

The Handbook for OPAL2



Faculty of Health and Social Sciences

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Introduction to OPAL2



Online Practice
Assessment for
Learning

OPAL 2 is your practice portfolio developed in accordance with the Future Nurse: Standards of proficiency for registered nurses (NMC 2018). The NMC standards specify the knowledge and skills that Registered Nurses must demonstrate when caring for people of all ages and across all care settings and comprise seven platforms and two annexes. The role of the nurse in the 21st century is to provide

care for people who have complex mental, physical, cognitive and behavioural care needs across a range of settings including people's own homes, in the community or hospital or any health care setting.

The platforms are:

1. Being an accountable professional
2. Promoting health and preventing ill health
3. Assessing needs and planning care
4. Providing and evaluating care
5. Leading and managing nursing care and working in teams
6. Improving safety and quality of care
7. Coordinating care

The Annexes are:

- A. Communication and relationship management skills
- B. Nursing procedures

OPAL2 is the second generation of the online practice portfolio used here at BU. You will be completing placements with students using the first version of OPAL. This is a different assessment and so please ensure you follow this guide to help you complete your portfolio.

The purpose of the portfolio is to:

- Act as a tool to help develop your knowledge and skills in practice
- Record development in practice
- Document evidence as to how proficiency has been achieved
- Be a communication tool for students, Practice Supervisors, Practice and Academic Assessors
- Aid in the confirmation of ability to meet the NMC Standards of proficiency

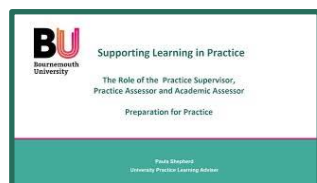
Support

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

Opal support For OPAL 2 related queries such as: <ul style="list-style-type: none">• Forgotten passwords/ username• Unlocking portfolios• Practice Supervisor / Assessor access Contact: opalsupport@bournemouth.ac.uk	HSS placements For queries related to: <ul style="list-style-type: none">• Timesheets• Placement on the Web (POW)• Absence Contact: hssplacements@bournemouth.ac.uk
University Practice Learning Adviser Team For advice and guidance about placement such as: <ul style="list-style-type: none">• Guidance about placement assessment• A concern about placement support• Clarification about placement provision• Support to manage a concern Contact: UPLA@bournemouth.ac.uk	Academic Assessor Your Academic Assessor supports you and your Practice Assessor in completing the practice assessment. Personal Academic Advisor Your Personal Academic Advisor provides pastoral support and guidance throughout your programme. You will need to ensure the correct information is recorded in your OPAL2 portfolio.
Student Support For queries about: <ul style="list-style-type: none">• Health and welfare• Travel assistance• Accommodation assistance• Financial support Contact: askbu@bournemouth.ac.uk 01202969696	Additional Support <ul style="list-style-type: none">• The placement manager• The placement provider practice education team• Team members• Student peers• Admin Team – e.g., extensions, uniforms

Roles and Responsibilities

Your portfolio is 'student led'. This means that you will need to complete sections for your Practice Supervisor and Practice Assessors to be able to access different elements. You are completing a 50% theory and 50% practice programme. Think of your practice assessment as an assignment with your Practice Supervisors and Practice Assessors as the unit lecturers. To get started, it is helpful to clarify each person's roles and responsibilities.



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

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

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 • Document 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"> • Organise 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

For all nursing programmes, OPAL 2 will be used for students commencing their programme starting September 2020. All students who commenced their programme prior to September 2020 will continue to complete their practice assessment in the original OPAL portfolio.

What does this mean for you?

Be careful to follow the current guidance for your practice assessment. The original OPAL is significantly different to your portfolio, OPAL2. This is because it is based upon different NMC standards, assessment criteria and assessment process.

Frequently Asked Questions

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

OPAL support are a dedicated team that support the management of the OPAL system. As a student, you cannot request amendments to assessment decisions. Ask the 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.

Placements are constantly developing and new team members join. There is a simple registration process. To get started they will need to visit www.opalbu.com and then click on to [Mentor/PPE Registration](#) get started. There 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 and contact [opalsupport](#). If you are completing a placement within the Private, Voluntary or Independent sector, contact the University Practice Learning Adviser Team ([UPLA](#)), the university team of academics who support practice education.

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

Ask them to email [opalsupport](#) 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

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. Your initial interview should be completed early within the first week. You will need to have completed the orientation and initial interview area to enable your PS and PA to access. In the first instance, seek support from the practice education team within the organisation. You can also contact upla@bournemouth.ac.uk.

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

The short answer is yes. Your placement allocation equates to a 40-hour week. This equates to 37.5 hours of placement experience. You complete timesheets to evidence attendance. An additional 2.5 hours of reflective learning are allocated by the university on receipt of completed placement timesheets. The 2.5 hours enables you to complete your portfolio and prepare any required evidence to support your assessment.

When should I have the assessment and portfolio completed?

Clarify with your Practice Assessor how the proficiencies will be assessed as your Practice Supervisor can assess these. 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
Orientation	Day one	Some placement areas can do this on pre-placement visit.
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 - Midway	Midway point	Read and prepare examples
Professional Values - Final	In the last week	Prepare examples, feedback etc.
Proficiencies	As the placement progresses	There are quite a few so identify a few to start with and then progress on.
Episode of Care	Agree with Practice Assessor	Don't leave until the last week in case of postponement
Medicines Management	Agree with Practice Assessor	Don't leave until the last week in case of postponement
Development Plans	At any point	They are here to help you, use them
Overall Placement Mark	Final interview point	Your Academic Assessor will review and sign after each placement

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	Practice Assessor	Academic Assessor
Orientation	✓	✓	X
Initial Interview	✓	✓	X
Midway Interview	✓	✓	X
Final Interview	X	✓	X
Professional Values - Midway	✓	✓	X
Professional Values - Final	X	✓	X
Proficiencies	✓	✓	X
Episode of Care	X	✓	X
Medicines Management	X	✓	X
Development Plans	✓	✓	✓
Overall Placement Mark	X	✓	✓

When does the portfolio need to be completed?

Portfolio Element	Each placement	By the submission date
Orientation	✓	
Initial Interview	✓	
Midway Interview	✓	
Final Interview	✓	
Professional Values	✓	
Proficiencies		✓
Episode of Care		✓
Medicines Management		✓
Development Plans (Optional)	✓	
Overall Placement Mark	✓	

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.

Getting Started

To get started:-



- Watch this 3.5 minute [presentation](#).
- Visit www.opalbu.com
- Log in with the username and password
- Login Details are provided by opalsupport.

Placement details	
Final placement of the year	Yes
Location	Portsmouth Ward
Start Date	09/01/2021
End Date	25/03/2021
Oriented to placement	
Moving and handling	Yes - 04 Dec 2020
Resuscitation, Fire and Emergency Procedures	Yes - 04 Dec 2020
Breakaway Training	No - 04 Dec 2020
Additional learning needs discussed	

Action	How to complete action	Additional notes
Add Academic Advisor	Click 'course' tab. Search, select and add	You can edit at any time if needed
Accept Terms and Conditions	Click on 'accept Terms and Conditions'	This is essential as you need to share your portfolio with others
Activate Year	This will populate your portfolio	You do this each year
Add Academic Assessor	Click 'Part' tab. Search, select and add	You will need to edit this at the start of each academic year
Add Placement Details	Add details as identified in placements on the web	Put in the specific placement rather than the organisation. E.g. Gloucester Unit, not 'Poole Hospital'
Add Practice Assessor	Search, select and add *	Ensure they have registered as Practice Assessor and Practice Supervisor
Add Practice Supervisor(s)	Search, select and add*	You can add as many as needed

*This can be done at the start of the placement if you do not know their details before

Completing Orientation and the Interviews

Orientation

At the start of each placement, you will need to have an initial placement meeting with your practice assessor/practice supervisor. The purpose of this meeting is for you and your practice assessor/practice supervisor to begin to get to know one another, to identify your learning needs and to make an initial action plan.

Further Guidance

Form ID: E232405

Sign Off

Practice Assessor/Practice Supervisor ☒ Signed on: 27/10/2020

Practice Assessor/Practice Supervisor ☒ Signed on: 27/10/2020

Orientation Title

I have had no experience of a healthcare environment. I have previously worked within retail/managing a store. I volunteered for a charity to gain a better understanding of healthcare prior to starting the course. I like to read around subjects and be shown prior to practicing the skill.

The following criteria need to be met within the first day in placement

A general orientation to the health and social care placement setting has been undertaken ☒

The local fire procedures have been explained ☒

The student has been shown the:

- fire alarms ☒
- fire exits ☒
- fire extinguishers ☒

Resuscitation policy and procedures have been explained ☒

Resuscitation equipment has been shown and explained ☒

The student knows how to summon help in the event of an emergency ☒

The student is aware of where to find local policies:

- health and safety ☒
- incident reporting procedures ☒
- infection control ☒
- handling of messages and enquiries ☒
- other policies ☒

The student has been made aware of information governance requirements ☒

It is your responsibility to initiate the orientation and interviews so that your Practice Supervisors and Practice Assessor can access these sections.

The orientation needs to be completed on day one of the placement as the essential health and safety information needs to be provided. You may wish to arrange a pre-placement visit to complete this section and help you manage new placement nerves.

The initial interview can be completed at this point or you may wish to settle into placement first. Ideally the initial interview should be completed by no later than the end of first week. For the initial interview, you will need to identify goals so that you can discuss and plan how they will be achieved with your Practice Supervisor and Practice Assessor. To ensure the portfolio is completed in a timely manner, it is important that this is completed within the first week.

	Student Action	Practice Supervisor / Practice Assessor Action
Orientation	Identify potential challenges and opportunities to discuss (example framework below)	Discuss support needs Complete orientation checklist Clarify the evidence that will be required for the assessment
Initial interview	Having reviewed your portfolio, identify initial goals ready to discuss Sign to progress portfolio	Following discussion, complete learning plan
Midway interview	Complete reflection on your progress Prepare evidence for review Review initial goals and identify any further goals Sign to progress portfolio	Review reflection, discuss further opportunities Complete elements of assessment, if appropriate Complete interview and formative professional values assessment
Final interview	Complete reflection on your progress. Ensure all required evidence has been added to the portfolio. Select professional values and reflect on how this has been demonstrated Sign to progress portfolio	Review evidence Discuss progress Complete professional values assessment Review development plans, if initiated Complete interview

Practice Supervisors and Practice Assessors are encouraged to use this framework to help the interview process. You may find this helpful to complete the orientation section

	Student example of orientation section
Health and Well Being	Are there any issues that may impact on the placement? e.g. <i>I am a little apprehensive about managing childcare and shift patterns. We have been completing our theory online at home and so I have not had to leave them for shifts.</i>
Scope of Practice	What will be expected in relation to the student's stage of the programme? e.g. <i>I have 15 years' experience as a HCSW, will they expect me to know what I'm doing?</i>
Supporting Learning	How do you like to learn? Do you have an additional learning assessment that might help you on placement? What do you want to achieve? e.g. <i>I like to learn by doing, but I have realised how much reading I need to do. How can I manage this on placement? As a mature student I am learning how to study again. How can I manage my learning without feeling guilty when it is busy?</i>
Programme Requirements	What do you need to do to successfully complete the placement? What is your submission schedule? Identify 2 objectives to discuss e.g. <i>I am very interested in developing my assessment skills and learning the difference between the HCSW role and the RN role. How could I develop this knowledge and understanding? What evidence will be required? I need to have my professional values assessed and I would like to complete 15 proficiencies</i>

Initial Interview

This can be completed by a Practice Supervisor or Practice Assessor. If completed by the PS they must discuss and agree with the PA. This should be completed within the first week of the placement

Sign Off

Paula student	✓ Signed on 27/11/2020
Practice Assessor/Practice Supervisor	✓ Sarah Kealey on 27/11/2020

Student to identify learning and development needs (with guidance from the Practice Supervisor)

I am looking forward to my first placement. I would like to develop my personal care skills and have a better understanding of the RN role

Outline of learning plan

Paula has expressed that this is her first healthcare placement and she would like to learn more about the role of the registered nurse. The care that we have discussed would be good learning opportunities for her such as

- the fundamental essential care provided to our service users
- the role of other members of the MDT team
- develop Knowledge of common medications used on the ward

How will this be achieved?

Paula will work alongside various members of the ward team

Under supervision to provide personal care

Maintain a placement diary

Practice recording and interpreting vital signs

Under supervision administer medication as prescribed.

You can use SMART to help you identify your initial goals. Two initial goals will help you to get started. You can add more at the midway point. The purpose is to help you link your assessment requirements, learning needs and experience to the placement area.

Example,

Specific: Pressure area Care

Measurable: Ability to complete a Risk Assessment

Achievable: This is a learning opportunity identified on POW

Realistic: This is an essential skill for the RN role

Timely: This is a key skill I can build on

Goal: *By the midway point of my placement, I would like to be able to complete a pressure area risk assessment confidently and identify the care needs required.*

You will need to gather evidence to help you demonstrate to your Practice Assessor how you have achieved the proficiencies. It is good practice to agree the expectations at your initial interview. Your portfolio enables you to have feedback from others added. In addition:

- Maintain a placement diary
- Keep a record of additional reading you have undertaken
- Following key learning, complete a brief reflection of your experience

When completing your placement diary and reflections, you must ensure confidentiality is upheld.

To open your midway and final interviews you will need to complete a reflection of your progress to date.

Example of a pre-interview reflection

Student's self-assessment/ reflection on progress of knowledge
<i>This placement is a steep learning curve. There is so much to learn and I have felt overwhelmed at times. Following a chat with my Practice Supervisor I have focussed on vital sign interpretation, pressure area care, mouthcare and diabetes. This has helped me to be more confident in providing care</i>
Student's self-assessment/ reflection on progress of skills
<i>I can provide personal care with supervision. I am more confident in assessing a patient's need by using open questions. I have taken up opportunities to administer medications and have learned to read the charts and dispense medications under supervision.</i>
Student's self-assessment/ reflection on progress of attitudes and values
<i>I am mindful to remind team members of my lack of experience and am still unsure of what I am able to do. I always question and review my code of conduct daily when completing my placement diary.</i>

Professional Values Assessment

At the midway and final point of each placement a professional values assessment is required. At the top of the section, you will see a drop-down box that explains the level of proficiency you need to achieve.

Midway point	This is a formative assessment providing an opportunity to provide feedback and plan the remainder of the placement. Assessment is completed in discussion with your Practice Supervisor or Practice Assessor
Final point	This is a summative assessment and must be completed in each placement by your Practice Assessor .

Part 1 - Guided participation in care and performing with increasing confidence and competence
 Part 2 - Active participation in care with minimal guidance and performing with increased confidence and competence
 Part 3 - Practising independently with minimal supervision and leading and coordinating care with confidence

The decision on the level of supervision provided for students should be based on the needs of the individual student. The level of supervision should be based on the student's increasing proficiency and confidence. (NMC, 2018, p.5)

Part 1: Guided participation in Care
 'Achieved' must be obtained in all three criteria by the student

Achieved	Knowledge	Skills	Attitude and Professionalism
YES	Is able to identify the appropriate knowledge base required to deliver safe, person centred care under some guidance.	In commonly encountered situations is able to utilise appropriate skills in the delivery of person centred care with some guidance.	Is able to deliver person centred care with confidence.
NO	Is not able to demonstrate an adequate knowledge base and has significant gaps in understanding, leading to poor practice.	Under direct supervision is not able to demonstrate safe practice in delivering care despite repeated guidance and prompting in familiar tasks.	Inconsistent in demonstrating person centred care, lacks self-awareness, engaging with others.

Student reflection on meeting Professional Values

[Click here to access the area to write your reflection](#)

At the beginning of each assessment element the assessment criteria is explained. Take time to review this and clarify expectations with your Practice Assessor. The *professional values assessment* at the end of each placement will require you to complete a reflection on a professional value. You will choose a different one for each placement. Your Practice Assessor will not be able to complete this assessment until your reflection is complete.

Example of a summative Year 1 reflection upon a professional value

Final Professional Values in Practice

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2015). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code. (1BAP 1.2)

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Criteria for Assessment in Practice

Student reflection on meeting Professional Values

Selected Value: 12. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions.

Student reflection on the selected Professional Value

I started this placement with a lot of apprehension. As a mature student I was worried about how I would be able to complete learning in practice. I did not know what would be expected of me. I have quickly learned that being a professional is acknowledging what you don't know as much as what you do know. In this way I can make sure that the care I provide is safe. On one occasion I was working alongside an agency staff nurse. They asked me to undertake a dressing I had no previous knowledge of. Initially, I felt quite flustered but then I spoke to the nurse in private explaining I did not have the knowledge and skill. They apologised stating that I had appeared so confident they had assumed my level of experience was greater. They commended me on being honest and reassured me that I was absolutely right to speak up. One thing they told me was that you will have occasions when you do not feel confident and so it is important to always speak up as every decision we make affects a person and their family.

Student Signature: paula student on 27/11/2020

There are many reflective models that you can use. It is important that you identify a process that can work for you. A simple approach is the What, So what, What next. For example, if we look at the above example there is an opportunity to develop this further.

What: This placement has helped me to understand that accountability is about acknowledging what you don't know as much as what you know. I was asked to complete a change of wound dressing by an agency staff nurse, a skill I had yet to learn. Feeling flustered, I spoke to them privately about my lack of knowledge and skill. They apologised for putting me in that position and commended me for speaking up.

So what: We discussed the importance of acknowledging limitations to ensure safe and effective care.

What Next: Regarding my future practice, I have realised that it is important to be clear about your limitations and scope of practice within the team. I will not make assumptions that other team members will be aware of these by virtue of their role. I will be more careful to introduce myself and clarify my scope when working alongside new team members.

Assessment of Proficiencies

In each year, by the submission date, you need your practice to be assessed against a range of proficiencies. Some of these are assessed in the University. In year two or part two, some proficiencies can be carried over to year three or part three. If you are unsure of how the proficiencies can be achieved in practice, please discuss this with your Academic Assessor. The proficiencies are marked as Achieved / Not Achieved. At the top of the section, you will see a drop-down box that explains the level of proficiency.

Criteria for Assessment in Practice			
Part 1 - Guided participation in care and performing with increasing confidence and competence Part 2 - Active participation in care with minimal guidance and performing with increased confidence and competence Part 3 - Practising independently with minimal supervision and leading and coordinating care with confidence <i>The decision on the level of supervision provided for students should be based on the needs of the individual student. The level of supervision can decrease with the student's increasing proficiency and confidence. (NMC, 2018, p 5)</i>			
Part 1: Guided participation in Care 'Achieved' must be obtained in all three criteria by the student			
Achieved	Knowledge	Skills	Attitude and values
YES	Is able to identify the appropriate knowledge base required to deliver safe, person centred care under with some guidance.	In commonly encountered situations is able to utilise appropriate skills in the delivery of person centred care with some guidance.	Is able to demonstrate a professional attitude in delivering person centred care. Demonstrates positive engagement with own learning.
NO	Is not able to demonstrate an adequate knowledge base and has significant gaps in understanding, leading to poor practice.	Under direct supervision is not able to demonstrate safe practice in delivering care despite repeated guidance and prompting in familiar tasks.	Inconsistent professional attitude towards others and lacks self-awareness. Is not asking questions nor engaging with own learning needs.

Clarification of the Assessment Criteria	
Achieved - Pass	Not Achieved – refer/ fail
In accordance with the criteria the proficiency has been met. The evidence to support this includes: <ul style="list-style-type: none"> Consistent opportunity to demonstrate proficiency Feedback from peers, Practice Supervisors, service users Other agreed evidence 	<ul style="list-style-type: none"> Despite opportunity and support you have not been able to demonstrate the required level of proficiency consistently. You will need a development plan to help you address this refer / fail If you have another placement before the submission date, you can have any referred proficiencies reassessed. If you have not successfully passed all the proficiencies by the exam board, you will be offered an opportunity to resubmit, if appropriate

If you have limited opportunity to meet some of the proficiencies and there is another placement prior to submission, you should leave these unassessed in readiness for the next placement.

Medicines Management Assessment

The **Practice Assessor** needs to complete your medication management assessment. You will need to open the assessment by completing a reflection illustrating your key learning. This example uses the '4 quadrant' approach: *continue, do more of, do less of and stop doing.*

Medicines Management	
Practice Assessor/Practice Supervisor Signature	Sarah Keeley on 04/12/2020
Student reflection on learning and development <p>On commencing my first placement, the only experience I had of medication administration was when caring for my Grandfather and children. I have had experience in the Clinical Skills session which helped me to understand the process. During my placement I have observed medication rounds and am now able to administer under supervision. I have learned about diabetes treatments, parkinsons treatments, and anti-hypertensive medication. I have learned that it is not just about calculating the medication but also that it is important to think about BMI and to check therapeutic range of treatments.</p> <p>Using the 4 quadrant approach I would</p> <p>Continue to develop my knowledge of medication by focussing on medications commonly used in each placement area</p> <p>Begin to be more proactive in taking up opportunities to develop my confidence in administration of medicines</p> <p>Consider arranging a spoke with the hospital pharmacy team</p> <p>Stop or do less of observing as I need to practice to become more confident</p> <p>During placement 2 I have only been able to complete medications occasionally.</p>	

The Episode of Care Assessment

In each year (also known as a part) you will complete an episode of care assessment. There is further guidance available when you click on the 'Episode of Care' in OPAL2.

Year (Part)	Assessment
One	Formative - episode of direct care meeting the needs of a person receiving care. Summative - episode of direct care meeting the needs of a person receiving care.
Two	Summative Episode 1 - group of people receiving care or individual with complex care needs. Summative Episode 2 - group of people receiving care with increasingly complex health and social care needs.
Three	Summative Episode 1 - supervising and teaching a junior learner in practice, based on the delivery of direct person-centred care. Summative Episode 2 - organisation and management of care for a group/caseload of people with complex care covering all seven platforms.

The assessment is based upon 5 platforms. You will need to identify an opportunity to complete these. In year one or part one you have a formative opportunity to help you prepare and complete a summative assessment in practice. Take your time to review the assessment requirements. Do not leave the assessment until the end of the placement. Unforeseen circumstances can lead to postponement and so allow time for this possibility. In this example the 5 platforms have been used to illustrate how they have been achieved.

Student reflection on an episode of care

Within your reflection, describe the episode of care and how you assessed, delivered and evaluated care.

During my last week of placement I cared for a 68 year old gentleman who was admitted following a fall. He had a past medical history of memory impairment. He had a temperature and elevated heart rate and was diagnosed with a chest infection. Under supervision, I completed his assessment and care plan that included a referral to the physiotherapist, a falls risk assessment, pressure risk assessment and dietetic needs.

What did you do well?

Promoting health - I explained how to use the nasal cannulae for his oxygen therapy. I made sure that the team knew he was anxious and explained the care and treatment regularly to reassure.

Assessing Needs and Planning care - I used open ended questions to gather more information from the gentleman's wife but used simple questions for him to answer with a brief response so that he would not be more breathless. As he was breathing through his mouth I made sure he had regular mouthcare to promote his comfort.

Providing and evaluating care - By providing care in small amounts, it helped him to be less anxious as he was not as short of breath. We provided pressure relieving equipment so that he did not have to change position as often and this helped his comfort.

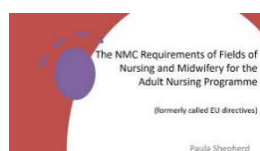
Improving safety and quality of care - By completing the risk assessments in detail I was able to let the team know about his care needs and this helped the discharge in starting to make plan.

Coordinating care - I made sure the team knew about the gentleman's memory difficulty and asked that they introduce themselves to him before giving care as this helped him to be less anxious. I let my supervisor know when his temperature was elevated and they helped me to alert the medical team.

What would you have done differently?

I would have taken a full set of observations when I noted his temperature increase and would have checked his medication chart to see if he had been given any anti-pyretics previously. I could also have checked his anxiety and comfort levels. This would have meant I could have provided the medical team with a more holistic picture.

NMC Requirements (Adult Programme only)



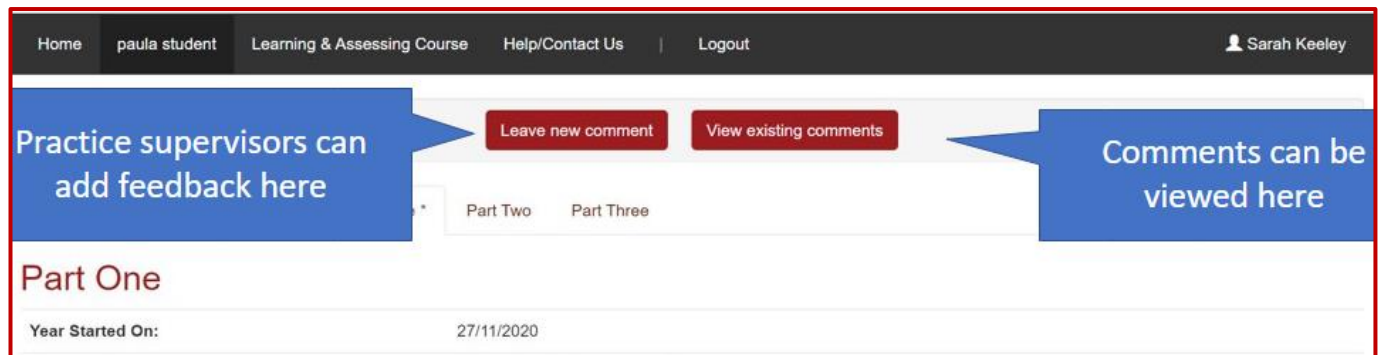
If you are completing the Adult programme, you will need to demonstrate an understanding of the other fields of Nursing and Midwifery within a European Union Directives Portfolio (EUD). This 3-minute presentation explains the [NMC Requirements](#). There is an area within OPAL2 for you to record your clinical logs which are evidence of working with different client groups. There is more information and an example in the Nursing practice unit. The clinical logs are reviewed and signed by your Academic Advisor.

To enter a clinical log,

- Click on the continuous assessment tab.
- Click 'Add New'
- Complete the template, click save to be able to edit later
- To edit click on the pen icon
- You can delete entries if you need to click the wastebbin icon
- When you are ready, click 'save and mark as complete'
- Your Academic Advisor will then be able to review and confirm your clinical log.

Gaining Feedback

Invite in as many Practice Supervisors to leave feedback as possible. The Practice Supervisors can then log in and click on leave new comment to add their feedback. Your Practice Assessor can review these by clicking on view existing comments.

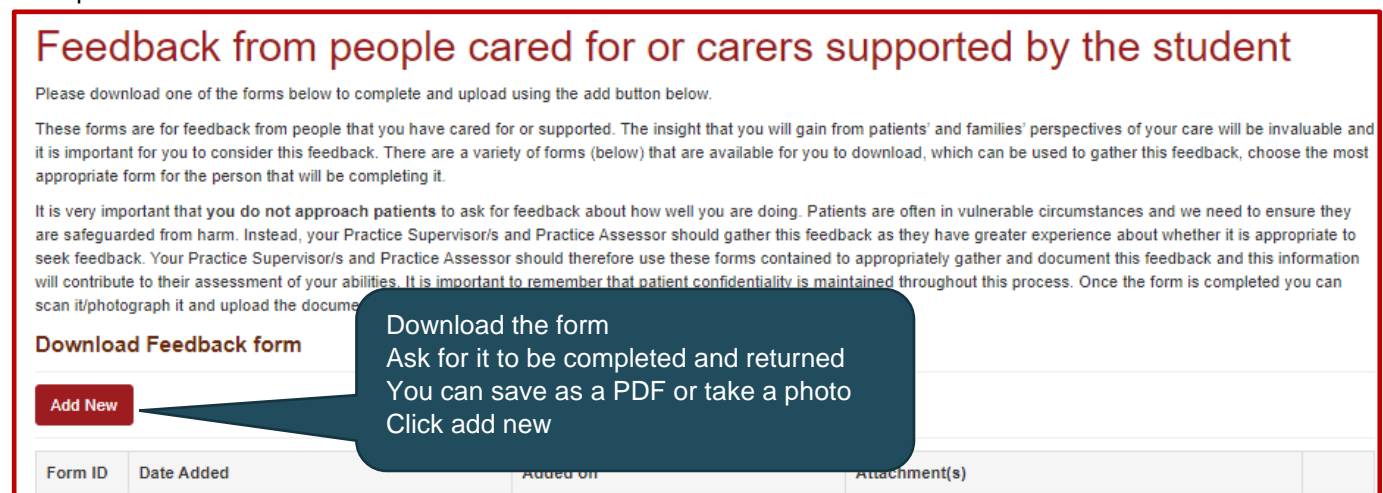


In addition, you will need to acquire and upload: -

1. **Feedback from people cared for or carers supported by yourself as a student.** You will need to ask your practice Supervisors and Assessors to acquire this feedback for you. There is a pdf template to download for use.
2. **Record of working with and learning from others/inter professional working.** This are usually referred to as 'spoke' experiences. The Practice Supervisor who supports you could be invited in to leave feedback.
3. **Record of peer feedback.** You will need to ask other students to give you some feedback. They can be students from other organisations, not just BU. There is a pdf template to download for use.

How to attach a document

Example:



- Check the feedback does not breach confidentiality
- Choose the file you wish to upload
- Include a brief description e.g., Feedback from Placement 1
- Click Save
- Your Practice Assessor will need to review and confirm the addition.

In readiness for your final interview or when planning your next placement, it is a good idea to review your portfolio. You do this by clicking on view print in the black bar at the top or by clicking

[View/Print](#) 

Development Plans

Development plans can be created at any point of the placement. For example, you have had a reasonable adjustment recommended to support your learning in practice. A plan can be developed to help you and then you can direct Practice Supervisors and Assessors to the plan. If you are not achieving the required level of proficiency it is essential that this is identified and addressed as soon as possible. The sooner a development plan can be put in place, the sooner you can address the feedback. If the issue can be identified early enough, it can often be addressed in the placement with a positive outcome.

A common question at preparation for practice seminars is 'Can I fail practice?' the simple answer is 'Yes, you can'. We all learn differently and sometimes we need extra support to help achieve our goals. That said, it is very difficult to receive this news objectively. Your Practice Supervisors and Practice Assessors are willing you to succeed and are just as anxious about failing a student's practice as you may be of failing.

You are completing a professional programme, your Practice Supervisors and Practice Assessors are required to assess your practice in relation to your stage of programme. If they are concerned that this standard is not being met, they are obligated to address the issues. However, it may be helpful to think of this in another way. Would you want to learn that you are not able to practice safely after you are qualified and managing all that responsibility? Your Practice Supervisors and Practice Assessors need to ensure that you are ready for the challenge of professional registration. By identifying areas that need to be developed under the safety net of your student programme enables you to grow and achieve in readiness for registration.

Please review the Concerns Policy for more information and guidance on who can support you if your Practice Assessor does identify a concern about your ability to meet the practice requirements.

Concerns that may limit opportunity to be successful

Knowledge	Skills	Professional Attributes
<ul style="list-style-type: none">▪ Being unable to provide rationale for care even with prompting▪ Declining to undertake reading▪ Not completing reflections that illustrate developing knowledge▪ Not asking questions▪ Declining to answer questions▪ Having a insufficient knowledge base for level of study	<ul style="list-style-type: none">▪ Declining to participate and so unable to demonstrate skills▪ Not responding to feedback to develop skills and knowledge▪ Not being organised and prepared to undertake care or procedure	<ul style="list-style-type: none">▪ Not following absence policy▪ Acting beyond scope of practice▪ Not being proactive in taking up learning opportunities▪ Not following uniform policy▪ Inconsistent attendance on placement▪ Not communicating with patients or the team

As you can see from this list, being proactive, motivated and consistent in your professional approach to placement will avoid many of these issues.

If you do fail placement practice assessment, you will be provided with an opportunity to resubmit, if appropriate, in a later placement. This is usually after the exam board. The exam board will make a decision based upon your theory and practice achievements in accordance with university policy. Having a development plan in place will help you to develop your practice in readiness for resubmission. Your Academic Assessor and Personal Academic Advisor will be able to offer additional support.

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

The Overall Placement Mark

You have successfully completed your placement and you are looking forward to the next stage of your practice placement. To do this you will need to:

- Make sure all your time sheets have been correctly submitted and approved. The placements team will add these to your overall total on Placements on The Web (POW) so you can monitor your progress. There is a delay between approval and showing on POW so please allow the time for this.
- Complete your placement evaluation when asked – you will see this request when you log in to POW
- Close your portfolio after your final interview by confirming the submission in the 'Overall Placement Mark' area

The screenshot shows the 'Overall Placement Mark' form. At the top, it says 'Overall Placement Mark' and 'This is the area to close the placement'. Below this is a declaration: 'In submitting this placement, I acknowledge it is my own work and all experiential entries are a truthful representation'. There is a red button labeled 'I Confirm'. A red arrow points from this button to a teal callout box on the right. The callout box contains the text: 'To close your placement you will need to sign the declaration. Your Practice Assessor confirms and over to your Academic Assessor for review!'. Below the declaration, there are several sections for signatures and comments, including 'Overall Mark', '1st Marker Signed', '1st Marker Comment', 'Tutor Signed', and 'Tutor Comment'. The 'Overall Mark' section shows 'Pass'.

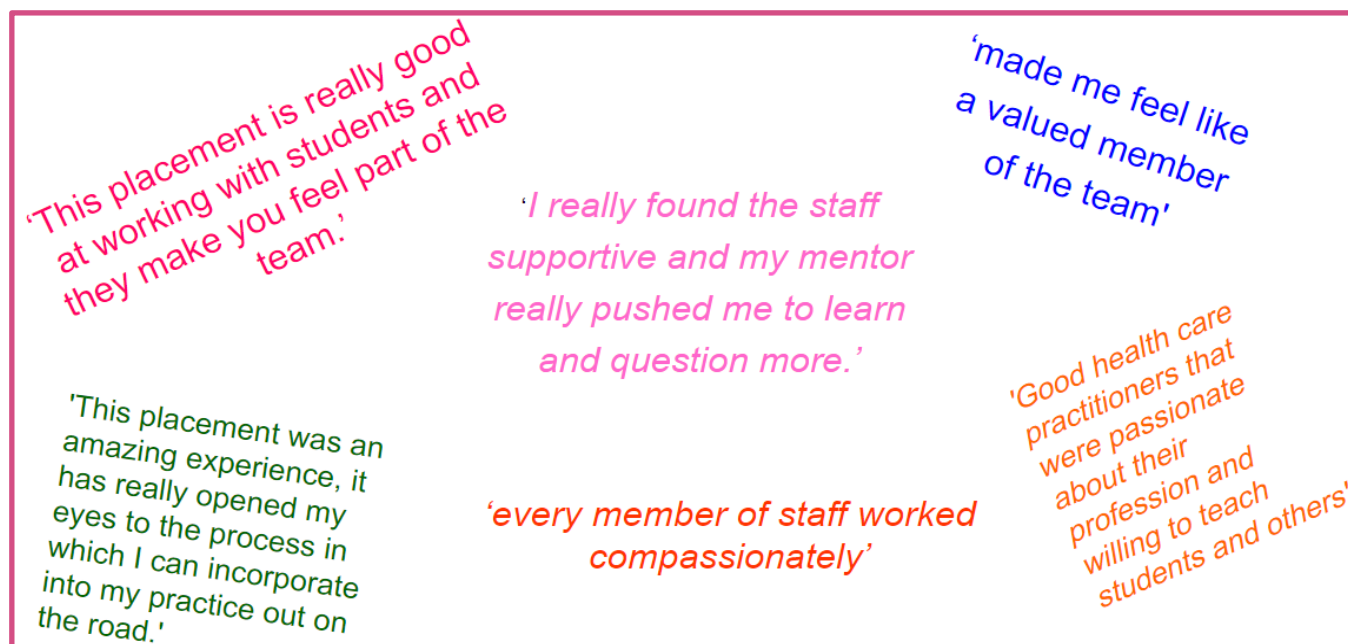
Be kind to yourself

Practice placements are hard work. You are being asked to:-

- Go to a strange environment and bond with a new team 2-4 times a year
- Ask that team to judge your knowledge, skills and professionalism
- Ensure that your portfolio is completed on time
- Manage work / life/ programme
- Find parking that does not involve a 5-mile hike
- Complete long days, night duties, weekend shifts

And then you wonder why some days are tougher than others? You are only human, talk to others, if you are worried speak up. If you are asking the question, rest assured others will be glad you did.

Whilst there will be times when you question yourself, there will be many more times when you achieve so much more than you expected. On that note, here are just a few of the comments students have made about their practice experience.



Enjoy your placements

Placement Checklist

Placement dates:

Submission date:

Effective Practice learning	
Have I reviewed the online placement area?	Placement contact Name No/ email:-
What assessment do I need to complete and by when? (You will need to manage your practice assessment across the two placements for year one.)	The proficiencies I wish to focus on first are: Professional Values Midway: Professional Values Final: Medicines management Episode of care:
Have I arranged a pre-placement visit? Have I organised my shift schedule?	Date:-
What spokes would I like to access during my placement?	
Have I organised my schedule and informed placement of theory days etc?	Theory dates: Other requests:
To help me prepare for the initial interview, what area could I develop further?	
Supervision of placement	
Have I provided my Practice Supervisor(s) and Practice Assessor access to my portfolio?	Practice Supervisor name(s): Practice Assessor name:
Have I reviewed and agreed my goals?	
Have I confirmed the dates for the initial, midway and final interviews?	Initial date: Midway Date: Final Date:
If I have a concern, do I know what to do and who to speak to?	Name:-
Confirmation of proficiency	
What evidence will my assessor require?	
When would they like the evidence for review?	Date:-
Have I placed relevant feedback in my portfolio?	Spokes: Reflections:
If I had a development plan, have I reflected upon my achievements?	
If I had a concern about the assessment, have I sought assistance promptly?	Date:-