

The Handbook for OPAL2



Faculty of Health and Social Sciences

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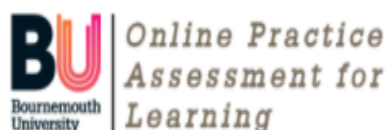
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Introduction to OPAL2



The South PAD 1.0 has been developed to ensure that student nurses are prepared to successfully meet the Future Nurse: Standards of Proficiency for Registered Nurses (NMC 2018) at the point of registration. 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

Annexe A: Communication and relationship management skills

Annexe B: Nursing procedures

Introduced in September 2020, OPAL2 is the second generation of the online practice portfolio. The portfolio is student led and requires their input to enable you to access the interviews and assessment episodes. The purpose of the portfolio is to:

- Act as a tool to help develop knowledge and skills in practice
- Document evidence as to how the NMC Standards of Proficiency have been achieved
- Be a communication tool for students, Practice Supervisors, practice and academic assessors

This guide provides specific explanation of how to complete the portfolio as well as hints and tips to help document feedback and assessment.

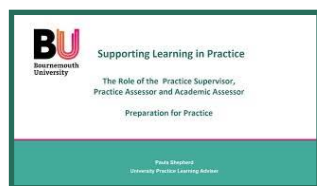
Support

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• Uniforms 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 Contact the Academic Assessor for support in completing the practice assessment Personal Academic Advisor Contact the Personal Academic Advisor for pastoral support and guidance This information can be found in the OPAL 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 organisation practice education team• Team members• Student Peers

Roles and Responsibilities

The registrants responsible for completing the assessment are:-



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

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

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

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

Frequently Asked Questions

I accidentally referred a proficiency and cannot change the decision, what should I do?

Email opalsupport@bournemouth.ac.uk with details, confirming you are the Practice Assessor or Practice supervisor and the item can be removed or amended. A student cannot request amendments to assessment decisions. This needs to be completed within a reasonable time frame prior to the next placement period.

Why can I not access the orientation, interviews or some of the assessment elements?

Check that the student has completed their pre-interview or assessment reflective activity. This needs to be done so that you can access the assessment areas. Allocated and managed by the university, students have 2.5 hours per week to enable them to review, develop and maintain their portfolio. This time is not part of their allocated time with you.

I have previously used OPAL but as a mentor, do I need to complete any further training?

The role of Practice Supervisor and Practice Assessor was introduced in September 2018. If you have previously completed a mentorship programme your knowledge and skills readily transition to the role. If you already have an OPAL account, you can log in and update your profile in 'personal details'.

For additional support, contact your practice education team in the practice area. If you work within the Private, Voluntary or Independent sector contact the University Practice Learning Adviser Team, ([UPLA](#)).

I have forgotten my username and /or password, what do I do?

Email opalsupport by clicking on this link or you can do this from the opalbu.com log in area. Please ensure that a work email is used to register for opalbu.com.

I am planning some annual leave and so will not be here at the end of the placement, what should I do?

If you are unable to complete the initial and midway interview, this can be completed by a Practice Supervisor. You need to have discussed the content and outcome of these with the Practice Supervisor. If you will not be available for the final interview:

- Speak to your team and identify another Practice Assessor
- Speak to the Placement Manager and/ or the Practice Education team
- If still not resolved contact the Academic Assessor and the UPLA team

Who can complete the assessment?

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

Portfolio Element	Who can complete the section		
	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	✓	✓

What needs to be completed and by when?

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	✓	

Getting Started

- OPAL2 uses the same platform as OPAL and operates in a similar manner.
- All students who commenced their programme in September 2020 will be using OPAL2.
- If you already have an OPAL registration you do not need to change it.
- If you have not supported a BU student before you need to register.
- Once logged in click on view pad south students. You will then be able to click on the student's portfolio once they have invited you in.

To get started visit www.opalbu.com

If needed, complete the registration process.

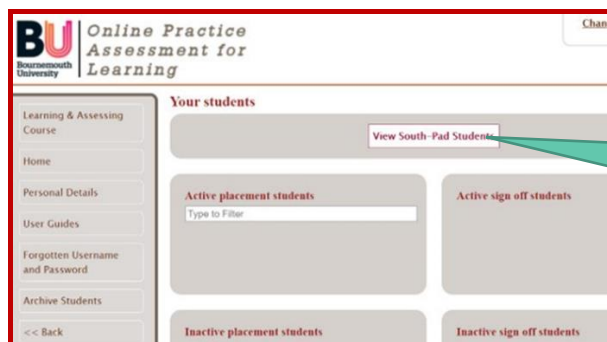
If you were previously registered as a mentor, log in and then update your details to Practice Supervisor and Practice Assessor in the 'personal details' area. To view a 6-minute presentation explains how to register and log in to OPAL click [here](#);



OPAL 2

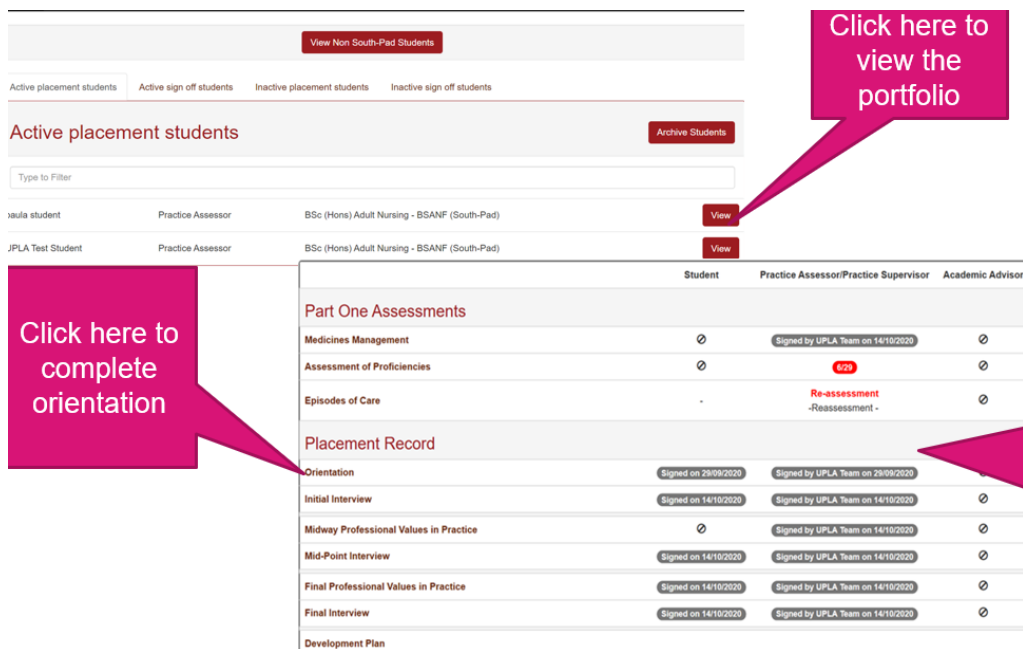
Practice Supervisor and Assessor

- Registration
- Logging on



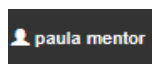
Once logged in click on view pad south students. You will then be able to click on the students portfolio once they have invited you in.

Click "view" next to your student's name.



The dashboard allows you to see what has been completed To date

You will be taken to the student dashboard where all the portfolio elements are listed. You will be able to see how much of the portfolio has been completed. To enter each section just click on the title. The first section you need to do is the orientation. When using the portfolio, if you need to navigate to the dashboard, this is done by clicking on the student's name in the black bar.



In the black bar on the right-hand side, you will see your name

View/Print



To see previous placements, you can review the logbook by clicking on the view print button

Completing Orientation and the Interviews

Orientation

At the end of each placement, you will need to have an initial placement meeting with your practice assessor/practice supervisor. The purpose of this meeting is to discuss your progress, to identify your learning needs and to make an initial action plan.

Further Guidance

There are fields which are still waiting to be completed. Click here to highlight incomplete fields

Go

Orientation Title

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 that:

- 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
- accident reporting procedures
- infection control
- handling of messages and enquiries
- other policies

The student has been made aware of information governance requirements

The shift times, meal times and reporting sick policies have been explained.

The student is aware of his/her professional role in practice.

Policy regarding safeguarding has been explained

The student is aware of the policy and process of raising concerns

Local working policy has been explained (if applicable)

To get started students are required to review their portfolio and reflect on their learning needs. This is completed in the orientation section. It is the student's responsibility to initiate the orientation and interviews before you can complete your 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 welcome your student to the practice area.

The initial interview can be completed at this point or you may wish to delay allowing the student to settle into placement first. For the initial interview, the student must identify their initial goals, you will then review them and plan how they will be achieved. To ensure the portfolio is completed in a timely manner, it is important that this is completed within the first week.

In preparing for placements students are provided with the following framework to help consider their learning needs for placement and identify the support they may need from you and the team. You may find this useful as the basis for placement reviews at the interview stages.

	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.</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 realized 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) The week of the placement

Sign Off

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

At the end of each section, you need to click on the student's name in the menu bar at the top to return to the student page.

There are three sections to the initial interview. An outline of the learning plan, how this will be achieved and then agree the plan with the student. Example:

Outline of Learning Plan

This is Paula's first placement and would like to learn more about the role of the RN. We have identified several aspects of care which would be good learning opportunities:

- Fundamental essential care
- Roles of the MDT members
- Developing knowledge of common medications

How will this be achieved?

Paula will work alongside various team members under supervision to provide personal care. She will maintain a placement diary to record her learning opportunities. Paula will practice recording and interpreting vital signs as well as practice administering medication under supervision.

Halfway through the placement along with a formative assessment of Professional Values the mid-point interview is required. The student completes a self-assessment before you are able to complete this.

Example:

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>
Practice Assessor's comments on knowledge
<i>Paula has developed a sound knowledge base of common conditions, particularly diabetes and pressure area care. She has developed her understanding of accurately recording vital signs and can apply her A&P of the circulatory system. She has also developed a basic understanding of commonly used medications.</i>
Practice Assessor's comments on skills
<i>Paula can manage the personal care of individual patients well. She is proficient in recording vital signs and blood glucose monitoring. Paula has good communication skills with the team and patients. She could now focus on developing her patient assessment skills.</i>
Practice Assessor's comments on attitude and values
<i>Paula has a proactive approach to learning, keen to engage in learning opportunities but considerate of others at the same time. She is very holistic in her approach to care. Overly critical of herself, I would encourage Paula to be mindful of her achievements, develop her self-belief and have more confidence in her abilities.</i>

To open the final interview, the student needs to complete the self-assessment again.

This is then followed by the Practice Assessor's comments:

Practice Assessor's comments on Knowledge	
<i>Paula now has a sound knowledge base on a number of conditions commonly experienced on this ward such as dementia, parkinsons disease and diabetes. She understands what effects these can have on the every day lived experience for the patient. She has also developed her knowledge of commonly used medications in these conditions. In her initial interview Paula had expressed that she wanted to know more about the role of the registered nurse. She certainly has a much broader understanding of this now as well as insight in to the many varied roles within the MDT.</i>	
Practice Assessor's comments on Skills	
<i>Paula has developed a raft of skills during this placement. She can confidently give personal care in a compassionate way in a range of situations. She can now accurately take TPR and BP. She can monitor blood glucose. She has developed assessment skills and takes particular care in the associated documentation.</i>	
Practice Assessor's comments on Attitude and values	
<i>Paula has demonstrated a high level of professionalism in all aspects of the placement. Her communication with both patients and staff has always been clear and respectful. She has always been keen and willing to learn and demonstrated a pro active approach to her learning.</i>	
Practice Assessor to identify specific areas to take forward to the next placement	
<i>Paula has done very well on this placement. Throughout this placement we have seen her confidence grow as her knowledge and skills develop. At times she does question herself and her ability. She should continue to develop her confidence and have more faith in herself. It has been a pleasure to have Paula on the ward with us and we all wish her well in the future.</i>	
Was an Action Plan required to support the student?	No
If Yes, was the Academic Assessor informed?	No
I have examined all the assessments made and reviews carried out by the Practice Supervisors and where required asked them to clarify their decision. On that basis I can approve all the assessment decisions they have made.	
• I confirm	

As a Practice Assessor, you are confirming that you agree with the assessment decisions and feedbacks provided by the Practice Supervisors. If development or action plans have been required, it is essential that the Academic Assessor be made aware of this as soon as possible.

The professional values should be summatively assessed at the final interview.

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 the student needs 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 the student.
Final point	This is a summative assessment and is completed in each placement by the Practice Assessor . If it is not achieved, the student will be invited to repeat this assessment after the exam board. Once you have checked the assessment with <i>yes/ no</i> , you will need to sign that it is completed

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.

Assessment of Proficiencies

In each year, by the submission date students will need 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. 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 	Assess as <i>not achieved if</i> : <ul style="list-style-type: none"> Despite opportunity and support the student has been unable to demonstrate the required level of proficiency. There will need to be a development plan to help the student address this refer / fail <p><i>Please do not assess if there has been no opportunity to demonstrate proficiency and there is another placement prior to submission</i></p>

If a proficiency is marked as not achieved in the first placement of the year, it can be reviewed and changed in the next placement, providing this is before the submission date.

Medicines Management Assessment

The **Practice Assessor** needs to complete the medication management assessment. The student starts the process by adding their reflection. Then you click edit to add your assessment and check 'Yes' or 'No'. Depending on the submission date, you may decide to leave some to the next placement to enable further practice. It is the student's responsibility to make sure all the assessment is completed by the submission date.

Practice Assessor Feedback

Paula has taken her usual pro active approach to medication management. She has observed many drug rounds and has spent time with the ward pharmacist. She now needs to complete some medication rounds under supervision.

1. Is aware of the patient/service user's plan of care and the reason for medication demonstrating knowledge of pharmacology for commonly prescribed medicines	Yes
2. Communicates appropriately with the patient/service user. Provides clear and accurate information and checks understanding.	Yes
3. Understands safe storage of medications in the care environment.	Yes
4. Maintains effective hygiene/infection control throughout.	Yes
5. Checks prescription thoroughly <ul style="list-style-type: none"> • Right patient/service user • Right medication • Right time/Date/Valid period • Right dose/last dose • Right route/method • Special instructions 	Yes
6. Checks for allergies demonstrating an understanding of the risks and management of these as appropriate <ul style="list-style-type: none"> • Asks patient/service user. • Checks prescription chart or identification band 	Yes
7. Prepares medication safely. Checks expiry date. Notes any special instructions/contraindications	Yes
8. Calculates doses accurately and safely	Yes

The Episode of Care Assessment

In each year (also known as a Part) episode of care assessments are completed. There is further guidance available when you click on the 'Episode of Care'.

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.

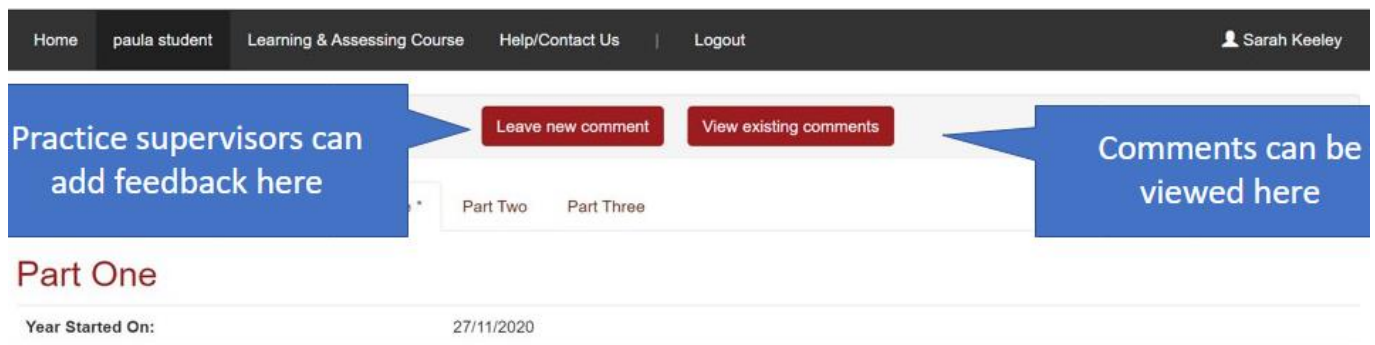
The student needs to start the assessment process by agreeing with you what the specific assessed episode of care will be. It needs to be something substantial as there are several areas that are assessed.

Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following:

Standard of proficiency	Practice Assessor/Practice Supervisor Assessment	Comments
Takes an accurate history and undertakes a person centred assessment in order to plan effective care. Takes an accurate history and undertakes a person centred assessment in order to plan effective care.	by Sarah Keeley (Practice Assessor) on 27/11/2020	Paula completed the initial assessment of a patient admitted to the ward following a fall. she used her excellent communication skills to gain an accurate history from this gentleman and his wife. She completed the initial observations and completed all documentation to a high standard.
Provides person-centred evidence based care in managing dignity, comfort, hygiene and mobility needs of the individual. Provides person-centred evidence based care in managing dignity, comfort, hygiene and mobility needs of the individual.	by Sarah Keeley (Practice Assessor) on 27/11/2020	Paula ensured the patient was comfortable at all times. She was careful not to overload him and provided all care in short bursts as he was quite breathless. She assisted him in to bed with utmost respect for his privacy and dignity and provided pressure relieving equipment to ensure he was comfortable. She also ordered him a light meal.
Applies the principles of health promotion and improvement as appropriate when caring for the individual and their families. Applies the principles of health promotion and improvement as appropriate when caring for the individual and their families.	by Sarah Keeley (Practice Assessor) on 27/11/2020	Paula explained all procedures well to both the patient and his wife. Taking time to explain why he had been admitted and why the oxygen was necessary. She explained the need to use the nasal cannula in simple terms that both the patient and his wife found easy to understand. This encouraged the patient to comply with the treatment.

Gaining Feedback

Students are encouraged to 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. As the Practice Assessor you can review these by clicking on view existing comments.



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

1. **Feedback from people cared for or carers supported by the student.** They need to ask you to acquire this for them.
2. **Record of working with and learning from others/inter professional working.** This may be from a spoke experience. The Practice Supervisor who supports them could be invited in to leave feedback. You will be asked to review and sign these.
3. **Record of peer feedback.** The student can add feedback from other students here. They can be students from other organisations, not just BU.

NMC Requirements (Adult Programme only)



Students completing the Adult programme need to demonstrate an understanding of the other fields of nursing and midwifery. This 3-minute presentation explains the NMC Requirements. They will record a clinical log of their experiences which is reviewed and confirmed by their Academic Advisor.

Development Plans

Development plans can be created at any point of the placement. For example, a student requires a reasonable adjustment to support their learning. This can then be viewed and shared with colleagues assessing them.

If a student is not achieving the required level of proficiency it is essential this is addressed as soon as possible. To ensure reliable and valid assessment, the sooner a concern is raised, the sooner a student can address the feedback. Please review the [Concerns Policy](#) for more information and guidance on who can support you and your student.

If a student does not pass a placement practice assessment, they will be provided with an opportunity to resubmit, if appropriate, in a later placement. The development plan will be used to support the student. The Academic Assessor must be made aware of any concerns as soon as they are raised. If left to the last interview, there is no opportunity for the student to address the feedback. Discuss your concern as soon as possible and document the discussion in the additional comments area. Having a discussion can often rectify the issue as it helps to clarify expectations and responsibilities as well as identify additional support available to you and the student.

Hunt et al (2016) offer this simple model to help encourage the articulation and management of concerns.

		Fail
University response	Will my decision be valued	Yes
Assessor performance	Who has failed? Me or the student?	Learner
Student Performance	Would I let this student look after me?	No



*Ensuring concerns are well documented as well as the effective strategies used
will help us to plan and support the student in future placements.*

Academic Assessor and Personal Academic Advisors

In accordance with university and professional requirements students are supported by Academic and Personal Academic Advisors.

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



To support the Academic Assessor role, this 6-minute [presentation](#) explains the roles and responsibilities of the 3 roles defined by the NMC (2018) with regard to the supervision and assessment of students.

This 10-minute presentation explains the portfolio from the [Academic Assessor and Personal Academic Advisor Perspective](#)



The Overall Placement Mark

To close the placement it is necessary for:

- The Student to confirm it is their assessment
- The Practice Assessor needs to confirm completion – this is a Pass/ Refer mark
- The Academic Assessor reviews and confirms the assessment

This then locks the placement.

From this point. The placement detail and assessment can viewed in the Ongoing Achievement Record by clicking View/ Print

Overall Placement Mark	
In submitting this placement, I acknowledge it is my own work and all experiential entries are a truthful representation	
Student Signature	paula student
Date	27/11/2020
Overall Mark	Pass
1 st Marker Signed	Sarah Keeley on 27/11/2020
1 st Marker Comment	It has been a pleasure to support Paula in this placement. She has developed a wide range of knowledge and skills. Well done Paula.
Tutor Signed	Paula Shepherd-Tutor on 04/12/2020
Tutor Comment	You have prepared effectively for your placement by reviewing the requirements for the placement in a timely manner. Your reflections illustrating your developing understanding of the RN role and a growth in confidence. Well done on your achievements to date. For your next placement I would suggest seeking further opportunities to plan and evaluate care.

Placement Checklist

Placement checklist.	Yes	No
Effective Practice learning		
Are the team aware of learners commencing placement?		
Do you know who the Practice Supervisors for your learner will be?		
Is clear information about the placement is available to all learners?		
Does the learner have a clear information about their role / responsibilities?		
Is there an agreed process of induction is in place?		
Have you clarified the interview process with the supervisors?		
Do you know how to access the academic assessor and additional support?		
Has any additional support been identified and reasonable adjustments applied?		
Supervision of placement		
Has the ongoing record of achievement (OPAL2) been reviewed and goals agreed?		
Are there arrangements for regular communication between the Practice Supervisor and Practice Assessor?		
Does the learner know the types of evidence they will need for their assessments?		
Does the learner know how to raise a concern?		
Does the Practice Supervisor know how to raise concerns and access support?		
If the Practice Assessor is unable to complete the midway interview, has there been a discussion with the Practice Supervisor who will be completing the meeting?		
How will the academic assessor be informed of any concerns promptly?		
How will concerns be recorded?		
How will the student be assisted to complete development plans?		
Confirmation of proficiency		
Is the learner aware of their responsibilities in collating evidence?		
Have concerns been addressed promptly and a development plan made?		
Has the Academic Assessor reviewed the development plan?		
Is the final interview a review of all evidence with no surprises?		
Is the feedback clear, constructive and is relevant to the assessment criteria?		
Has feedforward been used to aid future development?		
Is placement feedback reviewed and changes for future placements implemented?		