

Practice ePortfolio Guidance- Part Time Students

Programme Leader- Cat Andrews

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Programme Team

Cat Andrews

- Programme Leader
- Senior Lecturer
- Tel: +44 (0) 117 32 82564
- Email: cat.andrews@uwe.ac.uk

Alison Hughes

- Senior Lecturer
- Tel: [+44 \(0\)117 32 84464](tel:+441173284464)
- Email: Alison2.Hughes@uwe.ac.uk

Jodie Atkins

- Senior Lecturer
- Tel: +44 (0) 117 32 82881
- Email: Jodie.atkins@uwe.ac.uk

Lola Cano

- Senior Lecturer and Module Leader for PPiDN
- Tel: +44 (0) 117 32 82541
- Email: lola.cano@uwe.ac.uk

Introduction and how to use this document

This document is divided into two Sections; section 1 contains the guidance on developing your portfolio via pebblepad and Section 2 contains information of completing your timesheet. The guidance should be read in conjunction with the module guidelines. The documents which you must submit via Blackboard on the submission date identified in the Professional Practice in District Nursing (PPiDN) module can be found on Blackboard Ultra. There are several elements to the portfolio, most of which must be developed and maintained throughout the programme. The elements are:

1. Professional Values as per NMC Code
2. Progress Review 1 (Self-assessment, initial review and student reflection).
3. Progress Review 2 (Self-assessment, formative review and student reflection).
4. Progress Review 3 (Self-assessment, formative review and student reflection).

5. Summative Assessment (Self-assessment, future goals and aspirations, and summative assessment).
6. Platforms 1-7 (Proficiencies)
7. Feedback- to complete 6 service user/carer feedback forms
8. End of Programme Review (Practice Assessor sign off and Academic Assessor sign off).
9. Declaration of hours
10. Action Plan (in the event of concerns or failure)

This document is intended to be a record of your learning and achievement throughout the programme. Using the right skills in the right place, at the right time, is pivotal to the delivery of safe and effective community nursing care. There are specific NMC SPQ standards and skills that you will be expected to achieve (NMC, 2022).

To achieve the NMC standards you will be supported and assessed by a range of professionals.

Practice assessor - to demonstrate that you have achieved the required learning outcomes you will need to be assessed in practice and signed off by a practice assessor from your area of practice. The practice assessor conducts assessments in practice to confirm student achievement of NMC standards for the DNSPQ programme. The practice assessor must have the relevant Specialist Practice Qualification (District Nursing) and attend an annual 'standards for student supervision and assessment' update.

Practice supervisor - throughout the programme you will be supervised by practice supervisors, these are appropriately qualified and experienced professionals who can support and contribute to the assessment process.

Academic assessor - working in collaboration with practice assessors, academic assessors collate and confirm student achievement of learning outcomes and recommend students for progression/qualification as appropriate. The academic assessor is a member of the programme team and must have the relevant Specialist Practice Qualification (District Nursing).

You will be required to provide evidence of your achievement of the standards and skills to your practice assessor. Evidence can include summary of practice observation, reflection, family/carer/colleague feedback, an annotated bibliography, review of research evidence and application to practice. This is not an exhaustive list; you can use other forms of evidence if you feel they demonstrate your learning and development.

Evidence should be presented to your practice assessor for them to confirm you have achieved the standards as it is recognised that your practice assessor may not be able to directly observe you performing every skill or competence. The Programme Team will provide support and guidance for students and practice assessors on the types of evidence to expect for the competencies and skills.

Section 1: ePortfolio Guidance

Access to Pebblepad

To complete your ePortfolio, you will need to gain access to Pebblepad. Information and guidance will be provided to you on your 1st day of the programme with information available on Blackboard Ultra. Additional information and support are available to both student and practice assessor when required.

Pebblepad Guidance Sheet- Part Time Students (2 years)

Guidance sheet of how to complete your pebblepad is available on Blackboard Ultra and Pebblepad to follow. Additionally, please utilise your Academic Assessor and/or Programme Lead if you need any further guidance or support.

Steinaker and Bell's Experiential Taxonomy and clinical evaluation tool

To help assess competence and achievement of the standards, practice assessors are encouraged to use the following clinical evaluation tool (Steinaker and Bell, 1979).

Notes for using the Steinaker and Bell's (1979) clinical evaluation tool

This measuring tool provides a way of systematically assessing and monitoring progress. It should be used to evaluate your practice and by your practice assessor to guide their professional judgement of your practice.

- **The aim is for you to demonstrate performance which is equivalent to identification (ID) by the endpoint of the consolidated practice period.** This will prepare you with the necessary skills, knowledge and confidence to fulfil the requirements of the role on qualification.
- Students will enter the continuum at different stages and progress at different rates dependent on the practice experience available to them, and the level of experience they have gained prior to starting the programme.
- Progress should be recorded and discussed at tripartite meetings between the Academic Assessor, the student and their practice assessor, and if progress is slow, an action plan to correct this must be devised and agreed between the student, the practice assessor and member of the programme team.

Assessment

The Pass/Fail Assessment System

The practice assessor is responsible for judging whether the student has passed or failed the portfolio.

Pass: the student has evidenced and achieved competence in the identified standard/outcome.

Fail: the student has not evidenced competence in the identified standard/outcome because they:

- lack either knowledge, skill or understanding at the required level
- are unsafe in their practice
- lack insight
- lack competence in the skill
- required significant support
- were inconsistent in their delivery of the skill or competence

Initial Review

The initial review should be carried out at the start of the programme as part of your progress review. If the practice assessor has concerns about a student's achievement of any of the standards, these concerns must be discussed with the student and the Academic Assessor, recorded in the document, and an action plan developed. Where the student's competence does not improve after instigating the action plan, practice assessors are advised to contact the programme lead for support and guidance.

Formative Review

Formative assessments should be carried out throughout the programme as part of your learning period sections to support you in achievement at the summative point. You will have two formative reviews as you are part time of the programme. The practice assessor and student should complete the formative assessment as part of the progress review. If the practice assessor has concerns about a student's achievement of any of the standards, these concerns must be discussed with the student and the Academic Assessor, recorded in the document, and an action plan developed. Where the student's competence does not improve after instigating the action plan, practice assessors are advised to contact the programme lead for support and guidance.

Summative Assessment

This activity takes place at the end of the programme, and this is where the final decision on the student's performance must be completed using the Pass/Fail criteria above and Steiner and Bell (1979) taxonomy. Please ensure that all the competencies and skills are assigned an outcome, initialled and dated by the practice assessor and student. Both student and practice assessor have a responsibility to complete the assessment in time to meet hand in dates. The student must check that the relevant assessments are completed and submit the document on the date specified in the Professional Practice in District Nursing (PPiDN) module handbook. Where practice assessor and student require support, this must be sought in good time from the programme team.

Academic Assessor Meetings

Academic Assessor meetings will also take place twice yearly (or as appropriate) per academic year between the Academic Assessor, the student and their practice assessor. These will provide an opportunity to review progress, discuss any difficulties/ challenges and identify any further support required.

Confidentiality

Students must ensure that work included in the portfolio respects the right to confidentiality of patients, carers, staff and organisations. Work and references should be anonymised in line with UWE guidelines.

Information can be found on the library website <https://www1.uwe.ac.uk/students/studysupport/studyskills/referencing/uwebristolharvard.aspx#referencingconfi>

Section 2: Timesheet Guidance

Supervised Practice Hours

Over the course of the Programme, you must achieve a minimum of 400 specialist practice learning hours. This is an NMC Programme requirement of 50/50 practice and theory split overall the duration of the Programme. Your theory hours will be counted separately by the Programme Leader.

Practice hours refer to supervised practice hours achieved during the whole programme, including consolidated practice. You should use the Record of Hours form on your pebblepad portfolio to record your hours of supervised practice which will include the learning activities you undertake (i.e. shadowing another professional, visiting another practice area/ organisation, attending a study day or conference outside of the taught course days, teaching a group of students, being observed by your practice assessor etc.). If you are planning to use these activities as evidence for the achievement of the NMC standards, you will need to write a reflection, or summary of key learning etc. as simply attending a session, or carrying out an activity, does not provide evidence of learning.

You will also be required to confirm that you have had the requisite number of theory/practice integration days during the programme (3 per module). This will need to be confirmed by your practice assessor.

Notes for completion:

- You must ask your practice assessor to sign the signature box on the declaration of time spent in practice form to confirm your practice hours, and this must be submitted at the end of consolidated practice.
- This document must be available for discussion and review during tripartite visits.
- You will spend a 3-month period of consolidated practice at the end of the programme. It is recommended that you have at least **one hour** per week of reflection with your practice assessor during consolidated practice.

Overview of supervised practice hours

SPQ Protected Learning Hours

NMC Definition (2022) “Supervised direct or indirect with Practice Assessor activities allowing you to support learning to DNSPQ”. Examples could include discharge planning team, attending MDT over patient case. You do not need to evidence each hour of completing the Protected hours but demonstrate your learning and development as a student by utilising reflections, feedback forms and proficiencies as evidence.

Prescribing Placement Hours

You will complete up to 90 hours of prescribing as part of the V300 module and these hours contribute to your supervision hours on your timesheets.

Alternative Practice Hours

This will be part of your PPiDN module where you will go to another base to complete hours. This is a requirement that has been agreed with UWE and the practice partner that all students must complete to gain a different insight of community nursing. The number of hours you can log will depend upon your weekly contracted hours, annual leave, sick leave etc.

Theory Practice Integration Days (TPID)

During the programme you will complete 3 TPID per module, which would be a total of 18 days for the duration of the programme (3 days per module). The aim of TPID is to link to your theory module into clinical practice and gain a learning experience to evidence on your pebblepad. We encourage you to upload this as part of your evidence and map to your proficiencies.

You should keep a running total of your hours to ensure you achieve the requisite number. Guidance of the timesheet with an example of a complete timesheet is available on Blackboard Ultra and Pebblepad to give you guidance and support.