



SCHOOL OF NURSING, MIDWIFERY
& PARAMEDIC PRACTICE

**BACHELOR OF SCIENCE
BSc/BSc (Hons) NURSING
PROGRAMMES**

ACADEMIC ASSESSOR HANDBOOK

September 2022

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Glossary of Terms

Shortened Term	Term in Full
PS	Practice Supervisor
PA	Practice Assessor
AA	Academic Assessor
PET	Practice Education Team
PE	Practice Educator (HCPC only)
PEL	Practice Education Lecturer
PLE	Practice Learning Environment
Tripartite	A meeting between 3 people, usually the student nurse/midwife, practice supervisor, PEF or PEL or CHEF
ATL Practice	Academic Team Lead for Practice Education
PT	Personal Tutor
PAD	Practice Assessment Document

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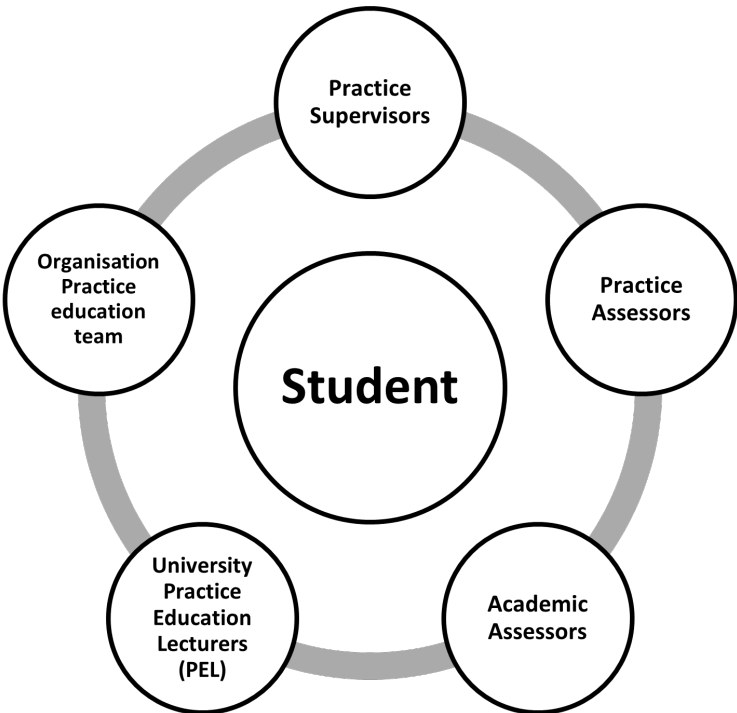
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Introduction

The purpose of this document is to provide guidance to Academic Assessors in relation to their role. Academic Assessors play an essential role in collating and confirming student competence in practice at the point of progression to the next Part of the programme or eligibility for entry to the Nursing and Midwifery Council (NMC) register (NMC 2018a).

Support

Figure 1: Practice partnership model of supervision



Within every Practice Learning Experience (PLE), each student on an NMC approved programme will be assigned a nominated Practice Supervisor and a nominated Practice Assessor to teach and support them and to assess their performance in Practice (NMC 2018a). For each Part/year of the programme, every student will be assigned a nominated Academic Assessor. Support is also available through the School’s Practice Learning Team and from partner organisations Practice Education Teams. Additional information is available within the NES National Framework for Practice Supervisors, Practice Assessors and Academic Assessors in Scotland (NES 2019a) and the NES Practice Learning Handbook: for Practice supervisors and Practice Assessors (NES 2019b).

Roles and Responsibilities

Practice Supervisor

The Practice Supervisor (PS), for students of nursing programmes, can be any registered health and social care professional working within PLEs. This professional will have contemporary knowledge and experience relevant to the student being supervised and will have been suitably prepared to undertake this role. PS will supervise student learning and support them in working towards achievement of the required proficiencies and learning outcomes.

The role of the PS is to contribute to the student's learning by:

- providing the student with a sense of belonging, ensuring the PLE is welcoming and supports the student's learning experience.
- provide students with an induction and orientation to the PLE.
- in discussion with the student, identify individual learning needs and objectives.
- providing constructive feedback in an honest, timely manner.
- supporting the student using action planning.
- liaising with others who have contributed to the student's learning.
- contributing to the students Practice assessment documentation as required and provide constructive feedback to enhance development and impact on future performance.
- communicating with the Practice Assessor and at times the Academic Assessor to share views regarding student progression.
- serving as a role model for safe and effective Practice in line with their code of conduct.

Each student will have a PS who will be the nominated person to support the student's development as well as address any concerns. This nominated PS will conduct the initial orientation and support the student in developing learning goals for that PLE. Each student will potentially be supported by a number of additional Practice Supervisors.

Practice Assessor

The Practice Assessor (PA) for students of nursing programmes must be a registered nurse and have the equivalent experience for the student's field of practice. Dependent upon the programme, the student is undertaking, the PA will be assigned to a student for one Practice learning experience (PLE), a series of PLEs or for the whole academic year. The PA role differs from that of the PS as the assessor will seek feedback from PS in relation to student performance and conduct in order to inform assessment decisions.

The role of the PA is to:

- contribute towards student induction and orientation and potentially contributing to the student's initial meeting.
- set dates for the interim and final performance review meetings.
- contribute towards the continuity and coordination of student supervision through liaison with PS, the student and other team members.
- establish and maintain effective communication and collaboration with PS and the Academic Assessor.
- discuss and agree how the PS will contribute to the student's review meetings.
- undertake objective, evidence-based decisions around student progression, accurately recording the rationale and outcome of the decisions within the student Practice Assessment Documentation (PAD).
- provide feedback and support to PS on key aspects of their role.
- act in a timely fashion if a student is failing to achieve the required learning outcomes or in relation to concerns around professional behaviour or conduct.

Practitioners cannot simultaneously be the Practice Supervisor and Practice Assessor for the same student with the exception of prescribing programmes and only in exceptional circumstances.

Academic Assessor

The Academic Assessor will be a nominated member of academic staff allocated to individual students for one Part (Stage) of the programme. The Academic Assessor will be registered within the same field of practice as the student or have relevant equivalent experience. The Academic Assessor will work in partnership with the nominated Practice Assessor(s) to evaluate and recommend the student for progression for each Part of the programme.

They will do this by:

- Collating and confirming student achievement of the required proficiencies and programme outcomes in each Part of the programme within student Practice assessment documentation (PAD) and university records.
- Making and recording objective, evidence-based decisions on conduct, proficiency and achievement.
- Maintain current knowledge and expertise relevant to the proficiencies and programme outcomes they are assessing and confirming.
- Understand the student's achievement and learning in practice.
- Being approachable, supportive and aware of individual student learning needs.

The AA will work in collaboration with the RGU Practice Learning Team (PET) and the PA to support students who are failing to achieve or in cases when a Practice learning Support Protocol (PLSP) has been initiated. (Click here to access the Practice Learning Support Protocol (PDF document): <https://tinyurl.com/ss2p3bl>)

The AA will review the student's PAD following each PLE, documenting student achievement and progression throughout the module.

The AA will communicate and collaborate with the PA at relevant points in the programme and document within the student PAD. In Stages 1 and 2

the AA will review student progress throughout the Stage by reviewing feedback within the PAD. In addition at the end of the Part the AA will confirm student achievement of proficiencies and programme outcomes and recommend the student for progression to the next Part of the programme. This will be documented within the PAD and in addition the AA will complete the Record of tripartite supervision and assessment - End of Part Confirmation of Completion (Appendix 1) which will be uploaded onto the student's electronic file. The AA will have overview of the student achievement to date as will have reviewed the PAD following each PLE of that Stage and has the opportunity to liaise with PS/PA as required.

In relation to students in Stages/Parts 3 and 4, it is expected that the AA will contact the PA at the end of the final PLE of the Part to evaluate the student achievement and allow informed decisions to be made regarding the student's progression to the next Part of the programme or recommend the student progress to registration with the NMC. This communication may be face to face or via email/VC/telephone and following this the AA should complete the Record of tripartite supervision and assessment - End of Part Confirmation of Completion (Appendix 1) and upload it to the student's electronic file. Following submission of the PAD, the AA will also complete the Confirmation of Completion within the PAD.

Academic Assessor Preparation

Staff undertaking the role of AA will undertake an activity to prepare them for this role. This activity will include an overview of NMC Standards for student supervision and assessment (NMC 2018a) and relevant programme standards. It will detail the roles and responsibilities of AA, provide an overview of practice learning support and fitness to practise processes, an overview of the undergraduate programme and programme specific student learning outcomes, the PAD and essential information regarding equality and diversity. As part of the School EPR process, the role of AA will be reviewed annually.

Academic Assessor Allocation

For undergraduate nursing and midwifery programmes, AA allocation will be arranged and communicated annually through the School's resourcing group to ensure a different AA is allocated to a student for each Part of the programme.

For undergraduate nursing and midwifery programmes, the current Practice Education Lecturer (PEL) Stage 1 and 2 teams and a number of associate PELs will undertake the role of AA in Parts 1 and 2 of the programme. Each team will consist of a minimum of 8 PELs/Associate PELs.

The student's personal tutor will undertake the role of AA for the student's final Stage of the programme, Part 3 for BSc students, Part 4 for BSc (Hons) students and Part 4 BSc (Dual Hons). They will be supported in their role by the Stage 3/4 PEL team. Students undertaking the BSc Dual Hons programme will be allocated a Personal Tutor/Academic Assessor from the second field of practice upon progression into Stage 4.

Ongoing Support

Day to day support for AA will be available through the PEL team and the Senior Lecturer for Practice Learning. Support is also available through their line manager and it is expected ongoing development in relation to this role will be reflected within individual Employee Performance Reviews (EPR).

References

NHS EDUCATION SCOTLAND (NES), 2019a. *National framework for practice supervisors, practice assessors and academic assessors in Scotland*. Edinburgh: NES.

NHS EDUCATION SCOTLAND (NES), 2019b. *Practice learning handbook: for practice supervisors and practice assessors*. Edinburgh: NES.

NURSING AND MIDWIFERY COUNCIL (NMC), 2018a. *Realising professionalism: standards for education and training. Part 2: standards for student supervision and assessment*. London: NMC.

NURSING AND MIDWIFERY COUNCIL (NMC), 2018b. *Future nurse: standards of proficiency for registered nurses*. London: NMC.

Appendix 1: Record of Tripartite Supervision and Assessment & End of Part Confirmation of Completion



BSc Nursing/BSc (Hons) Nursing/BSc (Hons) Nursing Dual Registration

Record of Tripartite Supervision and Assessment & End of Part/Programme Confirmation of Completion

Discussion between the Practice Supervisor and Practice Assessor in relation to student achievement is documented in the student's PAD.

Student's name and matriculation number	
Cohort and year of study	
Date of contact	
Method of communication	
Practice Assessor/Academic Assessor Names	
Student grades for each PLE	PLE 1 – PLE 2 – PLE 3 –
Achievement of all platforms and proficiencies for the Part	

Comment on areas of development required for safe demonstration of skills and procedures (all should be completed by end of programme)	
Service User/Carer feedback comments	
Student reflective accounts completed?	
Was a Practice Learning Support Plan required?	
Any examples of exemplary practice	

Recommendation for progression

Please tick appropriate box.

YES <input type="checkbox"/>	NO <input type="checkbox"/>	Additional comments not covered above:

Name of Academic Assessor	
Date	
Signature	