the ward/unit learning opportunities will be directly relevant to the action-planning phase of this interview.

When discussing the procedure for receiving and referring messages and enquiries, you should assess that the student is able to utilise the appropriate communication skills, such as being able to communicate sensitively and in the appropriate manner.

When discussing the policy/procedure for the administration of medicines, you should include the latest guidelines from the UKCC: Standards for the administration of medicines (1992).

New UKCC guidelines will be issued to all practitioners with the Autumn 2000 edition of "Register".

Initial Interview

This should be carried out during the first week of the placement. The initial interview is conducted to identify learning needs and plan how learning will be facilitated and assessed. If you have not already done so, you will need to begin by discussing the requirements laid down in ORIENTATION - PART 2. Together with the student you should then develop a list of learning needs. The skills map and any notes that the student has made will be helpful. At this stage, it is vital that the learning needs identified match the competencies listed in the "Assessment of Practice Record". On the following page you will find an example of the way in which this 'interview' may be documented.

This example is from a general (adult) placement.

INITIAL INTERVIEW

Please record your initial interview with the student, identifying the student's personal learning objectives and document action plans to achieve the competencies/outcomes and personal objectives

14.10.2000

Carol and I talked about the competencies in her assessment record and how these relate to the learning opportunities in this area. We also related this to our client group.

PLAN

I have suggested that she could begin with a focus on care delivery, particularly in relation to moving and handling patients. Other skills may also be included as opportunities present. We have discussed how these skills relate to the achievement of her competencies.

As this is her first placement Carol will work under direct supervision. We have considered the duty rota and made arrangements for Carol to work with me for at least 3 days per week.

- When I am not on duty, Carol will work with Staff Nurse Johnson who will provide a testimony on Carol's progress over the first few weeks.
- Carol and I will aim to record a reflective progress review every at least 2 weeks during her placement.
- Carol will also introduce herself to the physiotherapist and arrange to work alongside him in the care of 4 different patients this week. She will ask him to provide a testimony.
- Carol will also do some reading and find some research in this area.

As this is Carol's first placement we shall meet in one week (21.10.2000 at 3 pm.) for a reflective progress review and further planning.

Signature of Assessor

A.N. Assessor

Date: 21.10.2000

Signature of Student

A Student

Date: 21.10.2000

These agreements include the amount of contact time between mentor and student. The English National Board Standards of Practice (1997) recommend that this should be a minimum of two days per week for full time students or pro rata for part time students. The action plan includes arrangements for the student's supervision when the mentor/assessor is not on duty, which includes the provision of a testimony. In addition the action plan identifies specific clinical activities directly related to the competencies, which the student must achieve.

At the conclusion of this interview you should:

- Set a date and time to carry out a reflective progress review with the student
- Set a date and time to carry out the intermediate interview with the student

SECTION THREE

Reflective Progress Reviews

The reflective progress review is an account undertaken by the student highlighting personal learning and developmental action plans stemming from the reflection undertaken.

The reflective accounts can be used as a basis of discussion when you meet with the student.

The reflective progress review meeting may involve the same process as during the intermediate interview but is different because it is documented by the student (although the assessor should sign to indicate that a discussion has taken place).

Reflective progress reviews are an essential part of the continuous assessment process and are incorporated to enable students to develop critical reflective skills

After a reflective progress review discussion has taken place it should be countersigned by the assessor in the ASSESSMENT OF PRACTICE RECORD

The following pages provide examples of reflective progress reviews

The first example shows a reflective progress account undertaken by a student on a general adult placement.

Date	<p style="text-align: center;">REFLECTIVE PROGRESS REVIEW</p> <p>Please record your reflective progress reviews clearly identifying your personal learning and document action plans for further development</p>	Signature of Assessor and Student
21.10.2000	<p>I feel I have progressed in taking and recording baseline physical observations competently and I have the confidence to do these without requiring the readings to be checked. This progress I feel has also been made with other skills and competencies in care delivery eg.</p> <p>Moving and handling skills have improved and these have been helped by experience with physiotherapist (testimony provided).</p> <p>I have now amended my initial action plans to include more learning opportunities</p> <p><u>PLAN</u></p> <p>I will continue to take opportunities to develop competencies in care delivery and will also:</p> <p>Observe and participate in admission and assessment of all new patients for one week</p> <p>Arrange to observe a multidisciplinary team meeting.</p> <p>Arrange to spend half a day with the speech therapist with clients on this ward.</p> <p>Organise a further discussion with my assessor in 10 days (31.10.2000 at 3 pm.) to review my action plan and progress</p>	<p>A. Student</p> <p>A.N. Assessor</p>

The next example shows a reflective progress review of **a specific clinical experience**. This type of reflection may take the form of a debriefing.

This example is from a mental health placement .

Date	REFLECTIVE PROGRESS REVIEW Please record your reflective progress reviews clearly identifying your personal learning and document action plans for further development	Signature of Assessor and Student
21.10.2000	<p>I discussed an incident with my mentor, which I had found difficult. I had been asked to encourage a depressed client to get up for breakfast. The client refused and when pressed pulled the bedclothes over his head.</p> <p>I felt I did not have the skills or knowledge to deal with this situation.</p> <p>I discussed the following with my mentor.</p> <p>Why depression might lead to a disturbed sleep pattern with early morning waking and a low mood first thing in the morning.</p> <p>The physical needs of a client who is severely depressed.</p> <p>A nursing strategy to encourage the client to get up and take an adequate diet.</p> <p>Appropriate and sensitive communication approaches.</p> <p>I planned the following with my mentor;</p> <p>To spend time talking with the client during the day to begin to establish rapport before undertaking this again.</p> <p>I will continue to observe experienced nurses interacting with depressed clients and find out about the cause, symptoms and treatment of depression at an introductory level.</p>	<p>A. Student</p> <p>A.N. Assessor</p>

The next example is from a learning disabilities placement

Date	<p style="text-align: center;">REFLECTIVE PROGRESS REVIEW</p> <p style="text-align: center;">Please record your reflective progress reviews clearly identifying your personal learning and document action plans for further development</p>	Signature of Assessor and Student
21.10.00	<p>Sue and I discussed an incident, which I found initially quite distressing.</p> <p>I have been working closely with a young woman who had come on to the Unit for short-term care (Her main carer, Mum, had recently undergone surgery ñ no complications); I felt I had established a good rapport with her during this potentially stressful time. For no apparent reason the young woman become tearful while eating breakfast. I tried to console the young woman but she would not would not accept the consoling communication approaches I had made.</p> <p>I feel I don't have the necessary communication skills to help this young woman to communicate clearly her reasons for her distress, to enable appropriate support to be given. Following discussion with my assessor I realise that :</p> <ul style="list-style-type: none"> • such occurrences can and do happen for no apparent reason. The skills to communicate effectively with clients who are distressed need to be observed and discussed with skilled practitioners. • The psychosocial needs of clients who receive short term care are complex. • I need to ensure that nursing care plans are updated when such incidents occur. <p>Action Plan</p> <p>I will read around the literature on the psychosocial needs of people with a learning disability who receive short term care and discuss the issues I identify at our next progress meeting.</p>	<p>A. Student</p> <p>A.N. Assessor</p>

The next example is taken from a child placement.

Date	REFLECTIVE PROGRESS REVIEW	Signature of Assessor and Student
21.10.00	<p>My mentor and I talked about the importance of communicating effectively with parents and relatives. Parents often ask me for information about their child and I do not feel that I always know how much to tell them.</p> <p>We talked about</p> <ul style="list-style-type: none"> • Just giving information in a general way first and allowing them time to think about it. • Going back to the parents' later and asking if they have any questions. • When to get a qualified nurse to come and answer questions. <p><u>My plan</u></p> <ul style="list-style-type: none"> • For now I will focus on observing how others do it. • My mentor and I are going to do some role-play on it tomorrow. • I am going to find some research on it and discuss this with my mentor next week. 	<p>A. Student</p> <p>A.N. Assessor</p>

On the rare occasions when your student may be experiencing difficulties, you may wish to take advice from your Learning Environment Manager or ask him/her to assist you to carry out a progress review.

Following discussion with the Learning Environment Manager **it is extremely important that the clinical link lecturer is contacted** for advice and support. More guidelines on this are provided in the next section.

Further guidelines on the facilitation and assessment of student learning through reflection can be found in 'The Assessor' newsletter: November 1999 and March 2000 editions. This newsletter is distributed to all placement areas however if you have not received a copy, please, contact Amanda Cowan on 0114 222 9857.

SECTION FOUR

The intermediate interview

This interview **must** take place half way through the placement. If the placement is split it should take place before the first half finishes. The purposes are to:

- Review the student's progress and achievement so far against each competency and initial either the '**progressing**' or the '**not progressing**' box for each competency
- Give the student feedback
- Formulate a new plan if necessary
- Set a date for the final interview

In order to initial the 'progressing' box, the student should have:

- Taken up the maximum opportunities to participate in care activities relevant to that competency
- Demonstrated a growing level of skill
- Demonstrated a growing understanding of the rationale underpinning each competency
- Demonstrated development of the attitudes and values appropriate to professional practice
- Demonstrated a developing ability to engage in reflective practice

If the student is not progressing in any of the competencies, the following action should be taken:

- The Link Lecturer should be contacted following discussion with the Learning Environment Manager.
- The nature of the problem should be carefully documented in the COMMENTS section on the appropriate page. Be specific and very clear (the Link Lecturer can help with this)
- Document positive progress the student is making in other competencies.
- Following discussion between the assessor, student and the link lecturer a joint action plan should be identified. This should offer specific guidance and support to the student whilst she/he attempts to meet the required competency/competencies.
- Within this action plan, opportunities should be provided for the student to work with other assessors so that testimonies can be provided. This will significantly increase the reliability of your final assessment decision.
- Make arrangements to conduct a reflective progress review in **one week**.

A weekly progress review is advisable for as long as the student's difficulties persist. It is important that students are made aware of their strengths as well as their weakness. It is also vital that they are given every opportunity to achieve competence in a supportive environment.

Remember:

- Many factors can affect student's progress and it is important to explore the reasons for their difficulties.
- Also, not everyone develops knowledge, skills and attitudes at the same pace.
- Try not to compare students. You should assess them using the competencies as indicated rather than be influenced by the level of competence of their peers.

An example of how an intermediate interview is recorded is shown here. This example is applicable to most placement areas in all branches.

If the student is progressing in all of the competencies, a new action plan should be drawn up in conjunction with the student. A date and time for a reflective progress review should be arranged.

INTERMEDIATE INTERVIEW

Please record your intermediate meeting with the student, identifying the student's strengths and limitations and document action plans to achieve the competencies/outcomes and personal objectives

20.11.2000

Detailed discussion and feedback on all competencies offered to Carol. Carol is progressing well in all competencies except in Category 4: Personal/Professional Development, competency 6, where Carol has difficulties communicating with clients and colleagues. Carol appears impatient at times and does not give the clients enough time to express themselves. In addition she occasionally interrupts the client during a conversation with other members of the team and openly disagrees with advice being given to the client. Carol disagrees with this feedback and has asked for a new assessor.

Overall Carol is a keen and enthusiastic student who is progressing well on all other competencies.

Link lecturer contacted. Will visit tomorrow for joint action planning.

21.11.2000

Further discussion with the link lecturer (Ms M Walrus) has taken place. Carol has reluctantly agreed that some aspects of her behaviour need attention and require development. The following action plan has been agreed:

- Carol to work jointly with Staff Nurse Johnson and myself. Staff Nurse Johnson will provide testimonies and feedback on the above competency.
- Carol will pay particular attention to her behaviour and try to become more sensitive and patient. Initially, she will observe how other staff do this.
- Reflective progress review arranged to take place in one week.

Signature of Assessor

A.N. Assessor

Date: 21.11.2000

Signature of Student

A. Student

Date: 21.11.2000

SECTION FIVE

The Final Interview

The final interview should take place during the last week of the placement. As in the intermediate interview, each competency in the booklet is reviewed. This time, however, the assessor should make a **summative** assessment of the student's achievement. In order to initial the 'pass' category for each competency the student should have achieved the following:

- Taken up the maximum opportunities to participate in care activities relevant to that competency
- Demonstrated a satisfactory level of skill
- Demonstrated a sound understanding of the rationale underpinning each competency
- Demonstrated the attitudes and values appropriate to professional practice
- Demonstrated a developing ability to engage in reflective practice

The assessor should then turn to the page titled FINAL INTERVIEW WITH PLACEMENT ASSESSOR. This page instructs the assessor on the documentation to be completed. If the student has failed to achieve any of the competencies in spite of opportunities to practice, the assessor should complete the page titled RECORD OF COMPETENCIES/OUTCOMES FAILED. The reason for the failure should be stated.

If the student has not achieved any of the competencies due to lack of opportunities to practice and where simulation has not been appropriate, the assessor should complete the table identified for this.

If any competencies have been achieved through simulation, these should be documented on the table identified for this.

The assessor should also complete the RECORD OF SICKNESS AND ABSENCE DURING CLINICAL PLACEMENT.

Finally, the assessor should write a report on the student's strengths or weaknesses as well as their conduct, attitude and motivation as a potential future member of the profession. This is done on the final interview page. An example of how this may be done is shown on the next page.

FINAL INTERVIEW WITH PLACEMENT ASSESSOR

Assessor:

- **All competencies/outcomes achieved: Yes ...(Pass) No... (Fail)**
- **If the student has failed please complete the Record of Competencies/outcomes failed or the Record of competencies/outcomes not achieved due to the lack of opportunity as applicable.**
- **Please complete the Sickness/Absence Record.**
- **Please report on the student’s conduct, attitude and motivation as a potential future member of the profession**

Janet has achieved all competencies with enthusiasm and keen commitment to her own learning.

She has demonstrated particular sensitivity towards clients emotional needs and has shown maturity in her approach to them.

She has shown reliability and conscientiousness and pays high attention to detail.

Janet now needs to develop stronger skills in organising her time more effectively through planning her care activities.

Signature of Assessor A.N.Assessor Date: 20. 10.2000

Signature of Student A. Student Date: 20. 10.2000

This is an important summary of your assessment as it is used by Personal Teachers when writing references for students when they apply for jobs in the future.

The assessor has a formal responsibility to complete all the documentation in the “ASSESSMENT OF PRACTICE RECORD” by the end of the placement. The student is formally required to present and discuss the “ASSESSMENT OF PRACTICE RECORD” with their personal teacher. If the student has failed to achieve any of the competencies, it is at this point that their future progress is considered and appropriate action taken.

Role and responsibilities of the student

Throughout the placement the student should:

- Participate in all interviews, action planning and reflective discussions
- Ask for feedback frequently
- Ask questions at appropriate times about the care given to clients and the rationale
- Consistently show willingness to take up learning opportunities and
- Show a growing ability towards self-assessment.

Remember however that many of these will be influenced by the student's general level of confidence and some students may take more time to develop these abilities than others.

Finally remember to enjoy the experience of mentoring and assessing students, it is a challenging and rewarding role.

We are very interested to receive feedback from you on the actual experience of mentorship and assessment of students.

This feedback and any discussion generated can then be detailed in the Assessor Newsletter as well as explored as part of the material covered in the Teaching and Assessing courses. In this way we hope not only to provide answers but also to work together in finding new and innovative ways to develop mentorship and assessment.

Please let us know what your views are including comments on this pack by contacting:

Catherine Johnson Tel 0114 222 9785 or

C.C. Stuart Tel 0114 222 9760.

Notes

