

Bite sized Learning – The Role of the Practice Assessor

- **Learning Outcome 1** - Identify potential reasonable adjustments within the practice learning experience



First, listen to a podcast discussion about reasonable adjustments for student nurses and midwives. (27 minutes).

To access, copy and paste the link into Google Chrome and look for the arrow to start the podcast.

<https://rcni.com/nursing-standard/newsroom/podcast/nursing-standard-podcast-support-students-a-disability-or-impairment-171411>



Reflect on the podcast and what difficulties students might present with, that would need reasonable adjustments. Some reasonable adjustments can be put into place without a formal diagnosis.



Further information is available here:

RCN guidance for mentors of nursing and midwifery students

<https://bhcic.co.uk/wp-content/uploads/2018/07/RCN-Guidance-for-Mentors-of-Nurseing-and-Midwifery-Students-.pdf>

Read Section 7. students with disabilities on pages 21 and 22



List the professionals that could help you with implementing reasonable adjustments for a student: (Bear in mind that if the student tells you of a need for reasonable adjustment in confidence, you will need to check with them before sharing information with others)



Access this link to read what the NMC say about reasonable adjustments

<https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/student-empowerment/what-to-expect/reasonable-adjustments-if-applicable/>



It is important to note that proficiencies or competencies may NOT be adjusted, however, the way that they are achieved, can be.
E.g. proficiency may state

1.8	Writes accurate, clear, legible records and documentation
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This proficiency must be achieved for the level that the student is working to, depending on year of education. However, a student may have a reasonable adjustment made to achieve it, for example some or all of the following:

- being given extra time to complete documentation,
- a quiet location
- a spell checker
- a list of common and approved abbreviations



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

Further worksheets are available to support your professional development as a practice assessor. These include:

Bite sized Learning – The Role of the Practice Assessor

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 2:

Learning Outcome 1 - Explore the role of the practice assessor in responding appropriately to the underachieving student

Further resources available for reasonable adjustments are:

NES TURAS <https://learn.nes.nhs.scot/Scorm/Launch/45752>

Supporting Effective Learning Practice UNIT 3 - Supporting Equality and Diversity page 10-12

You must sign in to TURAS to access

Dyslexia Scotland

Dyslexia, dyspraxia and dyscalculia: a guide for managers and practitioners

https://www.tcd.ie/disability/assets/doc/Word%20Docs/AST%20booklets/Subject%20specific/nursing/Managers_guide.pdf

Equality and Human Rights Commission (2014) What Equality Law Means for you as an Education Provider – further and higher education

https://www.equalityhumanrights.com/sites/default/files/what_equality_law_means_for_you_as_an_education_provider_further_and_higher_education.pdf (Equality Act 2010)

Equality and Human Rights Commission: What are reasonable adjustments?

<https://www.equalityhumanrights.com/en/advice-and-guidance/what-are-reasonable-adjustments>