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Refer to guidance notes for completion of each section of the specification.

Module Code:	NUR622
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Module Title:	Practice Assessor
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Level:	6	Credit Value:	20
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Cost Centre(s):	GANG	JACS3 code:	B740/100279
		HECoS code:	

Faculty	Social & Life Sciences	Module Leader:	Chris O Grady
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Scheduled learning and teaching hours	24 hrs
Placement	32 hrs
Guided independent study	144 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
Standalone Module. Glyndwr University certificate of continuing education		✓

Pre-requisites
Registered with a professional body, access to an NMC student in practice, work collaboratively with the student's practice supervisor and academic assessors

Office use only	
Initial approval: 09/07/2020	Version no: 1
With effect from: 01/09/2020	
Date and details of revision:	Version no:

Module Aims

This module aims to develop the competence of the role of the practice assessor.

The aims of this module are to enable participants to

- 1) Manage and deploy the expectations placed on practice assessors consistent with the requirements of the parent organisation and/or regulatory body
- 2) Develop skills and strategies to facilitate appraisal of and support for students' learning needs and development through a critical awareness of different models of coaching and supervision.
- 3) Prepare all registered professionals to meet the Nursing and Midwifery Council (2018) Standards for student supervision and assessment (NMC SSSA 2018) and requirements for seeking to be recorded as Practice Assessor on their local organisational Practice Assessor database.

Module Learning Outcomes - at the end of this module, students will be able to

1	Critically reflect upon the role, responsibility and accountability of a practice assessor to meet NMC SSSA (2018) within their own professional, occupational and organisational context.
2	Identify the factors that contribute to the developmental needs of a nursing student within a given learning environment and implement a range of learning activities which empower the learner to meet the requirements of summative assessments.
3	Critical discuss the inter-professional nature of learning in practice, identifying how this contributes to the development of learners within a professional field.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
CORE ATTRIBUTES	
Engaged	I
Creative	I, A
Enterprising	N/A
Ethical	I, A
KEY ATTITUDES	
Commitment	I
Curiosity	I
Resilient	I

Confidence	I, A
Adaptability	I, A
PRACTICAL SKILLSETS	
Digital fluency	I, A
Organisation	I, A
Leadership and team working	I, A
Critical thinking	I, A
Emotional intelligence	I, A
Communication	I, A

Derogations

- Failure to protect the confidentiality of any individual or organisation will be given a fail grade

Assessment:

Indicative Assessment Tasks:

Assessment One

Assessment of this module is a competency portfolio of Practice Assessor of students. The competency portfolio will comprise of:

A critical reflection of the role, responsibility and accountability of the practice assessor role within a given profession. The critical reflection will cross reference to and draw upon evidence provided in the portfolio which will include learning plans, an analysis of the local learning environment, learning log/reflective diaries, student/placement evaluations and testimonies tracing the assessment of students competence. This evidence should be drawn from work-based learning time reflected in a learning log.

The portfolio is equal to 3000 words

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2 & 3	Portfolio	100%

Learning and Teaching Strategies:

A variety of learning and teaching strategies will be used including 100% online activities through the Moodle VLE and Microsoft Teams, asynchronous and synchronous discussions and debate. This will provide core knowledge and directed/self-directed study will be given to support learning. Students will be encouraged to individually and collectively reflect on practice and through this identify further individual learning needs.

Syllabus outline:

The content will include the following:

Roles and Responsibilities:

- 1 An outline of the roles of the Practice Supervisor, Practice Assessor and Academic Assessor.
- 2 Overview of the NMC (2018) Standards for student supervision and assessment.
- 3 Acting as a role model in instilling the principles of the NMC (2018) The Code – Professional standards of practice and behaviour for nurses, midwives and nursing associates.
- 4 Effectively supporting the Practice Supervisors and overseeing the supervision process.
- 5 The function of the role in determining students' progression and achievement in collaboration with the Practice Supervisors and Academic Assessors.
- 6 Effective record keeping providing comprehensive evidence for the conferment of progression and achievement of proficiencies.
- 7 Engaging in reflection to enhance learning, growth and competence in self and others.
- 8 Demonstrating currency and competence in the role as part of revalidation.

Student Assessment:

- 1 Developing the knowledge, skills and competence to effectively assess students.
- 2 Ways of gathering assessment data – direct observation, records within the students Practice Assessment Document – students' self-reflections, feedback from Practice Supervisors and service users.
- 3 Conducting objective assessments, gathering and analysis of the evidence provided by the Practice Supervisor, the student, service users and others.
- 4 Identifying assessment points and appropriate timing of assessments – per placement- per series and progression point assessments.
- 5 Accountability in assessment.
- 6 Assessing students with additional learning needs/disabilities or who require reasonable adjustments.
- 7 Ensuring equality, diversity and inclusion when conducting assessments.
- 8 Giving effective feedback and feed-forward to facilitate students' development.
- 9 An overview of the quality assurance processes underpinning assessment in the practice setting.

Managing Concern:

- 1 Supporting students who raise concerns relating to the practice learning environment.
- 2 How to raise concerns regarding a student's conduct, competence and performance.
- 3 An overview of the Fitness to Practice Policies and procedures within the AEI setting.
- 4 Supporting students who are having trouble in meeting expected progress.
- 5 Setting and reviewing action plans in collaboration with the Academic Assessor to facilitate improvement in student's practice.
- 6 An overview of the All Wales Action Planning Protocol

Meeting Individual Learning Needs

Introduction to Continual Professional Development / Reflection / critical analysis skills.

Revalidation linked to professional body requirements**The above syllabus takes account of the following:**

Nursing and Midwifery Council (2018) Standards for student supervision and assessment

Indicative Bibliography:**Essential reading**

Nursing and Midwifery Council (2018) *Realising Professionalism: Part 2: Standards for student Supervision and Assessment*. London. NMC

Nursing and Midwifery Council, (2018), The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates. Available from:

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>.

[Electronically accessed 9th December, 2019.]

Other indicative reading

Gopee, N. (2018) *Supervision & Mentoring in Healthcare*. 4th ed. London. Sage

Lidster, J and Wakefield, S. (2018) *Student Practice Supervision and Assessment A Guide for NMC Nurses and Midwives*. London. Sage

Royal College of Nursing (2010) *Dyslexia, Dyspraxia and Dyscalculia a toolkit for Nursing Staff*. London. RCN