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NMC Standards ‘Realising Professionalism: Standards for education and training’ 2018

There are a lot of changes happening

Part 2 (Practice supervision and assessment) of the new NMC ‘Realising professionalism: Standards for education and training’ (2018), applies to all approved programmes; nurse associate, midwifery, nurse prescribing, SCPHN, return to practice from September 2019.

The link to these Standards is: www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/

Summary of these NMC Standards

Part 1 - Standards Framework for nursing and midwifery education
Part 2 - Standards for student supervision and assessment
Part 3 - Future nurse standards of proficiency for registered nurses
www.nmc.org.uk/standards-for-education-and-training/

- Published 17 May 2018
- Will replace the SLAIP - Standards to Support Learning and assessment in Practice NMC Standards for mentors, practice teachers when implemented across all programmes.
- Has to be implemented by 1 September 2020.
- All Approved Education Institutions (AEI) must be approved against the new standards.
- Placement providers/Practice Learning Partners and AEI have responsibility for development of education support.

- The Mentor role will be replaced by Practice Assessors and Practice Supervisors, therefore the mentor course will end.
- There will be preparation for Practice Assessors, Practice Supervisors and Academic Assessors. This work is being developed in partnership with practice learning partners and the university.
- We are in a period of rapid development for the move towards the new standards. We are holding stakeholder feedback meetings and providing information as we progress.

The new standards for supervision and assessment in practice will be introduced for all nursing and midwifery students in September 2019.

You can find a wide range of resources developed locally in partnership at www.brookes.ac.uk/hls/support/practice-education/nursing/#nmcs3 under the title NMC Standards (2018): Resources from September 2019

Until we move to the new standards in September 2019 the NMC still require you to ‘update’ every year

- We have developed resources for mentor updates which provide information on the transition to the new NMC Standards
- Sign up for a workshop: Check and see how your organisation has planned for mentors to transition to the new standards. Transition workshops are being provided by practice learning partners, so look out for what your organisation is doing to prepare you for the transition to these new NMC Standards

Remember

- You can use these resources to provide evidence for your NMC revalidation
Summary of when changes will be implemented

- New: Future nurse: Standards of proficiency for registered nurses (NMC 2018) = new nursing programmes = new proficiencies and skills = change in assessment document (South PAD) (Brookes September 2020)

- New standards for nurse associates (Brookes September 2019) and midwifery and SCPHN to be published soon.

- Transition arrangements for current programmes including:
  - All current final year students will be prepared to be Practice Supervisors before they qualify.
  - Further information can be found on the following link https://www.brookes.ac.uk/hls/support/practice-education/nursing/ under: NMC Standards (2018): Resources from September 2019

From September 2019

- Current Pre-reg programme continues, BUT no more:
  - Mentor
  - Sign-off mentor
  - 40% rule
  - Mentor course (qualification)

- Current Pre-reg programme continues but introduction of:
  - Practice Assessor (PA)
  - Practice Supervisor (PS)
  - Academic Assessor (AA)
  - Nominated Practice Support Person (Link Lecturer)
  - Preparation for transition to new roles
  - BePAD will change to reflect new roles but will continue to have the same programme requirements re competencies, hours etc.

September 2019

- Introduction of the current Nursing Programme BePAD

- Introduction of the new supervision standards and tweaks to BePAD (to meet new NMC Standards (2018)

September 2020

- New Programme and introduction of the South PAD (BePAD version)

Practice Supervisors

“Practice supervisors are registered health and social care professionals who facilitate the achievement of student learning outcomes in practice learning” (NMC, 2018)

Registrants must have current clinical knowledge and expertise relevant for the proficiencies and programme outcomes they are supervising.

Practice Supervisors:

- cannot simultaneously be a Practice Supervisor and Practice Assessor of the same student

- contribute to the student’s record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising

- contribute to student assessments to inform decisions for progression

- have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising,

- are expected to appropriately raise and respond to student conduct and proficiency concerns and are supported in doing so.

- must receive ongoing support to prepare, reflect and develop for effective supervision and contribution to student learning and assessment.

Required preparation (or evidence prior learning and experience ) before undertaking Practice Supervisor role

<table>
<thead>
<tr>
<th>Registrant with no previous preparation.</th>
<th>Required Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 7 Hours Practice Supervisor preparation.</td>
<td></td>
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</tbody>
</table>

| Registrant who has completed practice supervision preparation during their pre-registration programme. | Up to 3 hours to become familiar with the documentation and to establish learning experiences in their place of work. |
| Registrants with NMC Standards for Learning and Assessment in Practice (SLAIP) (2008) approved course. | Up to 3 hours preparation which includes information about new roles and responsibilities, and models of supervision, and providing evidence to inform assessment decisions. |
The following topics are essential for preparation for this role:

a) Creating an inclusive culture of learning in practice, including different models of supervision (including the framework of coaching)

b) Differences between NMC SLAiP 2008 and NMC 2018 supervision and assessment roles

c) Practice Supervisor role and responsibilities (including use of the Practice Assessment Document)

d) Practice Assessor role and responsibilities

e) Academic Assessor role and responsibilities

f) Identifying learning opportunities, across professions and other practice colleagues

g) Planning the student learning experience

h) Giving reflective feedback and feedforward

i) Providing evidence of learning to the Practice Assessor

j) Utilising the role to inform own CPD and practice

The following topics are essential for preparation for this role:

- Students studying for an NMC approved post-registration qualification are assigned to Practice and Academic Assessors in accordance with relevant programme standards.

### Required preparation (or evidence prior learning and experience) before undertaking Practice Assessor role

<table>
<thead>
<tr>
<th>Registrant with no previous preparation.</th>
<th>Required Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 7 hours Practice Assessor preparation.</td>
<td></td>
</tr>
</tbody>
</table>

| Registrant who has completed practice supervision preparation during their pre-registration programme. | Required Preparation |
| Up to 3 hours Practice Assessor preparation. |

| Registrants with NMC Standards for Learning and Assessment in Practice (SLAiP) (2008) approved course. | Required Preparation |
| Up to 3 hours preparation which includes information about new roles and responsibilities, and models of supervision, and reviewing evidence to inform assessment decisions. |

### Practice Assessors

“Practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning….assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors” (NMC, 2018 7.1 & 7.2)

Existing mentors and sign off mentors and Practice Teachers will require preparation to transition to this role.

Registrants must have current clinical knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing.

- All students on an NMC approved programmes are assigned to a nominated Practice Assessor for a practice placement or a series of practice placements, in line with local and national policies.

- Nursing students are assigned to Practice and Academic Assessors who are registered nurses.

- Midwifery students are assigned to Practice and Academic Assessors who are registered midwives.

- Specialist Community Public Health Nurse (SCPHN) students are assigned to Practice and Academic Assessors who are registered SCPHNs with appropriate experience for the student’s programme outcomes.

- Nursing Associate students are assigned to Practice and Academic Assessors who are either a registered nursing associate or a registered nurse.

The following topics are essential for preparation for this role:

- Creating an inclusive culture of learning in practice, including different models of supervision, (including the framework of coaching)

- Differences between NMC SLAiP 2008 and NMC 2018 supervision and assessment roles

- Professional accountability for all aspects of student assessment

- Practice Assessor role and responsibilities (including use of the Practice Assessment Document)

- Practice Supervisor role and responsibilities

- Academic Assessor role and responsibilities

- How to give reflective feedback and feed forward

- Utilising the role to inform own CPD and practice

- Decision making in assessment (including confidence to fail and confirmation of achievement of proficiency)

- Reviewing and assessing evidence from a range of sources/Practice Supervisors including developing efficient systems of supervisor feedback to the Practice Assessor.

- Sound knowledge of the assessment process – and student PAD
Introduction to the Brookes electronic Practice Assessment Document (BePAD)

(This paper goes alongside a PowerPoint presentation)

The Brookes electronic Practice Assessment Document (BePAD) is used to record the student’s journey through practice placements. The BePAD enables students and their Practice Supervisors / Practice Assessors to gather and record evidence of their achievement in practice and the attainment of practice learning outcomes.

The BePAD is currently available for:
- All Nursing programmes
- Paramedic programmes

Each programme has a bespoke BePAD design and contains the same records and assessment as previous hard copy documents. The BePAD supports a structured approach to learning in practice and encourages reflection and thoughtful planning for students in their placements. The BePAD allows the student, practice and university staff to view the individual students BePAD at the same time and if necessary remotely. This facilitates timely and thorough assessment.

The students are able to upload documents into the BePAD to provide additional evidence for their learning.

The student records all planned shifts within their BePAD and the Practice Assessors/supervisors verify the hours as these are achieved.

To contribute to the students BePAD you must have a BePAD account.

Creating an account is quick and easy at bepad.org.uk

You only have to do this once using your work email address. Your account will then be available for students to link you to their account. The student is creating the link for the placement so that discussions and assessment can be recorded. Once the placement is completed the link between the student and the practice supervisor/assessor ends once the ‘placement is closed’.

The BePAD provides support within it in the following ways:
- Help/Contact us – change password, FAQs
- There is an email address for technical support
- Further guidance on the pages
- Course documentation
- How to guides - video clips to help with using the BePAD

Create an account

Welcome to the Brookes electronic Practice Assessment Document (BePAD) which is used to record Nursing and Paramedic student’s journeys through their practice placements. The BePAD enables students and their supervisors/practice assessors to gather and record evidence of learning, achievements, progression points and attainment of practice learning outcomes throughout their programme of study.

The BePAD is currently available for:
- All Pre-registration Nursing programmes
- Paramedic programmes

The BePAD for each programme has a bespoke design and contains the same records and assessment as previous hard copy documents. The BePAD supports a structured approach to learning in practice and encourages reflection and thoughtful planning for students in their placements. The BePAD allows the student, practice and university staff to view individual student’s BePAD at the same time and remotely. This facilitates timely and thorough assessment.

Students are able to upload documents into the BePAD to provide additional evidence for their learning. Feedback, comments or action plans must not be deleted from the BePAD, as this is an ongoing record of the student achievement.

Creating an account:
Instructions for
- Mentors/Practice educators

Resources/Support:
There are resources to support the use of the BePAD, these can be found:
- How to use the BePAD Guides
Grading In Practice

Introduced in September 2016. The Rubric is used as an assessment tool for all adult nursing students. Developed using Benner (1984) Novice to expert, and the Bondy Scale, the level of assistance required in the context of expectations at each progression point.

Progression point 1 - NOVICE Level  
Progression point 2 - Advanced Beginner  
Progression point 3 - Competent

Guidance for mentors and link lecturers: using RUBRICs and allocating a grade for practice

At midway and final reviews both the student and mentor will use the RUBRICs to allocate a grade for the student’s practice.

- **At midway** this will be a **formative grade** and will help you to use this feedback to further develop your professional practice. At the final review, the **mentor’s assessment will contribute to the overall grade of the module** (in Education in Nursing Practice modules).

- Each of the 4 domains of practice has 3 - 4 criteria on which to base the decision about this grade.

- The student must self assess and provide evidence as to why they have awarded themselves a grade at midway and final.

- The mentor awards a score from assessment and must provide evidence/examples.

- The link lecturer will then total the sum of these marks.

You are assessing against the student’s year of progression.

- 1st Year students can be awarded a score of 4 or 5 if they are over performing and you have provided appropriate evidence.

- Likewise a 3rd year can be awarded a score of 1 or 2 if there is evidence to suggest they are underperforming.

- If a score of 1 is given to any students at Mid-way - please contact your Link lecturer at the university who will offer support with planning and an additional action plan. Please also refer to: www.hls.brookes.ac.uk/images/pdfs/plu/guidance-for-mentors-pre-reg-students-event-student-failing-competencies-practice.docx

- Assessments should be made using a variety of approaches. Always ask your working colleagues for input to make the assessment fair and valid.

- Raise any concerns as soon as possible with the university. This may be related to students working hours, not reporting for duty, notifying of sickness or performance related - this could result in you assessing the student as having poor communication, or professional values.

- Following the midway review - provide the student with guidance as to how they can improve their grade.

- For example in order to obtain a higher score, you could arrange a spoke placement with a health visitor to learn about the principles surrounding confidentiality disclosure and safeguarding.

Questions and Answers...

- What is your experience of grading practice?

- How might you ensure your assessment is fair and equitable?

- How would you manage a student who had given themselves a grade of 5 at midpoint which you as a mentor felt unjustified?

- Provide an example of when you might award a score of 5?

- Provide an example of when you might score a student a 1?
This is from www.nmc.org.uk/standards/nursing-associates/

In October 2015 the UK Government announced the establishment of a new care role in England, called a Nursing Associate. This new role has been developed as a bridge between health care assistants and graduate registered nurses. This is a stand-alone role as well as a new route to becoming a registered nurse. Nursing Associates are regulated by the NMC as a profession and have their own register. We expect the first Nursing Associates to complete their training and start work in early 2019.

Registered nurses and nursing associates

Nursing Associates will have foundation degrees and they contribute to the delivery of patient care. The Registered Nurse will still have responsibility as the primary assessor, planner and evaluator of care. Nursing Associates support, not replace, Registered Nurses.

This is a YouTube video on the role: youtu.be/Sxt5HE7s044

Facts

- New pathways into healthcare.
- 28 month programme where apprentices are employed within the local NHS Trusts or other health care settings.
- Attend one day a week in university - taught component.
- 4 workplace learning modules - assessed through a hard copy PAD - 32 competencies.
- Supported by Practice Supervisors and Practice Assessors in practice.
- Alternative placements - In hospital, close to home and at home.
- 675 hours of above.
- End point Assessment.
- Final award Foundation Degree in Health Care.

What this means to you

- There will be a variety of students to support in the workplace
- Long term the role will help the workforce shortage
- The role can support CPD development of the existing team members

Remind yourself what it feels like to be a student on your first day of placement

Oxford Brookes students talking about various topics

www.youtube.com/watch?v=uoS4y6LKUDw

Useful links

NMC (2015) Duty of Candour
www.nmc.org.uk/standards/guidance/the-professional-duty-of-candour/

NMC Safeguarding Adults and raising and escalating concerns form the NMC
www.nmc.org.uk/standards/guidance/raising-concerns-guidance-for-nurses-and-midwives/

Placement of the Year 2019

Students are asked to reward the practice teams of exceptional placements by nominating them for Placement of the Year. Each year, closing date is around 30 April, but any nominations submitted after this date are entered into the next award event.

The Placement of the Year Award 2019 ceremony will take place at Harcourt Hill Campus on 26 June 2019.

Read about the 2018 winners at bit.ly/OBU-placement-of-the-year-winners-2018
Useful resources from new look Practice Education Web pages

Available at: www.brookes.ac.uk/hls/support/practice-education/
or type ‘Practice Education’ into your search engine.

(The Pages have changed recently and there is a new look, but if you use the previous Web URL address you will be taken to the new pages)

You can choose ‘Nursing’ or ‘Midwifery’ to access relevant information:

Practice Education

Practice education is central to all our pre-registration curriculum. These pages will provide you with a range of information and resources. We believe it is our role to support you to become a competent practitioner, who can think critically, work collaboratively and is able to practice flexibly adapting to person centred care requirements across the sector.

We are proud of what our students say about our placement provision and how we organise practice and work together with practice colleagues to support your learning. We have been commended in recent programme approvals for our practice education provision. Read more...

You will then see accordions/drop downs to access the information you require

- Link Lecturer and Practice Assessment Standards
- NMC Standards (2018): Resources from September 2019
- Personal Safety and Student Incidents
- Placement Locations, Allocation, Travel Guides and Expenses
- Placement Quality Assurance and New Placement Providers
- Practice Assessor / Mentor Courses, Updates and Information
- Programme Specific Information - e.g. Practice Assessment Documents (PADs) and Practice Education Handbooks (PEHs)
- Reasonable Adjustment, Mitigating Circumstances, Sickness / Absence and Religious Practices
- Speak out Safely / Whistleblowing / Raising Concerns / Giving Feedback and Feed Forward
- Standards of Professional Practice and Supporting the Failing Student
- Supporting Supernumerary Status and Practice Hours