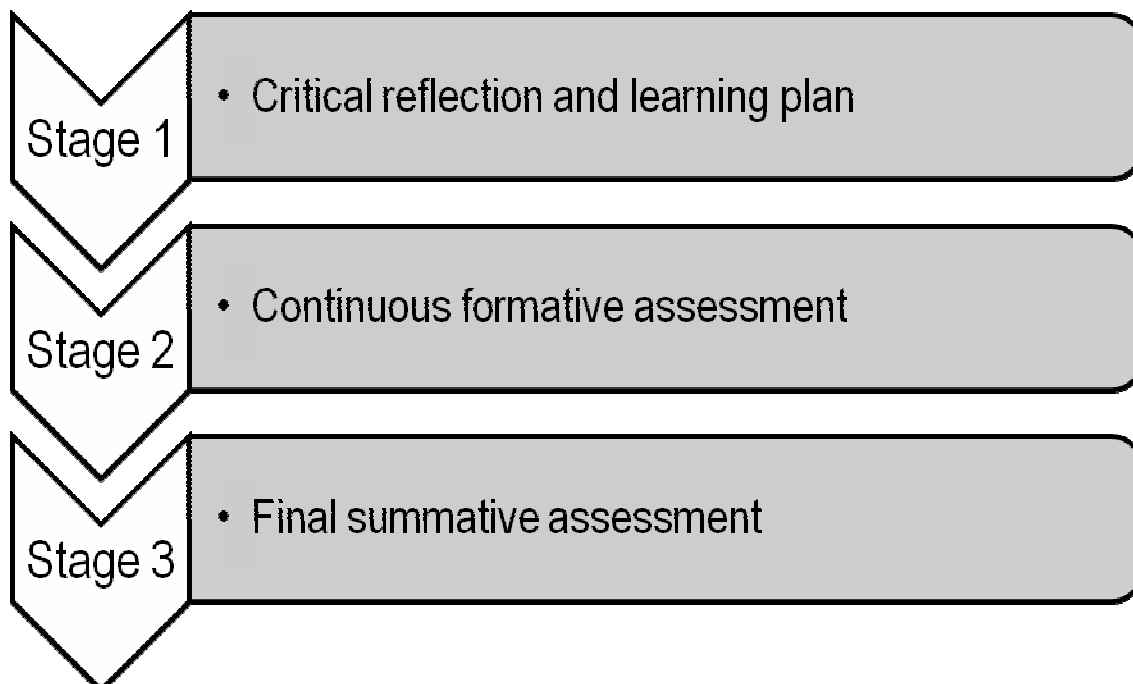

PRACTICE ASSESSMENT

Module Portfolio

NMAH (Module code) Module title



STUDENT NAME: _____

STUDENT DMU ID NUMBER: _____

PROGRAMME: _____

DATE MODULE COMMENCED _____

MODULE LEADER NAME _____

CLINICAL BASE _____

ASSESSMENT OF PRACTICE TO BE CARRIED OUT BY NAME _____

(also tick box as appropriate)

- Mentor ☐
- Sign-off mentor ☐
- Practice teacher ☐

If this Practice Assessment Module Portfolio is found, please return to:

NAME: _____

ADDRESS _____

_____ POSTCODE: _____

The completion and sharing of information contained in this document is made in accordance with the NMC Code of Professional Conduct: Standards for Conduct, Performance and Ethics (NMC 2008). The documentation in this Portfolio is confidential and is the property of De Montfort University and the student. It may only be photocopied with their permission. However, this can be used as evidence of mentoring as required by the NMC in 'Standards to support learning and assessment in practice' (NMC 2006).

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INTRODUCTION

This Module **Practice Assessment** Portfolio document forms part of the “assessment process” for your module and is a tool to enable you and your mentor (or sign-off mentor/practice teacher) to keep a record and assess practice development throughout your module period in meeting your Module Learning Outcomes.

This document allows you, by adopting **three clear stages to practice assessment**, to clearly plan towards the achievement of your Module Learning Outcomes in the practice environment. It provides clear guidance for you and your mentor (or sign off mentor/practice teacher) on how to plan your individual practice assessment process and by using the pass/fail criteria, assist you in developing your practice in order to successfully achieve your Learning Outcomes for this Module. The table below indicates how the three stages to completion of the Module Practice Assessment Portfolio will work.

STAGE ONE.	STAGE TWO.	STAGE THREE
Week One	Mid Module Point	Final Module Week
Critical Reflection and Learning Plan	Continuous Formative Assessment	Final Summative Assessment
At the beginning of the module, this first stage has been designed to enable you and your mentor (or sign-off mentor/practice teacher) to critically reflect on your current abilities in practice in relation to the Module Learning Outcomes. The aim of this reflection is to provide a starting point for your module studies where a plan of learning is agreed so that you and your mentor (or sign-off mentor/practice teacher) can begin to engage with your professional practice development.	In your preparation to achieve the Module Learning Outcomes, this stage provides you with the opportunity to collect and produce supporting evidence to demonstrate your achievement formatively in practice. You <u>DO NOT</u> need to include this evidence in your Module Practice Assessment Portfolio, but you do need to indicate what “type of evidence” you have used and what your mentor (or sign off mentor /practice teacher) has considered that will help to demonstrate your competence to achieve the Module Learning Outcomes in practice	This stage enables you to summarise at the end of your module your professional practice development over the module period in preparation for a final summative assessment by your mentor (or sign-off mentor/practice teacher) regarding your competence in successfully achieving the Module Learning Outcomes in practice.

You should ensure this document is completed in full and that it is submitted to your Module Leader via Charles Frears Main Reception before the submission deadline as indicated in your module handbook

GUIDANCE ON COMPLETING THE PRACTICE ASSESSMENT MODULE PORTFOLIO DOCUMENT

THE ROLE OF THE STUDENT

The following information indicates that as a student you should:

- Ensure that the appropriate Assessor of Practice (i.e. mentor, sign-off mentor or practice teacher) has been assigned to you in regard to the overall academic award you are enrolled onto, these are as follows:
 - ❖ *Students studying this module for Continual Professional Development (CPD) purposes or the Health and Professional Practice programme require a mentor*
 - ❖ *Nursing students studying this module as part of the Specialist Practice/Specialist Community Practitioner Programme (with NMC recordable SPQ) require a sign-off mentor or practice teacher who also has an NMC recorded SPQ on the same part of the register as the student being supervised (NMC 2006¹). The exception within the SPQ Programme is those nursing students who are studying for District Nursing who require a **practice teacher** who also has a NMC recorded in District Nursing (NMC 2006¹).*
 - ❖ *Public health students (health visitors and school nurses) studying on the Specialist Community Public Health Nursing Programme (with NMC SCPHN registration) require a **practice teacher** who also has a NMC registration on the same part of the register as the student being assessed(NMC 2006¹)be that Health Visiting or School Nursing.*
- Accept responsibility and organise meetings with your mentor (or sign-off mentor/practice teacher) throughout the module as appropriate
- Ensure understanding of the prevailing rules and regulations for the assessment of practice
- Ensure effective time management
- Maintain patient safety and practice within your sphere of competence
- Ensure that this document is completed in its entirety before submission

¹ NMC (2006) Standards to support learning and assessment in practice: NMC standards for mentors, practice teachers and teachers. NMC, London.

THE ROLE OF THE MENTOR (OR SIGN-OFF MENTOR/PRACTICE TEACHER)

(It is important to note that your eligibility as a mentor (or sign-off mentor/practice teacher). for a Learning Beyond Registration (post-registration) student must be identified on the Local Register of Mentors held by your trust/employer as a Mentor (or sign-off mentor/practice teacher) (NMC 2006').

The following information indicates that Mentors, sign off mentors, practice teachers must:

- Act as a role model for the student and provide teaching/learning opportunities as appropriate
- Organise the induction of the student to the area and the placement (if appropriate)
- Carry out continuous assessment of the student
- Facilitate effective communication with the student and provide regular opportunities for discussion and support
- Seek a safe and satisfactory standard of care to the client/patient and family during the periods of practice
- Recognise and improve factors which may impede student progress
- Provide formative and summative reports in regard to the student's progress as indicated within this document
- Ensure when finally assessing the student in stage 3 of the module that:
 - ❖ This document is completed in its entirety
 - ❖ All module learning outcomes have been assessed according to the criteria laid down in this document and signed by you
 - ❖ Any outstanding developmental needs have been addressed and that evidence of such exists within this document.
 - ❖ You have completed and signed the “**Final Summative Assessment**” in Stage 3 (pages 16-19)

THE PROCESS OF PRACTICE ASSESSMENT

In order to successfully complete your Module Practice Assessment Portfolio you must **demonstrate** your competence which must then be **assessed** (by the mentor, sign off mentor or practice teacher) against the “**Criteria for Assessment in Practice**” within this document. This occurs **formatively** at Stage 2 and **summatively** at Stage 3.

As a student you must prove that you are able to achieve the Module Learning Outcomes by **demonstrating** your competence. You are able to do this in a number of ways by producing the evidence of how you have done this.

In **Stage 1** you and your mentor, (sign-off mentor or practice teacher) should critically reflect on your current abilities in practice in relation to the Module Learning Outcomes. The aim of this reflection is to provide a starting point for your module studies where a plan of learning is agreed so that you and your mentor (or sign-off mentor/practice teacher) can begin to engage with your professional practice development

In **Stage 2** of this document, your practice assessment will be a continuous formative process with your mentor (or sign-off mentor/practice teacher). This is a collaborative process between you and your mentor/sign off mentor /practice teacher who will assist you with this process. It is in this stage that you may decide to collect “**evidence**” to demonstrate your competence which will then be assessed by your mentor (or sign off mentor/practice teacher). You are **not required** to submit this evidence in your Practice Assessment Module Portfolio, however this evidence may be required to be audited by either the module leader, professional body or external examiner. It is important to you therefore that this evidence is stored carefully or referenced appropriately until you have completed your programme of studies. On Page 7 of this document, you will notice that different “types of evidence” that you may want to collect have been detailed. In Stage 2, use the “Evidence Code” provided to explain the type of evidence used in the column provided.

In **Stage 3**, your evidence will be summatively assessed. In order to make a **Pass or Fail** judgment of your competence, your mentor (or sign-off mentor/practice teacher) will review your performance / evidence collected and judge this against the “**Criteria for Assessment in Practice**” as detailed on Page 8 of this document.

EVIDENCE FOR ASSESSMENT

The information below suggests a number of ways practice assessment evidence may be produced and demonstrated.

EVIDENCE CODE	TYPES OF EVIDENCE
OBS MENT	The Student's mentor (or sign off mentor/practice teacher) directly observes the student at work e.g. assesses the need for intervention interacting with clients/carers, undertaking teaching, planning with the multi-professional team or taking part in a meeting.
LIST	Listening to the student's interaction with others.
OBS OTHERS	Observation by others may take place on occasions. Where this is sought by teacher or student, or reported back, it can contribute to the assessment.
WRIT	Written skills as evidenced by record keeping and report writing, form and diary completion, message taking, written activities set by the teacher/assessor.
DISC	Evidence from your mentor to demonstrate that appropriate discussions in the practice environment have taken place regarding the achievement of the module learning outcomes. e.g. care planning and evaluation/ identifying patient/clients needs/ assisting discussion within diagnostic procedures/delivering health promotion/advice/education.
PLAN	The appropriate planning by the student has taken place e.g. planning a small group teaching session/seminar planning for the delivery of health promotion/ education /planning for the delivery of a case study.
REFLECT	Self appraisal and reflection by student with support of a mentor.
BOOK	Student completes clinical log/skills book
OTHER	Other (Please detail)
N/O	No opportunity to achieve the Module Learning Outcome in practice.

CRITERIA FOR ASSESSMENT IN PRACTICE

The “Criteria for Assessment in Practice” as stated below are based on Benner’s (1984) Standards for the Proficient Practitioner and will be used to assess your competence in the practice environment. **Your mentor (or sign off mentor/practice teacher) will judge your clinical competence against the module learning outcomes in the practice environment against the following two criteria:**

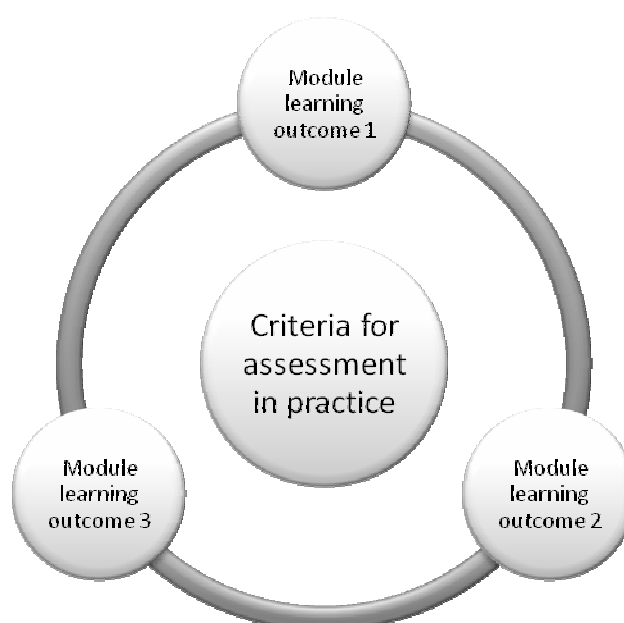
1. That the student is able to provide appropriate clinical evidence of achievement that is:

1.1 **Sufficient** - Learning is evident through reflection and analysis that addresses the module learning outcomes fully;

1.2 **Relevant** - Evidence submitted relates to the module learning outcomes and to the student’s area of practice.

1.3 **Valid** - Observation of the student’s skills in practice and discussion with the student about their practice development validates the evidence submitted as being a true reflection of their achievement in practice

1.4 **Current** - The evidence provided is current and up-to-date.



2. That the student is able to demonstrate clinical skills underpinned by appropriate theory, performed at an appropriate standard by:

2.1 Making independent professional judgements;

2.2 Manage complex situations using initiative and adaptability;

2.3 Clearly identify and apply theory underpinning practice;

2.4 Accepting full responsibility for their own practice and standards of care;

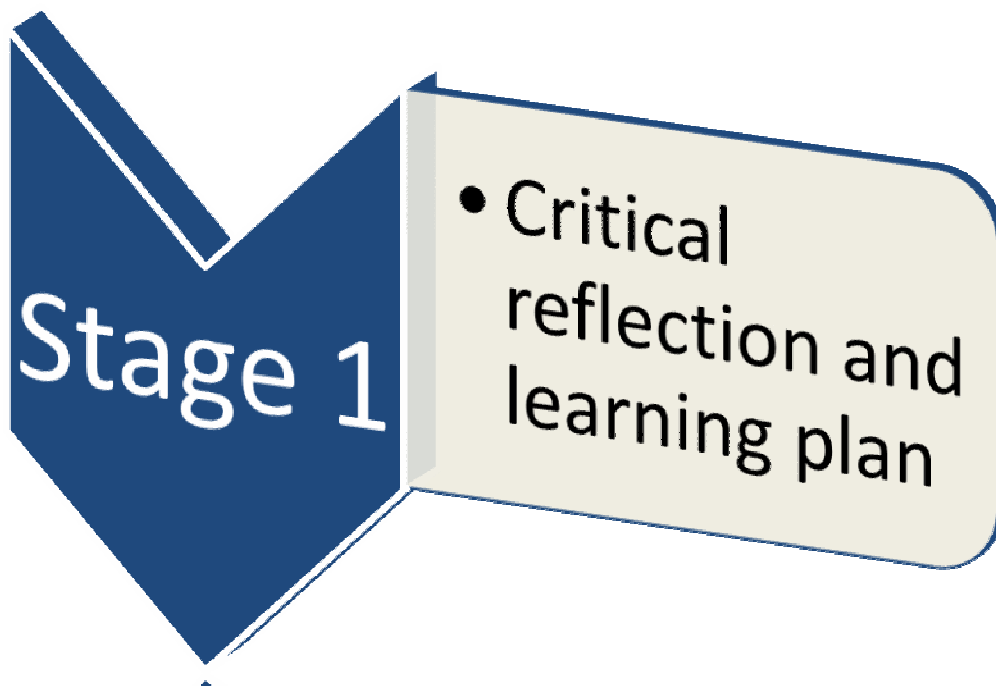
2.5 Being professionally accountable and committed to ongoing development.

MENTORS' (OR SIGN-OFF MENTOR/PRACTICE TEACHER) SIGNATURE PAGE

Please note every time either you as a student or your mentor (or sign-off mentor/practice teacher) sign this document, that you are professionally accountable.

Name of mentor (or sign-off mentor/practice teacher)	Sample signature	Professional registration and recorded qualifications	Registered locally as a mentor, sign-off mentor or practice teacher (please state)	Place of work, Telephone number Email address

AT THE BEGINNING OF THE MODULE



You and your mentor, (sign-off mentor or practice teacher) should critically reflect on your current abilities in practice in relation to the Module Learning Outcomes. The aim of this reflection is to provide a starting point for your module studies where a plan of learning is agreed so that you and your mentor (sign-off mentor or practice teacher) can begin to engage with your professional practice development.

The Module Learning Outcomes (1-3) are indicated on the left of the table overleaf and **standards for achievement of module outcomes in practice** are written on the right to assist you with completion of each of the Module Learning Outcomes. You should then document how you are going to achieve the Module Learning Outcomes in practice using the Student Learning Plan on the following page with your mentor (or sign off mentor /practice teacher).

CRITICAL REFLECTION AND LEARNING PLAN

MODULE LEARNING OUTCOMES	STANDARDS FOR ACHIEVEMENT OF MODULE OUTCOMES IN PRACTICE
Module Learning Outcome 1	
Module Learning Outcome 2	
Module Learning Outcome 3	

MODULE LEARNING OUTCOME	STUDENT LEARNING PLAN (This is based on the reflection of your current ability in meeting the Module Learning Outcomes in practice and could include the following resources – people / places/ areas of practice, formal & informal teaching/supervision that you may want to access) You should agree this information with your mentor (or sign-off mentor or practice teacher) and agree a realistic review date below.
1	
2	
3	

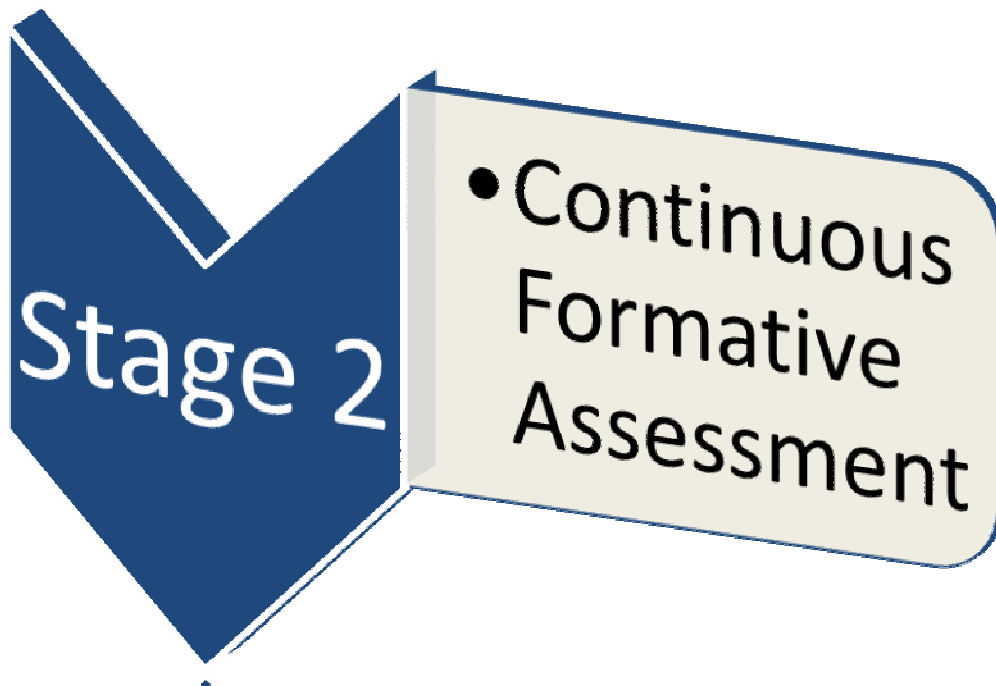
Review date _____

Student's signature: _____ Date _____

Manager's signature: _____ Date _____

Mentor signature: _____ Date _____
 (or Sign- off Mentor/Practice Teacher signature)

DURING THE MODULE



In your preparation to achieve the Module Learning Outcomes in practice this stage now provides you with the opportunity to collect and produce supporting evidence for your mentor (or sign-off mentor/ practice teacher) which will help to demonstrate your ON-GOING achievement of the Module Learning Outcomes formatively. You are not required to include the evidence in this document, but you do need to state what “type of evidence” you have used by inserting the codes for the “type of evidence” as indicated on page 7. Please note, however, that this evidence may be required to be audited by either the module leader, professional body or external examiner. It is important to you therefore that this evidence is stored carefully or referenced appropriately until you have completed your programme of studies.

CONTINUOUS FORMATIVE ASSESSMENT

Module Learning Outcome	Evidence Code/s I have used in order to demonstrate my competence in meeting the Module Learning Outcomes in practice.	Comments by Mentor (or Sign-off Mentor/Practice Teacher)
1		
2		
3		

MID MODULE MEETING.

Write any comments reflecting your progress in achieving the module learning outcomes in practice and your plan of learning, identifying any areas that still need to be achieved.

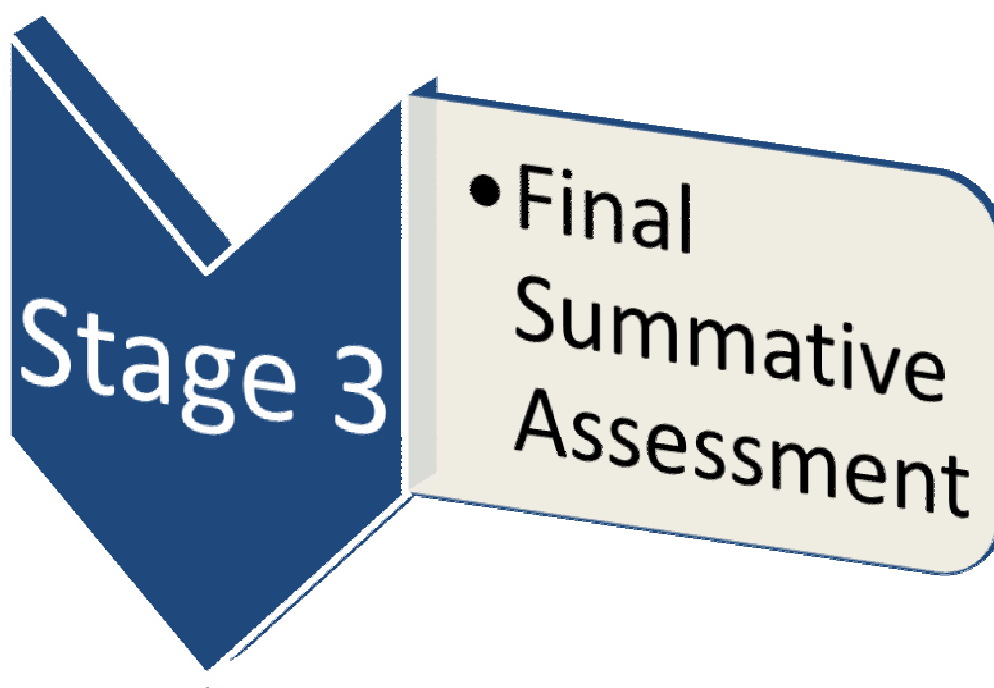
STUDENT'S COMMENTS**MENTOR (OR SIGN- OFF MENTOR/PRACTICE TEACHER) COMMENTS**

Review date _____

Student's signature: _____ Date _____

Mentor signature: _____ Date _____
(or Sign- off Mentor/Practice Teacher signature)

AT THE END OF THE MODULE



This stage enables you to summarise at the end of your module your professional practice development over the module period in preparation for a final assessment by your mentor (or sign-off mentor/practice teacher) regarding the Module Learning Outcomes.

Your practice mentor (or sign-off mentor/practice teacher) needs using the table overleaf to place a tick in the relevant box if they feel you have successfully passed the Module Learning Outcome. **All boxes need to be ticked to indicate a final pass.**

Your mentor should then provide a rationale for a pass/fail judgement in the column provided.

FINAL ASSESSMENT BY THE MENTOR (OR SIGN-OFF MENTOR/ PRACTICE TEACHER)

IN THE ACHIEVEMENT OF THE MODULE LEARNING OUTCOMES IN PRACTICE

Module Learning Outcomes (MLOs) confirmed as pass or fail <i>(please tick)</i> against the two “Criteria for Assessment of Practice” <i>(see page 8)</i>				Mentor <i>(or Sign- off Mentor/ Practice Teacher)</i> signature and date	Mentor <i>(or Sign- off Mentor/Practice Teacher)</i> rationale for Pass/Fail judgement
MLOs	Criteria	Pass	Fail		
1	1				
	2				
2	1				
	2				
3	1				
	2				

STUDENT'S FINAL COMMENTS
MENTOR'S (OR SIGN-OFF MENTOR/PRACTICE TEACHER) FINAL COMMENTS
AGREED PLAN OF ACTION FOR FURTHER STUDENT DEVELOPMENT AND LEARNING

FINAL SUMMATIVE CONFIRMATION STATEMENT BY THE MENTOR

(OR SIGN-OFF MENTOR/PRACTICE TEACHER):

I confirm, that *(insert student name in block capitals)* _____

- **HAS passed** all the Module Learning Outcomes in practice
- **HAS NOT passed** all the Module Learning Outcomes in practice and has received sufficient learning opportunities.

(Please delete the statement above that does not apply)

Student's signature: _____ Date _____

Mentor's signature: _____ Date _____
(or Sign- off Mentor/Practice Teacher)