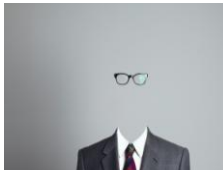


## Bite sized Learning – The Role of the Practice Assessor



**Learning Outcome 1** - Explore the role of the practice assessor in responding to students who require additional support to achieve their learning outcomes in the practice learning environment.



There are TURAS units available on the following topics. They will help you complete this bitesize learning. These include:  
**NES Preparation for Practice Supervisors & Practice Assessors: Supporting effective practice learning: Unit 5 - Assessment**  
**NES Preparation for Practice Supervisors & Practice Assessors: Supporting effective practice learning: Unit 6 - supporting learners: responding to performance concerns and supporting development and progression.**

As practice assessors this resource is a very valuable tool and we recommend you complete the unit before proceeding with the following activities. – Sign in to TURAS and search Unit 5 assessment or unit 6 supporting learners



Reflect on your own experience of working with students when they have needed some additional help to meet their learning objectives. What were the main issues and how were they supported? What worked well and is there anything you would have done differently?

Notes

## **Case Study**

**Meet our student Martha -**



**Martha is a second-year pre-registration student**

**This is a six-week placement, and you will be her practice assessor**

**You note the comments from the last placement assessment 'Martha must work on handover skills.'**

**What initial steps will you take to support Martha in her placement?**

**Notes**



We suggest considering the following actions

- Meet with Martha and discuss the feedback
- Review if any actions were taken because of this feedback?
- Does she feel she needs to improve her skills in this area?
- What proficiencies are expected to achieve for her stage of learning? (PAD/NMC)
- With Martha, develop a more specific learning objective such as the following:

Example of a SMART learning objective

Martha needs to develop confidence and competence in delivering SBAR handover, she will observe other staff handing over in SBAR format for two weeks, and then perform handover herself with support from practice supervisor by mid placement meeting.

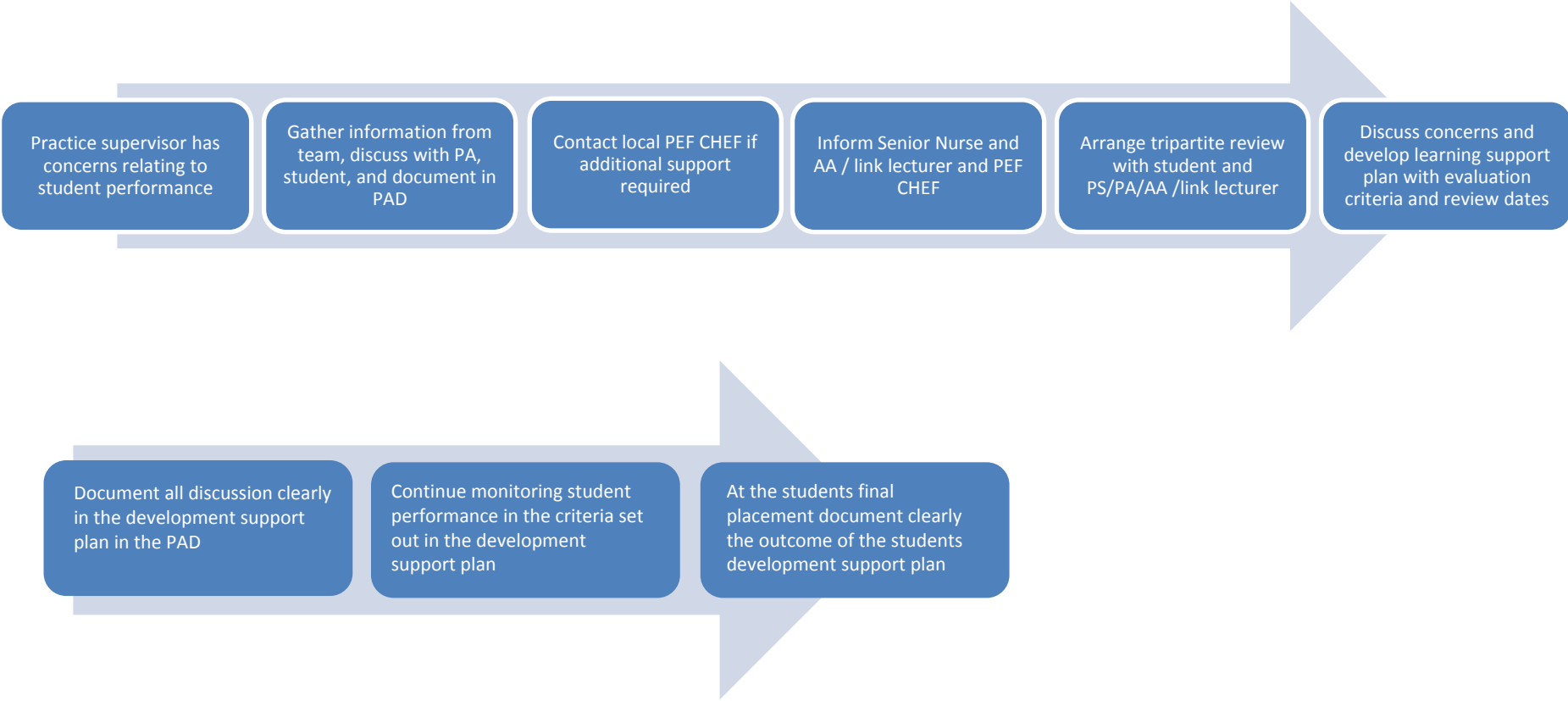


As Martha progresses through her practice learning environment, you receive feedback, from your practice supervisor and wider team that Martha is not engaging in her learning outcome and is struggling to perform handover. As practice assessor/supervisor, you want to act early in the placement, and you decide to meet with Martha to discuss whether she would benefit from a learning development support plan.

In addition, you contact her academic assessor and the Practice Education Facilitator for your area for further support and advice.



**The following process is the recommended steps to supporting a student, who is struggling to meet their learning objectives. This is taken from the Practice Assessment Document.  
Please ensure the student is at the centre of all communication.**



**A development support plan will include the following headings:**

- 1. Specific areas to be addressed**
- 2. Related platform and proficiency**
- 3. Participation in care level**
- 4. Learning resources and actions**
- 5. Evidence of achievement**
- 6. Review dates**



**Please see below an example of a learning development support plan for Martha. She has been struggling to meet her learning outcomes in communication, specifically in the field of handover skills. A student may require more than one issue to be included within a learning development plan. Make sure that a learning development support plan is SMART (Specific, Measurable, Achievable, Realistic and Timebound).**



Specific areas to be addressed	Participation in Care Level/ Platform/ Competency	Learning Resources/actions	Evidence of achievement	Achievement/ Review date
<p>Handover Skills- Martha lacks proficiency in handover skills and is required to be able to effectively undertake handover to transfer care.</p>	<p>Developing independence  Platforms 1.9 1.11</p>	<p>Martha will undertake NES training package related to handover skills and specially the use of SBAR in the transfer of care.</p> <p>With Practice Supervisor/Practice Assessor will initially observe handover and feedback her understanding and function of the procedure</p> <p>Will be provided opportunity to rehearse/ role play handover</p> <p>Martha will undertake handover under direct supervision of PS/PA and undertake self-reflection on skill progression as well as receive feedback from PS/PA</p>	<p>Brief reviews will take place following each episode of handover and weekly development meetings.</p> <p>Martha will demonstrate an understanding of the role of handover and appropriate frameworks to facilitate this.</p> <p>She will demonstrate the ability to transfer the care of patient clearly and effectively to colleagues.</p>	<p>daily review</p> <p>1 week Review</p> <p>1 week review</p>



**Complete the following development support plan for a student who is struggling to meet their learning outcomes in written documentation.**

<b>Specific areas to be addressed</b>	<b>Participation in Care Level/ Platform/ Competency</b>	<b>Learning Resources/actions</b>	<b>Evidence of achievement</b>	<b>Achievement/ Review date</b>
Documentation skills – Martha lacks proficiency in record keeping skills and is required to document accurate, clear, legible records and documentation				



Now you have completed this worksheet, what are your next steps? What learning/development needs have you identified for yourself and how are you going to achieve them?

Notes:

Further worksheets are available to support your professional development as a practice assessor (see 'future nurse midwife programme information' page on the intranet). These include:

#### **Worksheet 1**

**Learning Outcome 1** - Explore tripartite relationship with practice supervisor, assessor and academic assessor

**Learning Outcome 2** - Develop the skills for objective student assessment

#### **Worksheet 3**

**Learning Outcome** - Identify potential reasonable adjustments within the practice learning experience

The following are useful references regarding supporting students who may struggle in practice. Note the literature refers to the outdated terminology 'mentor and co mentor'.

Cleland J, Knight LV, Rees C, Tracey S, Bond CM. (2008) Is it me or is it them? Factors that influence the passing of underperforming students. *Medical Education*, 42, 800-809.

Duffy, K & Hardacre, J. (2007) Supporting failing students in practice 1: Assessment. *Nursing Times*. 103, 47, 28-29

Duffy K. (2013) Deciding to Fail: nurse mentors' experiences of managing a failed practice assessment. *Journal of Practice Teaching and Learning*. 11 (3), 36-58