



The Open  
University

## Open University Blended Learning Degree

### Briefing Notes for Practice

In April, the first cohort of Open University students, doing their practice learning with UWE, will be commencing their first clinical placements, following a full week of clinical skills training at Glenside. This briefing will summarise the key elements of the Programme for practice partners.

### Programme Structure:

Students enrolled on the Programme are expected to complete two 60 credit modules per year, one theory focused and one practice based. The first cohort of OU/UWE students will start their first practice placement on the 12/04/21. All students will have bring with them a Practice Assessment Document (South PAD), wherein practice experiences and their achievement of the proficiencies and learning outcomes will be documented. You will be familiar with this PAD as it is in use across the South West. This will be in print rather than digital for the first cohort. The Open University also supplies the students with timesheets. The PAD has been developed to ensure that they have a documented record that they are being prepared to successfully meet the *Future Nurse: Standards of proficiency for registered nurses* (NMC 2018b) at the point of registration.

The Standards for student supervision and assessment (SSSA) (NMC 2018) outline the requirements for effective practice learning and assessment. There are three specific aspects of the SSSA designed to ensure that all students are provided with safe, effective and inclusive learning experiences. These include:

- 1) Effective practice learning
- 2) Supervision of students
- 3) Assessment of students and confirmation of proficiency

Some key principles outlined within the SSSA include:

- An expectation that there is a nominated person within each practice setting to actively support students and address student concerns
- All students on an NMC approved programme are supervised while learning in practice
- There is coordination and continuity of support and supervision of students to ensure safe and effective learning experiences
- All nursing students on an NMC approved programme are assessed in practice by NMC registered nurses

**The key roles for supporting supervision and assessment in practice are the:**

- Practice Supervisor (PS)
- Practice Assessor (PA)
- Academic Assessor (AA)

UWE academics will provide the AA contribution. These key sources of support and advice are all registered nurses conversant with the Adult nursing programme and have been appropriately prepared for the role. The AA will be a member of the university practice liaison team who has a wider role in supporting the practice teams supervising students in their specific practice area. The AA will schedule communication with and work in partnership with the PA to evaluate

and recommend student progression for each part of the programme. They will have received documented preparation for the role and will continue to receive ongoing support and development to perform in that regard.

Each stage of the Nursing Programmes includes a Practice Assessment Interview (PAI) as part of their assessment strategy. A PAI is a short professional discussion held between the student and Academic Assessor (AA). The student's Practice Assessor (PA) will be in attendance and contribute to the overall mark for the student, but they should not participate in the discussion.

Due to current COVID restrictions, these meetings will be conducted online but will happen face to face when allowed.

The three PAIs will enable the student to demonstrate how they are progressing on their journey from nursing student to graduate nurse. The PAI at each stage is based on one or more of the professional values listed in the relevant part (1, 2 or 3) of the Nursing PADs and also reflects the module materials of that stage.

The topics for the three stages are:

**Stage 1:** Delivering compassionate, person /family centred care

**Stage 2:** Building interprofessional relationships

**Stage 3:** Practicing autonomously – leadership and decision-making

### **Content of the PAD for each Part**

**Professional Values:** Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code (NMC 2018a). All must be achieved by the end of each placement. The student is required to select one example from their practice in each placement to demonstrate how they practice within The Code. Confidentiality in relation to people receiving care and service providers should be maintained. For each placement a different area of The Code should be selected to reflect on.

All professional values must be achieved in all placements. If any have not been

met, students will be given one further opportunity and be given additional support and guidance to achieve them. If the student is unsuccessful in achieving these on a second occasion within the Part this may affect their progression and they may be referred to the fitness for practice panel.

**Proficiencies:** These reflect aspects of the 7 Platforms, communication and relationship management skills and nursing procedures (NMC 2018b). These can be assessed in a range of placements but must be achieved at least once by the end of the Part. Assessment of proficiencies are undertaken across the Part. These can be assessed in a range of placements. If a proficiency is assessed as achieved early in the Part it is expected that students maintain that level of competence and could be re-assessed in subsequent placements during the Part. This is underpinned by Professional Value 8.

To support the student in progressing effectively through the programme and in utilising the valuable opportunities available across a range of placements certain proficiencies have been identified that can be met in Part 2 **OR** Part 3 of the programme. These are listed in the Part 2 and Part 3 documents and the Ongoing Achievement Record (OAR). The Practice Assessor needs to complete this at the end of Part 2 and Part 3. Any proficiencies not met in Part 2 are then identified as you needing to achieve these in Part 3.

**Episodes of Care:** These holistic assessment(s) facilitate and demonstrates student progress and must be achieved by the end of the Part. The student and the Practice Assessor should identify the appropriate placement and episode of care to complete this assessment.

- Part 1 - There is one episode of care that students need to be assessed on by the Practice Assessor, however students are encouraged to complete one as a formative assessment and this can be undertaken with the Practice Supervisor. This episode of direct care involves meeting the needs of an individual person receiving care.

- Part 2 - There are two episodes of care in part 2 to facilitate the development of knowledge and skills related to the field of practice.

Episode 1 – this involves the care of a group of people receiving care or an individual with complex care needs.

Episode 2 - this involves the care of a group of people receiving care with increasingly complex health and social care needs. There is no additional paperwork to support the formative assessment of either episodes of care though students are encouraged to print off a copy to facilitate their development.

- Part 3 - There are two episodes of care in part 3 to facilitate the development and consolidation of knowledge and skills related to the field of practice.

Episode 1 - Supervising and teaching a junior learner in practice, based on the delivery of direct person-centred care. Episode 2 - organisation and management of care for a group/caseload of people with complex care covering all seven platforms. There is no additional paperwork to support the formative assessment of either episodes of care though students are encouraged to print off a copy to facilitate their development.

**Medicines Management:** There is one assessment included in each Part and each must be achieved by the end of the Part. Students and their Practice Assessor should identify the appropriate placement to complete this assessment. By the end of Part 3 students should be consolidating their knowledge, skills and competence in relation to the safe administration of medicines within the required regulatory frameworks relating to *Future Nurse* (NMC 2018b) *The Code*, (NMC 2018a) and *A Competency Framework for all Prescribers* (The Royal Pharmaceutical Society 2016).

**Patient/Service User/Carer Feedback Form:** Documented feedback will be sought in relation to how students have cared for a selection of the clients receiving their

care. This is not formally assessed but will make an important contribution to their overall feedback. Proformas will be available for the students to use.

**Peer feedback:** These records can be completed by peers i.e., other students who have worked alongside this student or have had the opportunity to discuss your learning needs with you. During facilitated teaching sessions, whilst on placement students can use this form to obtain feedback.

**Recording Additional Experiences and Feedback:** There are additional pages for students to record reflections on their own learning and pages to record communication and additional feedback from all those supporting learning and assessment.

**Ongoing Achievement Record:** The Ongoing Achievement Record (OAR) is a separate document that records student achievements in each placement and with the main document provides a comprehensive record of their professional development and performance in practice. The student is responsible for the safekeeping and maintenance of their PAD. It should be regularly made available to the identified Practice Supervisor, Practice Assessor and Academic Assessor when students are in placement together with the OAR.

**Criteria for Assessment in Practice:** Within the PAD three key statements have been developed to reflect the level of performance required of students to demonstrate at the end of each Part, as well as the level of assistance that may be required at each stage. By the end of the programme students should be practising independently, competently and confidently.

**The following three levels of performance are to be met by the end of each Part:**

<b>By the end of Part 1</b>	<b>Guided Participation in care and performing with increasing confidence and competence</b>
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<b>By the end of Part 2</b>	<b>Active participation in care with minimal guidance and performing with increased confidence and competence</b>
<b>By the end of Part 3</b>	<b>Practicing independently with minimal supervision and leading and coordinating care with confidence</b>

In addition to achieving the required level of performance at the end of each Part students will be assessed against a specified set of criteria related to the knowledge, skills, attitudes and values for each component of assessment within the PAD. These criteria are used to assess the students on different placements across the year as they work towards the overall performance level to be achieved by the end of the Part.

If the student performance gives cause for concern at the mid-point interview, feedback must be given and an action plan written to enable them to address this prior to the final interview. The Practice Assessor must communicate with and involve the nominated Academic Assessor in this process.

Within the PAD there are guidelines relating to how the assessment is managed within each university, and students should ensure that they have read and understood these.

### **Specifics**

You will note that each placement is allocated a number of hours which is lower than a full 37.5 hours per week. This is in line with the “blended” ethos of the programme which allows the student to study theory aspects in their own time but complete the required minimum 2300 hours of practice as required by the NMC. The students will all complete 150 hours of simulated learning at Glenside each year that will count as practice hours.

In Year 1 the following “target” hours apply to each placement:

Placement 1 – 12<sup>th</sup> April 2021 to 29<sup>th</sup> May 2021 = 7 weeks.

Target = 177.5 hours

Placement 2 – 19<sup>th</sup> July 2021 to 14<sup>th</sup> Aug 2021

30<sup>th</sup> August 2021 to 25<sup>th</sup> Sept 2021

Target = 180.0 hours

Placement 3 25<sup>th</sup> October 2021 to 18<sup>th</sup> Dec 2021

Target = 262.5 hours

The student will work a range of shifts in negotiation with the practice placement and the university to meet the target hours. These hours will be allocated in a consistent and relatively equal pattern across all weeks of the placement. It is not acceptable for the student to “bank” hours and have no weeks without placement time. There is flexibility for the student to negotiate shifts to support their learning and placement workload in line with their assessment.

**As with other UWE students, the Practice support net will be available for contact and to access advice and support.** The Practice Support Net offers guidance, documentation, training information and key contact details to support students in practice and placement providers while supervising a student from the University of the West of England during their placement.

**<https://www.uwe.ac.uk/about/faculties-and-departments/practice-support-net>**



## Overview of Modules

Level 1	Introduction to health and social care K102 (60 credits) (02/2021)	Introduction to healthcare practice K104 (60 credits) (03/2021)
Level 2	Understanding nursing: knowledge and theory K210 (60 credits) (02/2022)	Developing nursing practice K211 (60 credits) (07/2022)
Level 3	Assimilating nursing: knowledge and theory K325 (60 credits) (06/2023)	Becoming an autonomous practitioner (60 credits) (11/2023) K326 Adult

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**Practice support helpline: To raise concerns, share good practice and for general enquiries please contact our practice helpline on Tel: +44 (0)117 32 81152.**