

Department of Nursing, Midwifery & Health
Academic Assessor Role
Standards of Working Practice

1.0 Purpose

To ensure there is a uniformed approach to operationalising the Academic Assessor role for **Pre-Registration Nursing and Midwifery Programmes** within the department.

2.0 Definition

An Academic Assessor is a member of the Academic staff who is involved in teaching on NMC approved programmes within the department and who holds current registration with the Nursing and Midwifery Council, in the following areas: -

- a) Registered Nurse {Adult, Mental Health, Learning Disabilities, Children}
- b) Registered Midwife

3.0 Scope

- a) Academic Assessors are nominated for each part of the educational programme.
- b) The same Academic Assessor cannot contribute to the student assessment in consecutive parts or years of a student's programme.
- c) Members of staff within the department will **only** be allocated to the role of Academic Assessor, assessing, and confirming practice for students studying for the same part of the register as held by those individual persons(s) *i.e., a member of staff with a valid registration as a Children's Nurse will only support those studying to be a Registered Children's Nurse.*
- d) **Any exceptions** to this, whereby a person may be asked to act as Academic Assessor for a student studying out with the usual part of their responsibilities, must be agreed by the Faculty Director of Practice Placements and Head/Deputy Head of Department, *i.e., a member of staff holds a valid registration as a Registered Adult Nurse but also holds a valid registration as a Registered Midwife, undertakes AA role for a midwifery student.*

4.0 Responsibilities (NMC 2018, pg.10)

The Academic Assessor: Role and responsibilities regarding supervision and assessment

- a) Enables scheduled communication and collaboration between the university and practice, involving the practice assessor, practice supervisor, nominated education lead as well as the practice placement facilitator (PPF), as appropriate.
- b) Academic Assessors collate and confirm student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme.
- c) Academic assessors make and record objective, evidence-based decisions on conduct, proficiency and achievement, and recommendations for progression, drawing on student records and other resources.
- d) Academic assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing and confirming.
- e) The Academic Assessor works in partnership with a Practice Assessor to evaluate and recommend a student for progression for each part of the programme, in line with programme standards and local and national policies.
- f) Academic assessors understand the student's learning and achievement in practice.
- g) Communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression.
- h) Academic assessors are not simultaneously the practice supervisor and practice assessor for the same student.

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5.0 Preparation for the Role (NMC 2018, pg. 11)

The department will ensure the following: -

- a) Academic assessors hold or are working towards relevant qualifications including engagement with internal training for the role as required by the Department of Nursing, Midwifery and Health, Northumbria University, Newcastle^.
- b) Academic assessors demonstrate that they have achieved the following minimum outcomes:-
 - Interpersonal communication skills, relevant to student learning and assessment.
 - Conducting objective, evidence-based assessments of students.
 - Providing constructive feedback to facilitate professional development in others.
 - Knowledge of the assessment process and their role within it.
 - Receive ongoing support and training to reflect and develop in their role.
 - Continue to proactively develop their professional practice and knowledge to fulfil their role.
 - Understand the proficiencies and programme outcomes that the student they confirm is aiming to achieve.

5.1 Department Agreed Qualifications and Training^

- a) Academic assessors must ensure they take professional responsibility for maintaining their professional knowledge of practice related to their current NMC registration(s) (*as per point 5.0*).
- b) All new Academic Assessors to the department will be supported to undertake a Post Graduate Certificate in Academic Practice (PGCAP) programme (*exceptions may apply i.e., a person is already a holder of the qualification*).
- c) All new Academic Assessors to the department will be supported to complete the earliest available scheduled Academic Assessor educational session.
- d) All existing Academic Assessors within the department will be supported to complete a scheduled Academic Assessor educational session every **TWO** years.
- e) Scheduled education for the Academic Assessor role will be delivered by the Practice Learning Tutor (PLT) team, with support from the Faculty Director of Practice Placements and/or the Head of Subject(s).
- f) Ad-hoc support, training or advice with respect the role of the Academic Assessor can be sought from the PLT team(s) email: HL.Practice.Learning.Tutors@northumbria.ac.uk , hl.midwifery.practice.learning.tutors@northumbria.ac.uk OR the Faculty Director of Practice Placements.

5.2 Workload Allocation

All Academic Assessors will have workload allocated to ensure they can carry out their role. It is recognised depending on the nature of matters, a student may require increased support/hours as part of workload. All Academic Assessors should continue to monitor their workload related to this role and feedback any cause for concern/challenges to their line manager in the first instance.

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5.3 Core Functions

Academic assessors within each PART of an approved **Pre-Registration Nursing & Midwifery** programme must ensure that they have oversight of the practice learning progress of each student allocated to them.

Electronic ongoing records of achievement, NEePAD (**Nursing**) Enhanced Metrics, (**eMORA-Midwifery**), including the (**Nursing**) Practice Supervision/Assessment Journey (*see appendix 1*) (**Nursing**) Academic Assessor checklist (*see appendix 2*) will assist with these core functions.

5.3.1 For each student the Academic Assessor contributes as follows.

- a) In partnership with a practice placement provider, refers to practice placement policies, procedures, and guidance in supporting the students practice learning, as appropriate *i.e., raising concerns policy, reasonable adjustments.*
- b) Academic Assessors should invite students to notify them if they have a Student Accessibility Plan (SAP, previously DSSR) in place.
- c) Academic Assessors should support students to share this information with their placement area. **Please note: the student can record specific needs recommended in the SAP via the file store in the NEePAD or for midwifery, in the eMORA. For Further guidance -please refer to the Departmental Reasonable Adjustments policy and procedure: NMC and HCPC approved programmes.**
- d) In partnership with the student, practice placement provider, practice assessor and Programme Lead, monitor any adjustments in placement to ensure they are working well for the student with a disability and that they are responsive to the student's current needs.
- e) The 'Record of Communication' section within the NEePAD should be used to communicate with the Practice Assessor and student at all points throughout a placement.
- f) **At any point**, any issues or gaps noted should be highlighted to the Practice Assessor and student via the Record of Communication.
- g) **At any point**, concerns noted e.g., professional values, should result in an action or progression plan (**midwifery**)-this must be discussed with the student and practice assessor, and recorded as per point 5.3.5 below.

5.3.2 Formative & Summative Placement(s):

- a. At **initial interview stage**, the Academic Assessor should review completion of the orientation and initial interview sections.
- b. At **mid and final interview stage**, the Academic Assessor should review the status of Proficiencies, Annexes, Professional Values, Episodes of Care, Medicines Management, Timesheet completion/verification, in addition to additional feedback, alternative field experiences.
- c. The Academic Assessor will feedforward areas to address in a subsequent formative/summative placement allocation via the End of Placement ORA.
- d. **Summative FINAL interview**, the Academic Assessor, in partnership with the Practice Assessor, should arrange to carry out a tripartite review with a student. This review may take place via telephone, email and/or face-face (in person or via video conference).
- e. **Summative FINAL interview;** may be conducted within the last four weeks of a placement experience.
- f. **Summative FINAL interview;** the Academic Assessor, in partnership with the Practice Assessor, should ensure the End of PART ORA is complete, providing feedforward to the next PART of the programme.

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5.3.5 Action Plans (or Progression Plans -Midwifery)

- a) May be required because of a student's behaviour, attitudes, or general performance.
- b) If a student requires an Action or Progression Plan, the Academic Assessor should ensure this is documented within the 'Action Plan' section of the NEePAD OR in the Progression Plan section of the eMORA.
- c) This action or progression plan should be discussed with the student and Practice Assessor.
- d) The Academic Assessor should signpost the student to their Personal Tutor for support/referral around issues that may be impacting on the student's ability to engage effectively in the practice learning opportunities associated with their programme.
- e) The Academic Assessor should inform the Module Lead, Programme Lead as well as trust and/or organisation PPF and/or nominated lead for education.
- f) An agreed timescale for review of the action or progression plan should be documented and communicated with all relevant persons(s) i.e., the student, the practice assessor, PPF/nominated lead, Module Lead and Programme Lead.
- g) Additional support with an action or progression plan can be sought from the PLT team.

5.3.6 Core Functions -Midwifery Programme specific guidance

- The eMORA national midwifery practice learning record is SSSA (NMC, 2018) compliant and supports planning, communication, and review of student learning and progress. It also records Approved Programme requirements such as EU numbers and hours. The eMORA supports both pre-registration and return to practice midwifery programmes. The IT platform allows reporting and oversight of progress on a collective basis.
- There are four review points for every year of student practice learning (Initial, Mid1, Mid2, Final Holistic Review).
- The exact timing of the reviews is dependent on the clinical allocations within the practice year and the module lead notifies relevant Academic Assessors of when these reviews are due and reminds them what is required.

Each Review requires that the Academic Assessor

- a) Confirms awareness of and/or participation in each review. The eMORA indicates if participation rather than awareness is required.
- b) Confirms progress against the required Practice Episode Records (PERS- these evidence the EU numbers required by the programme)
- c) Confirms that contemporaneous record keeping by the student is being undertaken, particularly around preparation for Reviews
- d) Prompts students who have not undertaken the required review within the required period of time to confirm with the AA what arrangements have been made by the student to complete the outstanding review.
- e) Communicates with the Module Lead if review remains incomplete.

Yearly Summary of Progress requires that the Academic Assessor

- f) Confirms that the Proficiencies allocated for achievement in each year have been Confirmed by a PS.
- g) Confirms achievement of a PASS (Satisfactory or higher in the Holistic Summative Review) are in order to recommend progression into the next year of the programme.

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6.0 Pass or Refer/Defer-End of PART or End of Programme

In the summative placement, at final interview stage, the Academic Assessor in collaboration with the Practice Assessor will decide about progression (End of PART ORA) or recommendation for award (End of Programme-Graded Assessment).

- a) PASS – a student has met the requirement of the programme PART or End of Programme.
- b) REFER/DEFER- a student has NOT met the requirements of the programme PART or End of Programme.

A decision on progression and/or award will be ratified and agreed by the Programme Assessment Board as per the Academic Regulations for Taught Awards (ARTA).

6.1.1 Student Support and Wellbeing Services

The AA may signpost the student to their Personal Tutor and/or Programme Lead for support/referral around issues that may be impacting on the student's ability to engage effectively in the practice learning opportunities associated with their programme.

[Support for Students \(northumbria.ac.uk\)](http://northumbria.ac.uk)

6.1.2 Quality Assurance

The following steps of moderation should take place with respect to the NEePAD for each PART of an approved Pre-Registration Nursing & Midwifery Programme.

- a) End of each formative and summative placement; an Academic Assessor should 'buddy' with another Academic Assessor to review a minimum sample of **THREE** from each student group.
- b) As part of the review, each Academic Assessor will review the completion of core functions as outlined in **Point 5.3**.
- c) The Academic Assessor should inform the Practice Module Lead which students NEePADs or eMORA were moderated [**Summative Only**].
- d) Any areas of concern noted during moderation should be raised with the Programme Lead and Faculty Director of Placements.

6.1.3 References

Nursing and Midwifery Council, (2018). *Realising professionalism: Standards for education and training PART 2: Standards for student supervision and assessment*. London: NMC. Available from: [student-supervision-assessment.pdf \(nmc.org.uk\)](http://student-supervision-assessment.pdf (nmc.org.uk))

Further guidance can be accessed here

<https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/academic-assessment/>

Department Policies, Procedures and Guidance related to practice placements here

[Policies, Procedures & Guidance \(northumbria.ac.uk\)](http://northumbria.ac.uk)

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Appendix 1- Nursing Practice Supervision and Assessment Journey -Academic Assessor Core Functions

Each -Formative Placement of a Programme

Orientation & Initial Interview -Week 1
AA checks NEePAD for completion at Week 2
Check-in with student & PA via Record of communication

STOP – is the student already on an action plan? If **yes**, the AA should discuss this with the new PA and make the PPF team and/or nominated lead for education aware.

Mid-Point Interview Stage

AA should:-

- Review Professional Values
- Review Proficiencies, Annexes & Timesheets
- Review Medicines Management
- Review Episode(s) of Care
- Review File Store/Record of Communication- evidence of additional feedback from service users and/or other professionals
- Review Alternative Field of Experience log

Check-in with student & PA via Record of communication *ensure to feedforward /suggest areas to focus on prior to final interview.

STOP -Any concerns with professional values? Any concerns raised within additional feedback shared? If **YES** -make sure to discuss with the student and practice assessor - record an action plan within the NEePAD. **Remember to Inform the Programme Lead and PPF team. Additional support can be sought from the PLT team. Signpost to support and wellbeing services as appropriate.** [Support for Students \(northumbria.ac.uk\)](http://northumbria.ac.uk)

Final Interview Stage

AA should re-check as per mid-point interview stage. If on action plan, review and record the progress made. Ensure completion of the End of Placement ORA, include feedforward highlighting areas for the student to focus on for next placement experience.

STOP -Any concerns with professional values? Any concerns raised within additional feedback shared? If **YES** -make sure to discuss with the student and practice assessor -record an action plan within the NEePAD. **Remember to Inform the Programme Lead and PPF. Discuss the action plan with the next practice assessor and, as appropriate, PPF team. Signpost to student support and wellbeing services as appropriate.** [Support for Students \(northumbria.ac.uk\)](http://northumbria.ac.uk)

NEePAD
Moderation
Point

Each -Summative Placement of a Programme

Orientation & Initial Interview & Mid-Point Interview Stage -as per formative

Final Interview - AA should re-check as per mid-point interview stage.

AA must arrange a tripartite review meeting with the student and practice assessor.

Ensure completion of the End of Placement ORA, Ensure completion of the End of PART and /or End of Programme.

Include feedforward highlighting areas for the student to focus on for next placement experience (as appropriate).

AA in collaboration with the PA will recommend either a PASS or REFER -AA to inform the Programme Lead & Practice Module Lead of the outcome.

NEePAD
Moderation
Point

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Appendix 2: Nursing Academic Assessor Checklist

The following checklist is designed to support the Academic Assessor in their role and recommended for use in conjunction with NEEPAD 'Dashboard'.

Schedule /Timings	Activity
Preplacement 1-2 weeks prior	Contact the students who you are AA for via email to remind them of key activities for the first week. For example: - to contact their placement area to establish shift patterns, orientation, and initial interview. <i>It is recommended both the orientation and the initial interview should take place within week 1 of the placement.</i>
Initial Interview Point Week 2 of placement	AA check all orientations and initial interviews are complete Check students are sending timesheets to be verified by their PA. Any issues or areas for attention, send a 'Record of Communication' to the student and PA as a reminder to offer support.
Mid Interview Point 1 week post	Review student NEEPAD i.e., proficiency completions, annexes, professional values, episode(s) of care, medicines management, timesheets verified. Any issues or areas for attention noted, send a 'Record of Communication' to the student and PA as a reminder to offer support.
Final Interview Point Formative	Review student NEEPAD i.e., proficiency completions, annexes, professional values, episode(s) of care, medicines management, timesheets verified. Complete End of Placement ORA providing feedforward for next placement experience. Any issues or areas for attention noted, send a 'Record of Communication' to the student and PA as a reminder to offer support.
Final Interview Point Summative	AA to liaise with the student and PA to organise a tripartite review- this review may be via telephone, face-face, or email. The final interview within a summative placement may be conducted within the last four weeks of the placement experience. Complete End of Placement and End of Part ORA providing feedforward for next PART of programme.
Statutory Training Verification <i>*Students must complete their statutory training 3 weeks prior to week 1 of the placement experience.</i>	Pre-Registration Nursing Statutory training requirements for each PART of the programme are stipulated within each Practice module. The AA should remind their student groups to upload evidence of completion to the NEEPAD file store. This evidence should be checked as part of the review of the students NEEPAD.