Bournemouth University

Can I fail my placement?

A guide to support:-

- Students
- Practice Supervisors
- Practice Assessors

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Faculty of Health and Social Sciences

Contents

Glossary

Assessment board

This is a university process where assessments are presented to the Chair of the Board and outcomes ratified. In the case of failed practice and or theory units, the Board will confirm the opportunity for resubmission and/or repeating of units as appropriate.

Extension

The completed portfolio must be achieved by the submission date provided on your assessment schedule. If there is a concern that the submission date will not be achieved, students *must* apply for an extension in accordance with BU guidelines.

Fail

The outcome when a summative element of OPAL2 has not been achieved/passed. Ordinarily, and if appropriate, one further attempt to successfully retrieve the fail will be offered.

Formative

An opportunity to provide feedback and feedforward to support your learning. The assessment criteria can be used as a framework for feedback. Formative assessments can be amended prior to submission.

Non-submission

Non-submission of any summative element equates to a referral of the part, thus requiring a retrieval placement.

OPAL2

The name of the BU nursing portfolio.

Part

This is the level of practice you are completing. (1,2 and 3)

Placement attendance and achievement of hours

A minimum of 85% attendance of the practice placement allocation including clinical skills sessions in the academic year must be achieved in order to progress to the next practice part or academic year.

Placement on the Web (POW)

This is where you will find the running total of your practice hours and placement information. You can access this via your phone or computer.

Proficiency

The statement of professional attributes, knowledge and skills against which practice is assessed in accordance with the assessment criteria.

Resubmission

Following a fail of the part, the assessment will be moderated and presented to the assessment board. Students are ordinarily offered one resubmission opportunity for the part and this will be completed in the retrieval placement.

Retrieval Placement

If you are required to resubmit an element, you will complete a retrieval placement. There are planned opportunities on the year plan but additional opportunities may be negotiated with you on an individual basis.

Submission

The point at which summative assessments must be submitted. Professional values are summatively assessed for each placement period. All other elements must be assessed by the submission date as per the assessment schedule.

Summative

This is a final evaluation of your professional behaviour, attributes, knowledge and skills. The decision cannot be changed. The Handbook provides more detail.

Introduction

Sometimes we do not get things right first time. OPAL2, your practice portfolio, is your evidence of having achieved the programme requirements for the practice element of your programme. In effect, OPAL2 is your unit assignment, the practice assessor confirms your achievements based upon the evidence that you provide and corroborated by the practice supervisors. If it is not achieved, you cannot pass.

As a student completing a professional programme, your placements are essential in meeting the NMC requirements for professional registration. For this reason, your programme is carefully mapped out to help you manage the theory and practice components of the programme.

This guide is provided to support you, your practice supervisors and practice assessors to:-

- Clarify causes of failure in practice
- Consider strategies that may prevent failure in practice
- Highlight the support available
- Explain Bournemouth University processes

If you ever need to discuss any concerns, please do speak with your personal tutor who will be able to signpost you for further support and guidance.

Support

There is a range of support available for you, your practice supervisors and practice assessors.

Opal support	Practice Education Teams/ Student Link
For OPAL 2 related queries such as: • Forgotten passwords/ username • Unlocking portfolios • Practice Supervisor / Assessor access **OPALBU.com** The user guides for your portfolio are accessible via the home page. User Guides Contact: opalsupport@bournemouth.ac.uk	NHS and some private providers have a Practice Education Team to support learning in practice. They are led by Practice Education Leads Smaller organisations have a student link. They can help with queries and work closely with the **University Practice Learning Adviser Team**.
University Practice Learning Adviser Team (UPLA)*	**Personal Tutor**
A university-based practice education team who can advise and guide about: • Practice assessment • Managing concerns • Support strategies • Academic assessor role Contact: UPLA@bournemouth.ac.uk	Your Personal tutor can support you in managing your programme and can refer to other services such as Occupational Health. They liaise with the academic assessor by advising of welfare needs and reasonable adjustments which may be considered for your placement. **Academic Assessor** Your academic assessor confirms your progress in practice; they can advise about policy and processes.
Student support services	**Additional support**
There are a range of support services that can support you during your programme. Your Personal Tutor will help you to access services. Askbu@bournemouth.ac.uk 01202 969696	HSSplacements@bournemouth.ac.uk . The placements team are able to assist with timesheets and contacting placement areas if needed. Placement areas may provide regular student forums to help support and offer additional learning opportunities

*Students complete placements over five counties in a range of primary and secondary care as well as private, voluntary and independent organisations. When contacting for assistance please include the following information:-

- Student name – as recorded on POW and OPAL2
- Placement area and organization
- Clarification as to who they have spoken to in practice, e.g., practice education team, practice assessor

What is the difference between the role of the personal tutor and academic assessor?

Personal Tutor (PT)	Academic Assessor (AA)
Provides pastoral support for the whole programme Supports and signposts to additional support such as: - • Occupational health • Additional learning support • Wellbeing services • Student finance Liaises with the academic assessor when issues arise Supports placement by raising awareness of support needs	Monitors practice progress for a single 'part' Reviews and progresses portfolio after each placement Contributes to development plans Clarifies policy and process Attends placement reviews* Supports student and practice assessor when placement outcomes are not met* Refers to additional placement support

*The University Practice Learning Advisers (UPLA) can support to ensure timely support is offered. The UPLA will then document and update the academic assessor.

Expectations of practice supervisors and practice assessors

You need to be able to demonstrate the knowledge, skills and professional attributes that will support your professional practice throughout your career. OPAL2 is:

- A guide for you to help you identify and plan learning
- A record of your progress and ability to meet the NMC programme outcomes for practice

When assessing proficiency, you are demonstrating your ability to meet the assessment criteria for the part by utilising the opportunities available and proactively seeking to develop both knowledge and skills whilst building your understanding of professional attributes. You will not be an expert in all things.

Proficiency:-

'doesn't mean that newly qualified nurses are experts at the point of registration. More about getting exposure, awareness and insight to prepare for life long learning'

(Geraldine Walters,
NMC executive director of Professional Matters, NT Clinical Forum, May 20)

At practice supervisors and practice assessor preparation sessions we ask what their expectations are of students. Here are some of the common responses.

We all arrive on our programme with different experiences and learning requirements. Practice supervisors and practice assessor value attributes that support learning rather than have an expectation of specific skills. When completing your placements, you will be expected to be engaged, communicative, organised and knowledgeable about your assessment needs.

Who can complete the assessment?

OPAL2 is led by you, it is essential that you know what is expected and that all the relevant sections are completed fully to enable your practice supervisors, practice assessors and academic assessor to confirm achievement and offer feedback / feedforward.

Practice supervisors, in consultation with the practice assessor, are able to complete all formative elements of the portfolio. This can help you to coordinate timely completion. This table illustrates who is able to complete the portfolio elements.

Portfolio Element	Who can complete the section		
	Practice Supervisor	Practice Assessor	Academic Assessor
Orientation	✓	✓	X
Initial Interview	✓	✓	X
Midway Interview	✓	✓	X
Final Interview	X	✓	X
Professional Values - Midway	✓	✓	X
Professional Values - Final	X	✓	X
Proficiencies	✓	✓	X
Episode of Care	X	✓	X
Medicines Management	X	✓	X
Development Plans	✓	✓	✓
Overall Placement Mark	X	✓	✓

Where do I get the information about completing the portfolio?

To help you understand your portfolio you have access to:-

- Preparation for practice sessions as part of your Nursing Practice and Nursing Skills units (NPNS)
- Recall Days
- The user guides in the help section of OPAL
- All seminar materials in your Nursing practice and nursing skills unit
- The further information in each section of your portfolio
- Practice education teams
- University practice learning adviser

There will be times when your practice supervisors and practice assessor may need support with your portfolio. It is your responsibility to help them to access the information and support.

Roles and Responsibilities

This short presentation explains the Practice Supervisor, Practice and Academic Assessor roles.
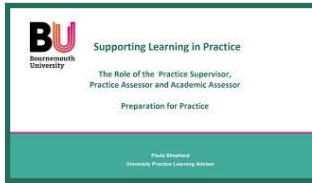
- Practice Supervisors (PS)
- Practice Assessors (PA)
- Academic Assessors (AA)

This table provides an 'at a glance' view of roles and responsibilities in completing the portfolio within placement

	Student	Practice Supervisor (PS)	Practice Assessor (PA)
Initial Interview	• Confirm submission date • Clarify assessment needs • Identify initial goals • Complete orientation section • Complete initial interview • To seek support if not completed in the first week	• Review portfolio prior to meeting • Confirms key areas if completing in PA absence • Documents interview • Confirms the assessment evidence required	• Review portfolio prior to meeting • Clarify with PS any key issues if not completing the interview • Confirm with PS the nature of evidence required for the assessment

Midway Interview	• Organize meeting
	• Provide evidence in advance
	• Ensure PS and PA's have access to portfolio
	• Complete reflective areas
	• To seek support if not completed in the mid placement week
		• Confirms feedback with PA, if completing in PA absence
		• Documents interview
		• Confirms evidence
		• Reviews objectives
		• Documents any concerns
		• Reviews development plans (if needed)
		• Updates PA
		• Clarify date of final interview
			• If delegating the midway interview, liaises with the PS following a review of:
			  ➢ Student evidence
			  ➢ PS feedback
			  ➢ Service user feedback
			  ➢ Directly observed practice
			• If there are concerns, the interview needs to be completed by the PA and a development plan created within the portfolio.
			• Informs AA of concerns

Final Interview	• Provides agreed evidence • Organises final interview • Responds to feedback in readiness for next placement • To seek support if final interview not arranged in the last week.	• Provides feedback to the PA • Documents feedback in the student's portfolio prior to final assessment.	• Reviews evidence • Reviews development plans • If concerns persist, the AA needs to contribute to the final assessment • Documents assessment

Ongoing during the placement	• Proactively seeks feedback
	• Reflects on practice
	• Gathers evidence of progress and completes portfolio comprehensively
	• If an issue arises, the student:
	  ➢ Works with the PS and PA to manage the issue
	  ➢ Gain support from AA
	  ➢ Seeks additional support.
		• Provides ongoing verbal feedback
		• If a concern arises:
		• Discusses with the student
		• Liaises with the PA
		• Seeks support
		• Recommends areas for development to the Practice Assessor
			• Agrees communication process to review progress with the PS
			• If concern arises:
			  ➢ Creates development plan following discussion with the PS and student
			  ➢ Liaises with the AA
			  ➢ Seeks additional support

The role of the academic assessor

The academic assessor role is to 'confirm'; they are **not** able to alter assessment decisions made in practice. Their role is to support the process of fair, reliable and valid assessment.

What does 'fail' mean?

A 'fail' means that a summatively assessed element has not been achieved. A 'fail' needs to be retrieved before progress to the next part can occur. If you fail a summative element, you will continue to complete practice placements. Use these opportunities to plan how the referred elements can be achieved. Following the assessment board, if appropriate, you will be offered an opportunity to resubmit the referred elements

How many times can practice be retrieved?

Ordinarily, a failed element of a part may be resubmitted *one* time. If you do not pass the failed element(s) on the second attempt you will not progress to the next part of the programme.

Failure of part 3

In the last part of your programme you will complete proficiencies, medicines management, episodes of care and professional values prior to your last placement allocation. If you fail a summative element prior to the last placement experience, you will ordinarily be offered a retrieval placement, if appropriate. When you have successfully retrieved the failed element(s) you may progress to the final confirmation of practice assessment. If you fail your final placement and have not previously failed in part 3, a further opportunity will be offered, if appropriate. This 5-minute presentation explains the resubmission process in more detail

Failure - Return to practice programme

Students completing the Return to Practice Programme need to complete all proficiencies across the 3 parts in a placement of up to 450 hours. If there is a concern, a meeting will be held to prepare a development plan and identify additional support needs. In the event of referral, a retrieval placement will be organised, as appropriate.

Failure - Registered Nurse Degree Apprentice Programme

Students completing the RNDA programme are employed by their host organization. In the event of practice concerns, these need to be reviewed as part of the tripartite review process.

Reasons for referral of practice

When you are being assessed in practice, you are having your practice confirmed as:-

- Achieved/ passed – you are able to demonstrate the required knowledge skills and professional behaviours
- Not achieved/ failed– despite opportunity and feedback, you have not been able to demonstrate the required knowledge skills and professional behaviours

Diagram 1: Reasons for referral

When a student fails a placement, it is because they have not been able to demonstrate the professional attributes, knowledge and skills for the part in accordance with the assessment criteria.

Non-attendance

If you do not attend placement, the practice assessor cannot pass your assessment. Being able to attend consistently and report absence accurately is an essential element of professional practice. In addition to attendance, as a professional we are required to take responsibility for our health and wellbeing including seeking relevant support.

Reasons for referral are:-

- Not communicating effectively with the team
- Inconsistent attendance including frequent rota changes, not being punctual and leaving early
- Not following the absence policy

To avoid this becoming a concern:-

1. Review The Guide to Engagement and Attendance in Practice.
2. Organise your rota in advance, clarify recall days and inform the placement team
3. Clarify how to report absence at the start of each placement
4. When completing the orientation section, identify potential challenges for discussion at the initial interview
5. Record all absences on your timesheets accurately
6. Seek support from your personal tutor and keep everyone informed

Reasons for absence from placement is not limited to being unwell. By communicating with the practice placement team and your personal tutor as to why you are unable to attend placement, relevant support processes can be identified to help you.

Manage your time

It is your responsibility to ensure that all assessments are completed in time. You must inform your academic assessor if you are concerned that your assessment will not be completed by the end of a placement. If incomplete, your academic assessor cannot progress your portfolio. You *must* ensure all the portfolio elements are completed by midday of the submission date. If you do not complete the required elements on time, this is classed as a non-submission and you will have failed the part

To avoid this becoming a concern:-

1. Use the placement checklist in the handbook to help you plan the placement
2. Identify and include in the orientation section the assessments you wish completed for the placement
3. Know the submission date of your portfolio for the part; this is on your assessment schedule in Brightspace
4. Organise your initial, midway and final interviews in advance; seek support if interviews are not completed in time
5. Complete the portfolio sections in good time, let your practice supervisors and practice assessor know when it is done
6. If you are concerned that the placement assessment will not be completed in time, contact your academic assessor
7. Do not wait until the last minute as you may need to apply for an extension to practice.

Be prepared

It is your responsibility to know what is required and prepare for each placement. The medicines management and episodes of care assessments are specific summative events that can only be completed by your practice assessor. For this reason, you need to plan and prepare evidence to support your assessment.

To avoid this becoming a concern:-

1. Use the guidance within the portfolio and user guides in the help section of www.opalbu.com to prepare and plan
2. Find out about the placement to help you identify learning opportunities
3. Undertake specific reading to help you identify areas for development
4. Review previous feedback and prepare your learning objectives for the initial interview
5. Use the orientation section to clarify assessment needs and submission dates
6. Know who to contact if you need support
7. Prior to signing your placement, check that the assessment is completed in full.

Be engaged

You may not be enthused by your placement allocation but there is always something to learn. You may have things preventing you from focussing, such as family needs or assignment worries. Practice teams can be quite disheartened when students tell them that they don't need to learn anything, have no interest or do not see the placement as relevant. Lack of engagement can be misinterpreted as disrespectful, unprofessional and uncaring.

To avoid this becoming a concern:-

1. Reflect on why you feel this way.
2. Review your portfolio, identify areas for development as initial objectives.
3. Talk to your academic assessor, practice supervisors or practice assessor. Let them know how you are feeling. They can help you to identify relevant learning opportunities to help you. They can signpost you to additional support.
4. Get involved, your practice supervisors and practice assessor can then appreciate your abilities and help you to identify further areas for development

Unable to demonstrate

To pass your practice portfolio, you need to be able to demonstrate that you can apply the knowledge, skills and professional attributes consistently in practice. Reasons for being unable to demonstrate safe and effective practice are:-

- Absenteeism
- Not participating in learning opportunities
- Not asking questions or seeking out opportunities to demonstrate knowledge and skills
- Not preparing evidence for assessments
- Not completing the portfolio in time
- Despite feedback and opportunity, the proficiency cannot be met as it is not understood, or the level of supervision is greater than would be expected at the stage of programme

To avoid this becoming a concern:

1. Know your portfolio
2. Clarify what is expected of you
3. Identify incremental learning objectives that help you to build your safe and effective practice
4. Seek out specific daily feedback from your practice supervisors, make a note of it. You will not remember it later in the placement. Think about how you will address it:-

> Example,
>
> I asked for feedback about how I provided handover. I felt that I had been a bit muddled and got flustered.
>
> My practice supervisor reminded me that this was only the third time that I had done this and reassured me that I am improving. We identified how I could develop this.
>
> Continue:- Taking up all opportunities to practice
>
> Consider:- using SBAR or A-E as a framework for consistency
>
> Do more of:- completing assessments to understand holistic principles as this will help me to learn priorities.
>
> Do less of: - not preparing. My practice supervisor suggested that I take time to make some notes beforehand to use a guide. They encouraged me to remember that I am new to this and that it is alright to take time to prepare.

5. If there is a concern, work with your practice assessor and practice supervisors to make a plan. Contact your academic assessor for guidance.

Fitness to practice

If a practice assessor raises a concern about a student's professional conduct where there may be a risk to the public, the student and others the Concerns Protocol must be followed. A placement may make the decision to withdraw a placement, without prejudice, if they have a significant concern.

The purpose of this is to:

- Appreciate the concerns in relation to the assessment criteria
- To provide evidence to inform ongoing student support and programme management
- To protect the public

Be proactive

Plan	your interviews
Review	your portfolio
Organise	your schedule
Access	timely support
Communicate	consistently
Take	time to attain feedback
Identify	support
Validate	your learning with evidence
Evaluate	your feedback and learning

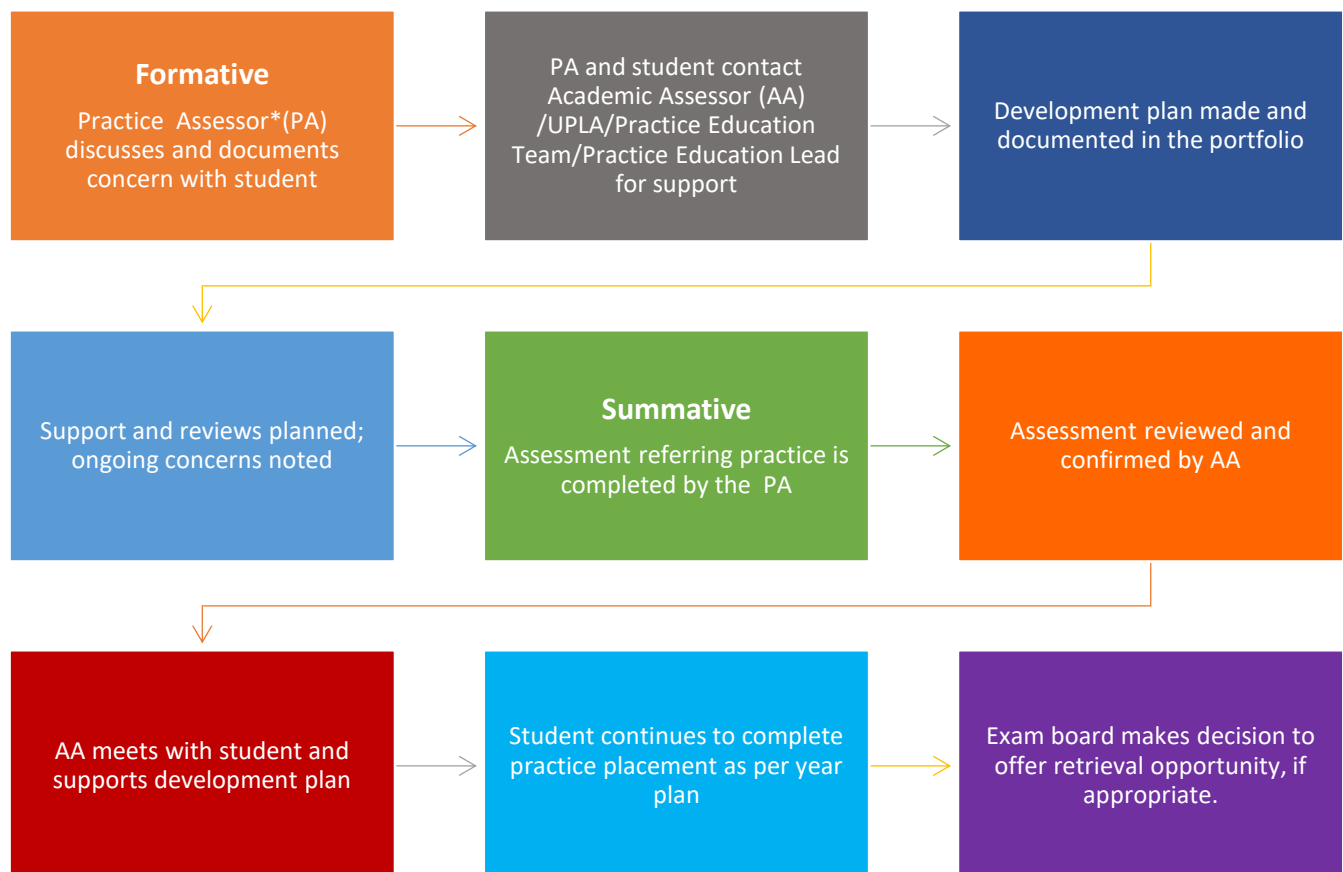Being proactive is about preparation, planning and prioritisation.

- Access relevant support and information
- Having knowledge aids confidence
- Being prepared reduces anxiety
- You will feel more in control

Taking the time to identify potential challenges and solutions, many of the reasons for failure can be avoided.

We all learn differently. Our knowledge, skills and experiences differ from those of others. It can be easy to compare. By recognising when you need support and asking for help, we can start to help you plan for success.

How is a concern about a student's practice managed?

The timeliness of accessing support should not be underestimated. Many placement areas complete long days; time can pass very quickly. Raising a concern early is important and this process is supported by the Concerns Protocol (BU2022). This is the guidance we ask your practice supervisors and practice assessor to follow so that a plan can be made to support you.

Formative

Practice Assessor*(PA) discusses and documents concern with student

→

PA and student contact Academic Assessor (AA) /UPLA/Practice Education Team/Practice Education Lead for support

→

Development plan made and documented in the portfolio

↓

Support and reviews planned; ongoing concerns noted

→

Summative

Assessment referring practice is completed by the PA

→

Assessment reviewed and confirmed by AA

↓

AA meets with student and supports development plan

→

Student continues to complete practice placement as per year plan

→

Exam board makes decision to offer retrieval opportunity, if appropriate.

*The initial concern may be raised with you by your Practice Supervisor, who will document in your portfolio and will advise your Practice assessor

Creating a development plan

A development plan can be instigated at any point of the placement. You can prepare these with your academic assessor, practice supervisor, practice assessor, practice educator or university practice learning adviser. The development plan can be accessed from the home page of the portfolio.

Development Plans

To be completed by Practice Assessor/UPLA or AA when specific areas identified for improvement / enhancement.

Please sign and date all plans. If you have not achieved or passed elements, you need to work with your Practice Assessor and Academic Assessor to plan how you can address areas for development.

Add new

Signed	Area of development	Action	Review date	Evaluation	Actions
Paula Shepherd-Tutor on 29/07/2022 Awaiting Evaluation Sign Off	To demonstrate understanding of the importance of consistent attendance in practice to meet the professional values	1. To organise schedule with practice supervisors for regular consistent support 2. To arrange a weekly review with the practice assessor 3. Complete weekly timesheets 4. Report absences as per policy 5. Complete the reflection of professional values to illustrate key learning as to managing attendance effectively	29/07/2022		🖨 ✏ **Sign now**

Click on the pen to complete the evaluation

The evaluation section remains open and you can review this regularly with your practice supervisors and practice assessor. It is recommended that the evaluation section stays open so that further reviews can be completed until the final evaluation. Once the plan has been fully reviewed, remember to review this and have it signed off at your final interview.

Example

Signed	Area of development	Action	Review date	Evaluation	Actions
Paula Shepherd-Tutor on 29/07/2022 Awaiting Evaluation Sign Off	To demonstrate understanding of the importance of consistent attendance in practice to meet the professional values	1. To organise schedule with practice supervisors for regular consistent support 2. To arrange a weekly review with the practice assessor 3. Complete weekly timesheets 4. Report absences as per policy 5. Complete the reflection of professional values to illustrate key learning as to managing attendance effectively	29/07/2022	29/06/2022 Martha has successfully completed a week of shifts as scheduled. We have discussed how this has helped her to consistently practice different skills and that it is already having a positive effect on her confidence Susan Smith - Practice Supervisor 15/07/2022 Martha has had one episode of sickness. The ward was informed and the university absence reporting process followed. Martha immediately arranged an alternative shift. Martha's confidence has continued to develop and she is now taking the lead in caring for a group of 3 patients. Don Jones - Practice Assessor 17/07/2022 Well done Martha on your response to the feedback you received. I have reviewed your timesheets and you are achieving the allocated practice time. You are clearly developing your level of proficiency by engaging in lots of opportunities. Paula Shepherd - Academic Assessor 29/07/2022 Well done Martha, your reflection has illustrated your understanding as to why we had to raise our concern with you. you have responded to the feedback really well with a very successful outcome. Best wishes for the future. Don Jones - Practice Assessor	🖨 ✏ **Sign now**

Can a decision be overruled?

Your academic assessor cannot reverse an assessment decision made by a practice assessor as their role is to confirm and support.   When reviewing a portfolio, the academic assessor may identify an anomaly that needs to be reviewed, for example:-

- Proficiencies marked as 'not achieved' with no rationale and placement passed
- Incomplete assessment of the episode(s) of care or medicines management assessment
- Professional values marked as 'not achieved' with no rationale
- Professional values assessment not completed
- An episode of care or medicines assessment that does not meet the criteria but has been marked as achieved

In this instance, the academic assessor will liaise with your practice assessor to help them identify the issues, confirm the assessment, and identify ongoing student support needs.

What if I do not agree with the assessment?

When you complete your final interview, the assessment is confirmed by you and your practice assessor in the progression section. It is your responsibility to review the placement assessment before you confirm it. There is a checklist in the progression section which shows all referred and incomplete elements in red. If a summative assessment has been referred in error or is incomplete, your practice assessor needs to email opalsupport@bournemouth.ac.uk to request the sections be reopened. If the proficiencies have been accidentally marked as 'not achieved', your practice assessor can make a note to advise this is an oversight.

If you disagree with the assessment, do not sign the progression element and contact your academic assessor. Appendix A (2) provides a flowchart to guide you in seeking support.

Following a review, if the failed element(s) are confirmed by your practice assessor and academic assessor, you may use the appeal process in accordance with Bournemouth University regulations.

Grounds for mitigation may include

- Not being provided with timely feedback
- Not being present when the final interview is completed
- Not having the evidence presented considered

A practice assessor may be required to complete the assessment in your absence with the agreement and support of the academic assessor. These circumstances may include:-

- You have not attended the placement to provide opportunity for feedback
- You have not communicated with the placement area to organise the assessment
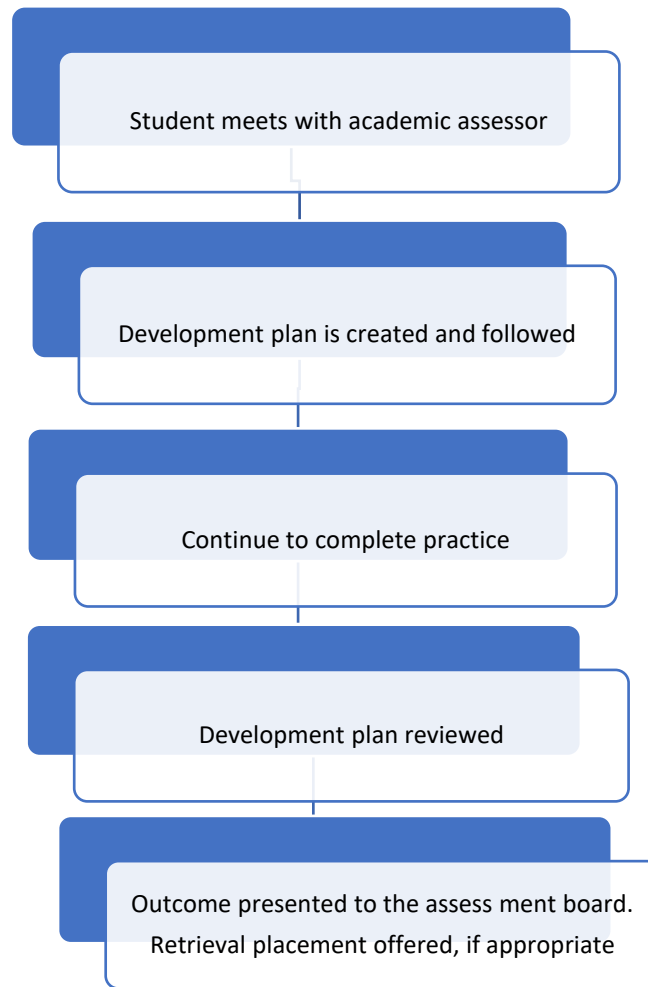- You have been withdrawn from practice without prejudice

Regardless of the outcome, you must successfully attain all assessed elements in practice. If an appeal is successful, an opportunity to complete the assessment in a further placement will be provided.

Thank you for taking the time to review this guide. It is hoped that you have found it useful in clarifying how you can prevent failure and plan for success. Please remember that we have all been learners ourselves and know how hard it is to complete a placement assessment. Remember you are being expected to adapt to a new team, build your knowledge and skills and be assessed throughout your placement. This is a daunting process. In summary, to ensure that you are able to complete practice successfully:-

- Know your portfolio
- Be organised
- Prepare your evidence
- Use the reflective practice time effectively
- Seek help
- If unsure, ask

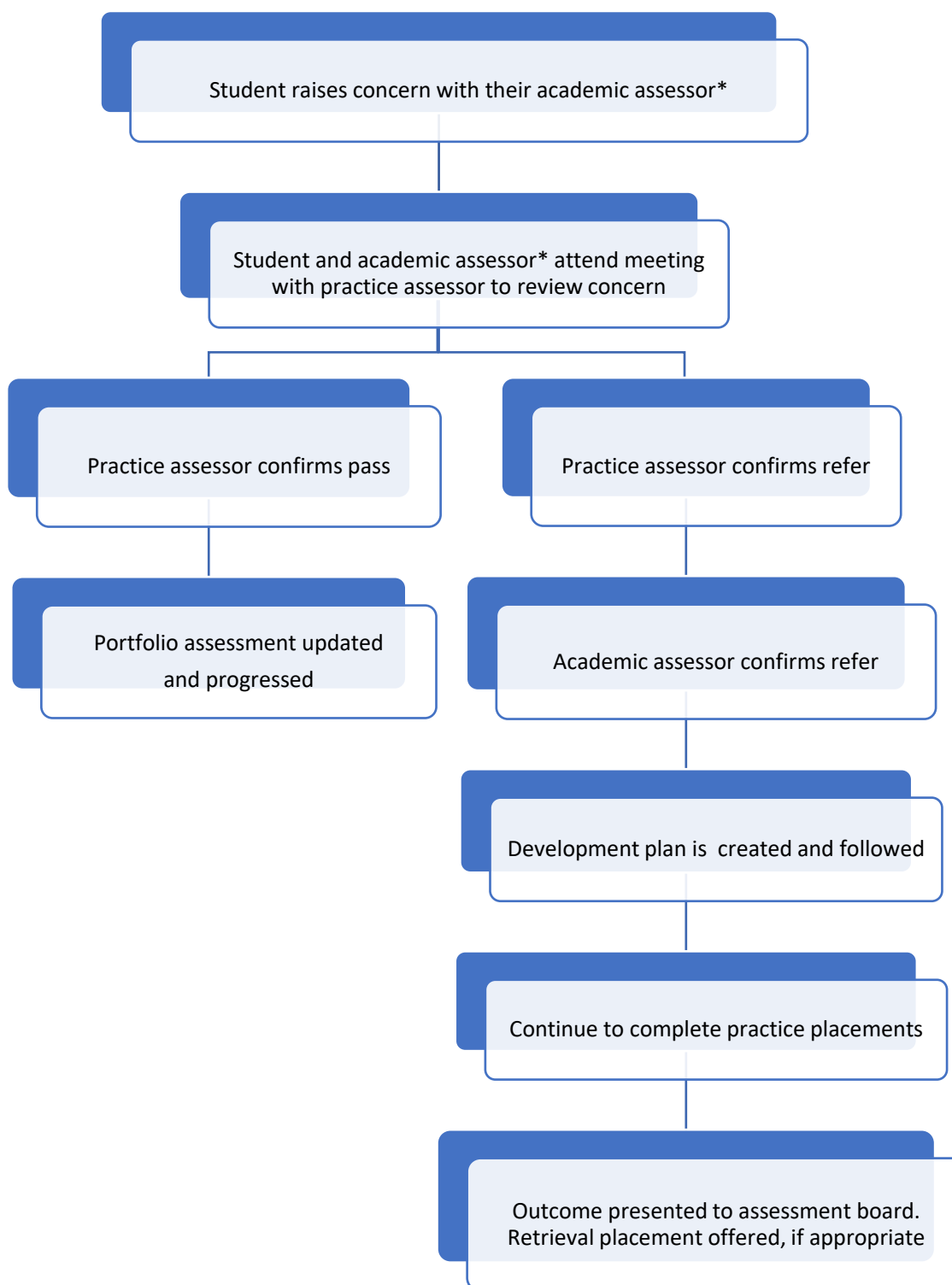# Appendix A – 1. Management of confirmed referral process

1. Student has been referred on placement and has confirmed their assessment

Student meets with academic assessor

Development plan is created and followed

Continue to complete practice

Development plan reviewed

Outcome presented to the assess ment board.
Retrieval placement offered, if appropriate

Appendix A – 2. Management of unconfirmed referral process

Student has been referred on placement, does not agree, and has not confirmed the assessment

Student raises concern with their academic assessor*

Student and academic assessor* attend meeting with practice assessor to review concern

Practice assessor confirms pass

Practice assessor confirms refer

Portfolio assessment updated and progressed

Academic assessor confirms refer

Development plan is created and followed

Continue to complete practice placements

Outcome presented to assessment board. Retrieval placement offered, if appropriate

Following management of concern, the academic assessor should liaise with the UPLA team to clarify additional support required for the placement team.

*At Bournemouth University, the University Practice Learning Adviser team are able to liaise on behalf of the academic assessor.

Frequently asked questions - practice assessors and practice supervisors

I am the practice assessor, the student has not completed their evidence sections in the portfolio, how do I complete the assessment?

You are able to access the additional comments and can document your feedback in this section. Alternatively, ask the UPLA team to support you in completing the assessment by:-
1. Completing a word version of the assessment and requesting OPAL support to upload
2. Emailing opalsupport@bournemouth.ac.uk to add your feedback and assessment

Despite requests, the student has removed the practice assessor and practice supervisors from the portfolio and we cannot complete the assessment.

Contact the UPLA team for assistance. If there has been a meeting to discuss concerns and agree actions including clarification of assessment, opal support@bournemouth.ac.uk may add the practice assessor and practice supervisors to the portfolio.

The student has not set up their placement in their portfolio and so there is no access, what should I do?

Contact the UPLA team and /or practice education team for assistance. The academic assessor will be asked to send a reminder to the student advising failure to do this will result in a failure. Ask practice supervisors for any feedback and keep a record. The practice education team or UPLA can add this to the portfolio in the additional comments.

I have just reviewed a portfolio and the student has returned to their previous placement after the submission date and had the assessment completed, does this mean they have passed?

The portfolio is submitted at midday on the submission date. This means that the portfolio assessment must be completed by that time. If the student does not have an agreed extension, any assessment completed after the submission date will be removed and a retrieval placement provided, if appropriate.

I have just returned from leave and been contacted by the practice supervisor, the student has not attended regularly and they could not complete the midway review. The placement has a week left, I cannot assess as the student has not completed the portfolio or provided any evidence. Should the portfolio be left blank?

The nursing programme is based upon a 50% practice requirement. Allocated placements are provided to demonstrate the development of professional attributes, knowledge and skills. This includes communicating effectively, being proactive in learning, attending consistently and following the absence reporting policy. As the practice assessor we ask that you complete the professional values based upon the evidence you have which includes non-communication and inconsistent attendance. Please ask your practice education team or UPLA for assistance.

The student has had to interrupt their placement and the assessment is incomplete, what should I do as the practice assessor?

Ask the practice supervisors to provide formative feedback. Add a comment to explain why you have taken this action. The practice education team / UPLA team can assist you. Let the academic assessor know.

As the practice assessor, I want to change the assessment from a previous placement, what do I do?

- The proficiencies can be reassessed in each placement until the submission date. After this date the assessment cannot be altered.
- The episode(s) of care and medicines management assessment are single summative events. Assessment decisions cannot be changed. If they were previously a fail, they cannot be reassessed until the retrieval placement.
- Professional values are assessed in every placement period. The practice assessor can complete the professional values in accordance with their own observations and evidence.

You can offer feedback as to how you consider the student has demonstrated the element you wish amended and this can be considered when reviewing the student's programme. We are not able to overrule another practice assessor's decision.

I have just had a phone call from a student who has been told that they are not able to proceed to the next part as they have not met the 85% requirement for attendance.

Students are allocated placements that support them completing the programme in time. Attendance must be greater than 85% over the course of the academic year. Students can review their attendance by logging online to their Placement on the Web (POW) profile and checking the running total of hours. Despite attaining the assessment of the part successfully, the student will need to complete a retrieval placement to meet the programme requirements for practice. There may be mitigation and this should be discussed with the personal tutor and practice unit lead on an individual basis.

Frequently asked questions – students

I have been failed for this placement but I was not present at the interview, can this happen?

If you have not attended consistently or been withdrawn from practice without prejudice, the practice assessor will be asked to complete the assessment in your absence. If you wish to appeal this decision, arrange a meeting with your academic assessor.

I have been referred on midway professional values, have I failed my placement?

The midway point is a formative review to clarify progress. You have time to address this feedback and address it. This is why it is important to organise your interviews in a timely manner and seek support if you are not able to schedule these.

My practice supervisor has accidentally marked 2 proficiencies as not achieved, have I failed?

Your proficiencies are formative until your submission date, speak to your practice assessor. They can review and put an explanatory note in the progression section when completing your final interview. They can be reviewed in the next placement if you have not had the opportunity to achieve them in this placement.

My academic assessor has contacted me to advise that I failed my last placement from 2 months ago. I   forgot to complete the final interview and professional values review, is this fair?

At a minimum, you must successfully achieve your final professional values and a pass for placement. Your academic assessor needs you to be organised and complete this as close to the end of a placement as possible. If you do not, they are forced to close your placement and view it as a non-submission. This will require you to complete a retrieval placement.

I have failed my professional values for not attending, changing my shifts and not following the policy. I am supernumerary, why is this a problem?

You are on a professional programme. You have to demonstrate the professional attributes that include self-awareness, effective team working and organisation skills. You must attend consistently to engage in consistent practice and achieve the NMC requirements for practice. You must communicate effectively so that your colleagues know how to support you and not worry about your welfare.

My practice assessor has met with me today and made me aware of some concerns. How can they say this when they have only worked with me once?

The practice assessor's role is to review and confirm your progress. Your practice supervisors provide the day-to-day support and will have given feedback to your practice assessor. Your practice assessor has a responsibility to address this feedback with you and make plan to help you progress. Make sure you are keeping a daily record of learning that includes the name of your practice supervisors. Contact your academic assessor so that they are aware of any additional support needs you may have.

I have just failed my placement; I am upset but do understand why. What do I do now?

Accept that you will be upset and be kind to yourself. Take time to review the feedback and then meet with your academic assessor. They may ask the university practice learning adviser (UPLA) for support in planning your next placement. Organise a pre-placement meeting to make a plan. The UPLA and practice education teams can support you with this.

I completed an episode of care assessment and my academic assessor has had it removed as it did not meet the criteria, have I failed?

You must ensure that your episode of care and medicines management assessments follow the criteria:-

- That they are planned and observed with your practice assessor
- That they meet the criteria
- That your reflection illustrates your key learning and is not a description of what you have done

If the assessment does not reflect the criteria, you will be asked to repeat the assessment. It will not be a fail at this point.