

Guiding Principles for Proficiency Assessment of Student Nurses Studying at Bournemouth University (BU)

- 1) Achievement of all practice-based elements of nursing programmes will normally be undertaken and assessed in clinical placements.
- 2) Preparation for practice will include clinical skills and simulated practice sessions in the university. A summary of these sessions can be found in the [BU Proficiency Assessment Guide](#).
- 3) Clinical skills and simulation sessions at BU will follow core principles of good practice and students will be notified that variances to skills and procedures will exist in different trusts according to local policy and procedure.
- 4) Reference to specific practice-based policies and procedures will not be included in the simulation session. It is the responsibility of the practice areas to recognise where variances in core principles of practice occur and offer students relevant guidance to meet their requirements.
- 5) It is expected that nursing students will attend all timetabled sessions.
- 6) Proficiencies will be assessed in practice settings by the Practice Assessor (PA), with the support of the University Practice Learning Advisor (UPLA) team, placement-based practice education leads and NMC Academic Assessors (NMCAA).
- 7) It is recognised that there are 4 proficiencies that may not be achievable as part of the practice placement and can be assessed using simulation as supporting evidence. This will be provided by the BU simulation team and a professional conversation as set out in the [BU Proficiency Assessment Guide](#). These include:
 - a) Part 2, proficiency 12: *Demonstrates understanding of artificial nutrition and hydration and can insert, manage, and remove oral/nasal gastric tubes where appropriate.*
 - b) Part 2 or 3, proficiency 14* *Insert, manage, and remove urinary catheters for all genders and assist with clean, intermittent self-catheterisation where appropriate. Manage bladder drainage where appropriate.*
 - c) Part 2 or 3, proficiency 25*: *Demonstrates knowledge and skills related to safe and effective venepuncture and can interpret normal and abnormal blood profiles.*
 - d) Part 2 or 3, proficiency 26*: *Demonstrates knowledge and skills related to safe and effective cannulation in line with local policy.*
- 8) The above skills will therefore be provided by BU and will not be expected to be achieved in practice placement unless an organisation has confirmed explicitly that these skills can be provided.
- 9) Achievement of the above skills via simulation may mean students are required to access skills sessions at BU during placement time and may mean that BU claims placement tariff during these periods as opposed to the placement provider.
- 10) Once achieved by a student they will need to adhere to the policy of any placement provider to either perform the skill in practice (under usual student supervision arrangements) or to refrain from performing the skill as placement policy does not support student nurses performing the skill in question).

- 11) Where it is deemed by a PA that a student is unable to achieve any other proficiency in a practice setting the next step is to engage with the local practice education lead, UPLA team and NMCAA to discuss options such as a spoke placement.
- 12) BU students will be assessed using the [BU Proficiency Assessment Guide](#) set out in OPAL2.
- 13) It is reasonable to expect that students on different fields will achieve proficiencies to a level relevant to their field of practice ([NMC, 2018](#)). The [BU Proficiency Assessment Guide](#) (Pages 5-8) sets out guidance on how students studying in different fields can achieve the level of proficiency required.
- 14) BU accepts responsibility for reviewing and updating the OPAL2 guides annually based on feedback from students, practice partners, and BU staff.