NHS
Education for Scotland

Preparation for Practice Supervisors and Practice Assessors

Supporting Effective Practice Learning

Unit 5
Assessment

Introduction

The aim of this unit is to provide Practice Supervisors (PS) and Practice Assessors (PA) with the skills and knowledge for the assessment of learners in the Practice Learning Environment (PLE), including their professional responsibilities and accountability. This unit will take approximately 1 hour to complete.

Learning Outcomes

On completion of this unit you should be able to:

➕ Achieve an understanding of the assessment process.

➕ Identify and describe strategies utilised for assessment in clinical practice.

➕ Demonstrate an understanding of your role, responsibilities and accountability in relation to assessing a student in practice.

➕ Apply principles of outcome/objective setting, assessing learning needs, review and assessment of progress.

➕ Demonstrate the skills required to write a meaningful assessment.

Preparing for Assessment
Where are you now?

Take time

Take some time to reflect on your knowledge or experience in supporting the assessment decisions you have made or need to develop. Think about your experience of assessment from the perspective of both the assessor and person being assessed.

Write down key points.

Background

The clinical assessment of pre-registration nursing and midwifery students and post registration students is central in ensuring that our current and future registrants meet the required professional standards of practice and deliver safe patient care.

The Nursing and Midwifery Council (NMC 2018a), describe assessment 'as **evidence based**, robust and objective. Assessments and confirmation of proficiency are based on an understanding of student achievements across theory and practice. Assessments and confirmation of proficiency are timely, providing assurance of student achievements and competence'.

What is assessment in the Practice Learning Environment (PLE)

Assessment is the means by which data is collected to demonstrate that an acceptable standard of practice has been reached by a student on which a decision to declare a practitioner competent, can be made. Assessment is a critical step in the learning process. It determines whether the course's learning objectives have been met. A learning objective is what learners should know or be able to do by the time their PLE is completed

A good assessment is evidenced based, **objective and fair**, taking into account a variety of views and inputs, and student diversity, such as different learning styles, cultural backgrounds and communication styles. Assessment should be continuous throughout the time in which a PS/PA is assigned to a student.

Feedback to the student about their achievement and collaborating with them to review possible areas for improvement also forms a fundamental part of the assessment process.

Both the PS and the PA have responsibility regarding assessing students, however, they have different roles. This is outlined in Unit 1: roles and responsibilities.

Throughout the assessment process the relationship between the student, PS and PA is key. The differences between the role of the PS and PA in relation to the supervision and assessment of students are described below:

- PA - collaborates with academic assessors (AA) at relevant points of the programme.
- PA - gathers feedback from the PS and any other PAs and relevant people in order to be assured about their decisions for assessment and progression.
- PA – is not able to take on the role of PS at the same time as being a PA, unless in exceptional circumstances like a prescribing programme where the PA can also take on role of PS.
- PA - is expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement.
- PS - communicates with PA and AA to share their views on student achievement, underachievement or areas to continue to work on.
- PS - has current knowledge and experience of the area in which they are providing support, supervision and feedback.
- PS - serves as a role model for safe and effective practice in line with their code of practice.
- PS – will input to the student documentation with their views on student achievement.

Characteristics of assessment which promote learning

We assess **students** for a range of reasons: to ensure the safety of service users, to ensure they know how to perform certain skills and to support learning.

The following points outline the characteristics of assessment which promote learning.

Assessment:

- ➕ involves sharing learning goals with students
- ➕ helps students know and recognise the standards they are aiming for
- ➕ involves students in self-assessment
- ➕ provides feedback which helps students to recognise their next steps and how to take them
- ➕ is underpinned by confidence that students can improve
- ➕ involves both the PS/PA and students reviewing and reflecting on assessment data

Activity

Take some time to read the following article and then consider any additional benefits of assessing learning in practice:

Rust C (2002) **The impact of assessment on student learning** *Active Learning in Higher Education 3* (2) 145–158

You may have considered that assessment is a key component of learning because it helps learners learn. When students are able to see how they are progressing during their practice learning experience they are able to determine what areas they need to work on. Assessment can also help you motivate students and encourages them to work harder.

Just as assessment helps students, assessment also can help the PS and PA. Continuous assessment allows you to gauge if your teaching has been effective and if you need to adjust your teaching style if you feel this will benefit the student's learning. Assessment also allows the PS and PA to ensure students learn what they need to know in order to meet their learning outcomes.

Assessment is designed so that students understand their progress towards course goals and respond appropriately in order to meet those goals. In order to do that, assessment should be ongoing. For students to gain a true representation of their understanding, frequent assessment is critical, and it should be accompanied with feedback.

Assessment is only as good as the feedback that accompanies it. Feedback is the PS/PA's response to the student's performance. In order to make assessment as effective as possible, you should provide feedback to support the student to progress. It is important that students understand what went well and what requires further development.

Students are assessed by the PS and PA on their skills and knowledge in the practice learning environment (PLE) and it may be useful to be aware of factors which can affect achieving learning outcomes in practice.

Please read the following article for further information. You may need to use your Athens password to access:
(Flott E A, Linden L (2016) **The clinical learning environment in nursing education: a concept analysis**. *Journal of Advanced Nursing*. 72.3.501-513).

What skills and attributes are being assessed?

The NMC has a duty to review the standards of proficiency it sets, for the professions it registers, on a regular basis to ensure that standards remain contemporary and fit for purpose in order to protect the public.

The proficiencies outlined by the NMC (2018b) **Standards of Proficiency for Registered Nurses and NMC** (2018c) **Standards of Proficiency for Midwives** specify the knowledge and skills that registered nurses and midwives must demonstrate when caring for people of all ages, across all care settings. These are the standards that as a PS/PA you will be assessing the student against. Therefore, it is important that you are familiar with this information.

Now take some time to think about the learning opportunities available in your clinical area. Take some notes and discuss with your team.

Consider in your role as a PS/PA what are the kind of skills and attributes you will be assessing your student on? Write down some notes before reviewing the answers that follow.

You will be assessing the student nurse/midwife on a comprehensive range of skills and attributes and each one is as important as the others:

- practical or technical skills
- communication/interpersonal skills
- organisational skills
- knowledge base/theoretical knowledge
- safe practice and critical thinking skills
- ability to function as a team member
- leadership, confidence, professional behaviour and attitude
- accountable, autonomous, professional

In addition, it is important to consider the student's stage of training when carrying out an assessment. You would not be expecting a Year 1 student in their first PLE to be performing at the same level as a Year 2 or Year 3 student. The required standard for each level of student will be made explicit in the student's practice assessment document under the Platforms and Proficiencies section.

Forms of Assessment

There are a variety of forms of assessment, however the overarching one in relation to assessing students in the PLE, is that of continuous assessment.

Continuous assessment is a series of assessments, measuring the student's progress and achievement throughout the PLE. The student's performance in relation to skills, knowledge and attitudes is monitored continuously, during day to day activities.

The following forms of assessment fall under the umbrella of continuous assessment:

- formative
- summative
- self-assessment
- norm-referenced
- criterion-referenced

Formative and Summative assessments: are made as part of a continuous assessment scheme. This is a cumulative process, relating to student progression as well as achievement.

During the placement experience, the PA is required to liaise with the PS to receive feedback on student progress to inform the assessment decisions and support them to give feedback to the student about how they are performing towards their learning goals.

Formative Assessment: is designed to let the student know how they are progressing, and to facilitate professional and personal development. It is essential to enable the student to identify ongoing learning needs in order to meet their learning outcomes at the end of the placement. Feedback is crucial at this time. As a PS your role will be central in the process of formative assessment.

Summative Assessment: is the final decision about whether the student has achieved the required standard of proficiency and has met their learning outcomes at the end of the practice placement. As a PA your role will be central in the process of summative assessment.

Self-assessment: is where the student is expected to make judgements on their own performance, demonstrating personal insight and allowing the PS/PA an opportunity to further develop what the student already realises or knows.

Criterion-referenced: is when the student's performance in the PLE is measured against predetermined criterion, in this case the NMC (2018d) Standards, platforms and proficiencies.

Criterion referenced assessments ensures the assessment is objective and robust, (Aston and Hallam 2011). It also offers clarity for the PS/PA/student, and what is required of them, (Walsh 2010) and provides a benchmark for the student to be judged against.

Please read the following scenarios that show examples of each type of assessment.

Scenario 1

Student nurses on the haematology ward are having a discussion with the Senior Charge Nurse (SCN) about the care required for a patient who is due to start chemotherapy. The SCN gauges the students' knowledge and understanding of the treatment plan through this discussion.
This is an example of a formative assessment.

Scenario 2

Y3 student nurse Smith is asked to prepare a poster presentation in the class to demonstrate her knowledge of chemotherapy treatment that she has seen and supported patients through in the Haematology placement linking the theory from the module to the placement that she has just completed. This is the final assessment of the module.
This is an example of a summative assessment.

Scenario 3

Y2 student midwife Willow has just received feedback from the patients that she is caring for on shift. Student nurse Willow then completes a written reflective piece on the feedback with acknowledgement given to areas for improvement and what went well.
This is an example of self-assessment.

Scenario 4

Student nurse Boyle is on her final placement of year and her PS and PA have witnessed student nurse Boyle appropriately choose and use the nutritional assessment tool for the patients in her care.
This is an example of criterion referenced assessment.

Assessment methods

There are a variety of assessment methods which can be used to assess a student practically or theoretically. Dependent on which method you choose, will determine whether the assessment is valid and reliable. We will discuss this in more detail later in the unit.

There are some methods which are more appropriate for use in the PLE. You may have already been supporting students in an informal capacity and also had the opportunity to observe some of the experienced PS/PAs in your area adopt some of these methods while assessing their students.

Activity

Take some time to consider, either through your own experience or your observation of others what assessment methods were used and in what context.

Did you think the choice of assessment method was appropriate for assessing that skill or attribute and if not why? Consider what might be a more appropriate method to use and record your thoughts.

You may have identified the following methods:
- Observation
- Questioning
- Reflective discussions
- Testimonials

Please read the following article and highlight the advantages and disadvantages of each of the methods described. You will need your Athens login details to access this journal article. Hand, H (2006) Assessment of learning in clinical practice. *Nursing Standard*. 21, 48-60.

Observation

Observation is the most commonly used assessment strategy in clinical practice. It not only allows the PS/PA to assess the student's performance of the skill but also the student's professional attitude and their adaptability when placed in a variety of situations. However, this does not provide any assurances of how a student will behave when they are not being observed (Hand 2006).

The use of observation in isolation is not recommended as it captures the student's ability to undertake a specific task but does not demonstrate their understanding of the theoretical component and therefore lacks validity (Price 2007). To gain understanding a discussion as soon as practicable before or following the care delivery would support this. Where possible this discussion should take place away from the service user and somewhere where you will not be disturbed. Alternatively, the situation could be looked upon as a teachable moment where you can include the service user in the observation and feedback.

Questioning and discussion

This assessment method allows PS/PAs to gauge the student's level of knowledge and understanding. By using open questions and discussion this will increase validity.

Questions should be adjusted dependent on the student's stage of learning and in a language that can be easily understood. It is worth noting however, that this can be quite intimidating for some students and may not necessarily elicit the best results, so care is recommended when using this approach.

Reflective discussion

A reflective discussion is most effective when it is conducted following the conclusion of a specific event or learning opportunity. Reflection is a learned skill and may take some practice from the student's perspective. The PS/PA may need to guide and encourage the student to explore the event more deeply and meaningfully. Self-awareness is vital in the process and some students and practitioners may find that uncomfortable.

Testimonies

The robustness and reliability of the assessment is increased when the opinions and observations of others are also considered and can be either oral, written or both. It offers a sense of reassurance that any decisions or judgements regarding the performance of a student has not been made in isolation. It also allows for objectivity and fairness and promotes validity and reliability.

This is particularly important in the case of an underperforming student. Testimonies from other members of the team and extended team can provide additional evidence of the student's progress. What can be problematic is that assessors may have different standards of practice, what is acceptable to one, may not be to the other and this is where a level of subjectivity can influence the assessment. Therefore, it is vital that all assessments are measured against the relevant assessment criteria i.e. the platforms and proficiencies in the student assessment document, a testimony that says the student was caring and attentive does not offer much regarding their progress to becoming a proficient practitioner.

Assessment of clinical practice should include a range of different types of evidence. By doing this, the reliability and validity of the assessment can be greatly enhanced. In order to effectively assess the student's knowledge and performance more than one type of evidence is necessary.

Questioning students will allow you to gain an understanding of their theoretical knowledge for example regarding inserting a naso-gastric tube. However, it will not allow you to assess whether they can pass it safely or in a professional manner or indeed whether they can perform this clinical task with a variety of patients and in a variety of situations. By combining questioning and observation and a testimony from one or more of your colleagues, this will increase your confidence in the accuracy of your assessment.

The use of a combination of assessment methods is integral to the authenticity of the assessment and is a key component of a continuous assessment.

Other factors to consider when conducting an assessment

When undertaking an assessment of a student in the PLE there are other principles and factors which should also be taken into consideration. This will help to ensure that you are assessing what you are supposed to be assessing, that the assessment is fair and clearly identifies whether the proficiencies have been achieved at the appropriate level for stage of training.

Validity and reliability in assessment

Walsh (2010) reiterates the importance of a robust assessment process which allows the PS/PA to deliver an assessment which is honest and realistic about the student's competence and whether to pass or fail.

PS/PAs will be required to use a variety of assessment strategies to ensure that the student has met all the relevant proficiencies. According to Stuart (2007) this is known as, between methods triangulation and Hand (2006) confirms that this is a means of enhancing validity and reliability. Validity is vital if the assessment is to measure what it intends to measure (Gopee 2011).

In order for an assessment to be valid it is also required to be reliable. This can be achieved by assessing the consistency of the student's practice in several different scenarios, environments and with a variety of service users. A valuable and meaningful assessment should reflect the same results regardless of who the assessor is. A way of achieving reliability is to ensure that everyone involved in the assessment is familiar with, and using, the same assessment criteria which can be found in the student's assessment document.

Activity

Take time to reflect and consider what assessment methods you would adopt as a PS/PA. Do you think that your chosen assessment methods are valid and reliable?

Record your thoughts – you may also want to complete a reflective account.

Objectivity and subjectivity in assessment

'All student assessments should be objective and fair' (NMC, 2018a).

An objective and fair assessment should assure that the student is safe and competent to enter the register or continue a course, and that they have been given a reasonable opportunity to do so.

An objective and fair assessment considers the individual needs and circumstances of the student, while providing a consistent standard to be met. All students are individuals with different needs and abilities and should be treated as such (NMC, 2018a). There are number of things which may affect the PS/PAs objectivity or subjectivity regarding the assessment of the student, however bias should be avoided at all costs.

The assessment of student competency is open to subjectivity and can be a direct result of the very nature of the environment. Subjective assessment is based on or influenced by personal feelings, tastes, or opinions. For example, you may have a student who is struggling with certain aspects of their practice, but you can see how hard they try and how hard they work. These observations may inadvertently lead you to assess the student more favourably. However, they are not meeting the required standard for the relevant proficiencies. Alternatively, you may be allocated a student who for whatever reason you may have a personality clash with, and you don't gel with, however, clinically they are performing very well.

Other factors which may cause bias are:
- ➕ The assessor favouring or disfavouring the person being assessed.
- ➕ Nervousness of the person being assessed.
- ➕ Workplace assessors who are not sufficiently involved in education and are therefore not clear about the level of practice required for the assessment to be deemed successful.
- ➕ Or conversely, AAs who are not sufficiently involved in practice to know what constitutes acceptable competence.
- ➕ Furthermore, successful performance on one day is no guarantee of it on another day.

Activity

Consider your previous experience of undertaking assessment and reflect on whether it could have unknowingly been affected by your personal feelings, thoughts and opinions. How could you approach it differently?

You may want to record your thoughts and feelings in a reflective account.

Accountability

Accountability is the principle that individuals and organisations are responsible for their actions and may be required to explain them to others (NMC 2018a). The PS and PA have a responsibility as part of The Code (NMC 2018d) when making decisions to ensure they have the knowledge and skills to assess learners, and if not then to highlight what areas they need to develop as part of their development planning.

Allowing for disability and making reasonable adjustment

Reasonable adjustment can be described as taking reasonable steps to ensure a learner is not at a substantial disadvantage. Learners must be provided with adjustments in accordance with relevant equalities and human rights legislation in all learning environments and for supervision and assessment (NMC, 2018).

To ensure an effective learning environment, learning experiences should be inclusive and support the diverse needs of individual learners (NMC, 2018c). Whilst every attempt will be made to make reasonable adjustments to support the student's learning in practice, the requirement remains that they must demonstrate achievement of the NMC (2018a) standards and proficiencies.

Ultimately, it is the student's responsibility to inform the PS/PA of any reasonable adjustment in practice that they may require. If the student has disclosed to the HEI that they have a form of disability the PLE will be informed in advance.

It is a good opportunity at the initial meeting with the student to consider whether reasonable adjustments can be made to enable them to practise safely. Adjustments may be put in place for the duration of their placement or for shorter periods of time to address a temporary requirement.

For example, in a PLE where a learner with dyslexia is on placement, reasonable adjustments may include the following:

- coloured overlays
- allowing extra time
- additional training if required
- a quieter space to undertake record keeping

Feedback should be sought on how the reasonable adjustments are working by the learner, PS/PA and documented in the student's practice assessment documentation. With reasonable adjustment in place and concern continues, further discussion should take place with the student, PS/PA and appropriate HEI representative.

Further information on reasonable adjustment can be found in Unit 3 and in the helpful resources/references section of this unit.

If you require support with reasonable adjustment in your PLE, contact the below:

- HEI Student Disability Service.
- Practice Education Facilitator and/or Care Home Education Facilitator.

Assessment Structures and Processes

For an effective learning experience to take place, the experience and assessment strategy needs to be planned and managed. Framing or structuring a meeting with your student may help you to understand the individuals learning so far on their programme and highlight potential future learning and development opportunities. For more information please refer to Unit 3.

There some useful tools you may want to consider:

- Strengths, Weakness, Opportunities and Threats (SWOT) tool
- Specific Measurable Achievable Realistic and Timely (SMART) tool

A **SWOT** analysis will support identification of opportunities for learning, highlight a student's strengths and areas for improvement in the placement environment. The SMART principles can support a plan for the student's placement learning with clear goals and actions identified. The NHS Education for Scotland (NES 2017) Train the Trainers' Toolkit Helping others to facilitate learning in the workplace: A Practical Guide has a helpful guide to SMART. To access, follow **this link** and go to unit 6 handout 3, p. 64. You can also find more information in Unit 3 and 6.

Summary of the Assessment Process

Initial discussion: Within first 48 hours

- Meet and orientate.
- Discuss learning outcomes / learning plan / action plan.
- Set dates for mid-term and final assessment.
- Student / PS/PA completes appropriate documentation.

Interim progress assessment: (Formative)

- Review the student practice assessment documentation.
- Discuss progress.
- Review preliminary learning plan.
- Consider further areas for development and learning needs.
- Documentation by PS and/or PA.

Final progress assessment and report: (Summative)

Completed by the PA.
- Review and feedback on performance, skills and procedures.
- Identify aspects for future development.
- Complete summative assessment documentation.

Aspects of the scenarios above require you to have an understanding of your professional responsibilities in raising and responding to concerns regarding student performance, conduct and competence. More information is available within Unit 6.

Writing meaningful assessments

As part of the assessment process it is highly recommended that you familiarise yourself with the student practice assessment documentation.

The documentation of the student's assessment while in the PLE is integral to the overall picture of their achievement and progression through the programme. It is not simply a catalogue of learning activities but will provide clear evidence of the learning that has occurred. This is in accordance with the NMC (2018d) which states, that "all proficiencies are recorded in an ongoing record of achievement" (NMC 2018d, p.11).

When completing the assessment documentation, you are accountable for the decisions you make. Your documentation should be honest, detailed, systematic and comprehensive when collating your evidence to support your assessment, this is particularly important when working with a student who is experiencing difficulties. As discussed in the previous section assessment can be seen to be interpretive and subjective, therefore identifying examples of the student's practise to support your decision making will strengthen its validity and increase confidence in your assessment.

All aspects of the written assessment should have previously been discussed openly and honestly with the student in a timely manner. Price (2012) states that there should be no surprises for the student when it comes to the final placement interview if effective continual assessment including regular discussions and constructive feedback has been implemented.

Each assessment should be meaningful and personal to the individual student and therefore it is important that care is taken when composing it. Consider the quality of the text and your choice of words. An assessment should never be rushed as this leads to poor documentation and not accurately reflecting the student's learning and development.

Activity

Now that you are more familiar with the assessment structure and process, take some time to complete the following activities in relation to the initial, interim and final assessments. Use the scenarios identified and consider how you would complete the relevant documentation for each.

Scenario 1

1st year Student Kevin is in his first placement of part/year 1. Initially he appears slightly nervous and he seems uncertain of how to achieve skills in the PLE and is unsure of what he wants to learn.

Pause Point - Consider the student's practice assessment record, the platform or domain/proficiencies (skills and procedures) and the stage of training. Write some key points you would consider when supporting Kevin to develop a learning plan. Review the suggested answers when complete.

Suggested answers may include: check that the orientation to department has been completed and the initial meeting completed in the student's practice assessment documentation, discuss pre-practice activities and whether Kevin has completed this. Discuss his current knowledge of the PLE. Clarify and explain learning opportunities including additional learning opportunities with other organisations or professions available for Kevin. Explore the skills and procedures section of the student's practice assessment documentation and agree appropriate learning for his stage of the programme and document this in the learning development plan. Introduce Kevin to the team members including his nominated PS and PA. Ask him if he has any questions or additional support requirements. Agree interim and final feedback meeting dates. Encourage Kevin to reflect on learning whilst in the PLE and document in his practice assessment document. Plan protected time for him to reflect.

Activity (continued)
Scenario 2

(Care home) Student Oliver is in year/part 3. He took an interest in an elderly client, who was demonstrating some aggressive tendencies. One team member informs you Oliver took the time to find out what the client's hobbies were. He enjoyed listening to music and looking at pictures. Both the client and Oliver spent time listening to music and looking at familiar photos. Client behaviour improved significantly due to these interactions. Oliver has achieved and demonstrated some skills and procedures whilst in your PLE.

Pause Point - Write some points to inform your assessment decision on Oliver as part of his final end of PLE feedback meeting with PA. Review the suggested answers when complete.

Suggested answers may include: feedback on all skills and procedures achieved or demonstrated whilst in your PLE. Look at the PAD and check PS's have signed skills/procedures demonstrated. Document your assessment findings in the PAD and arrange around the 7 platforms. Consider the level of his performance and the part of the programme he is on. Ask all PS's and PLE team members for feedback on Oliver to inform your final objective evidence-based assessment decision. Provide feedback and comments to Oliver on his performance and identify aspects to focus on in future placements. Consider if this is end of year final PLE and review and confirm platform proficiencies have been achieved. Allow Oliver time to reflect on and discuss his performance.

End of unit summary and assessment guidance

You should now understand the assessment process, the factors which can affect it and the various strategies that can be used to inform it. As a PS and/or PA it is important to have a sense of self-awareness and honesty regarding decisions that you make in relation to students and aim to remain objective as much as possible.

Finally, the documentation of your assessment is just as important and must remain fair, honest and robust. The assessment should be personalised and meaningful to the individual student, providing examples of practice that you have highlighted. Assessment is one of the most important responsibilities of a PA in the PLE, not solely for the student to grow and develop as a practitioner but also to protect the public.

Unit 5
Summary of learning

Record your reflections on these scenarios then check the suggested solutions

Prescribing – scenario for PA/PS

Bruce is a nurse practitioner currently on the prescribing programme and you are his PA. Bruce has been working within the team in your clinical area for 2 years already, but he is halfway through the prescribing programme and time for his mid-way assessment. He is a 'bubbly' person and you get on well together within the team, but it becomes clear as you observe his consultations that he is not always listening to the patients and service users during his observed assessments.

What are the challenges posed when discussing this with Bruce as part of his feedback and mid-way assessment?

Possible answers: NMC registrant, unsafe practice, Academic Assessor, line manager, cause for concern process, difficult working environment going forward

Prescribing – scenario for PA/PS

Ruth is a clinical nurse specialist who you are working with as a PS. Ruth is one of 7 clinical nurse specialists within the team and has a lot of clinical experience, but she is new in this practitioner post. She has asked you to review some sample prescriptions however you note that these are unsafe.

You raise this with your colleague who is Ruth's PA, but they dismiss your concerns.

What are the challenges posed when discussing this with Ruth as part of her feedback and mid-way assessment?

Possible answers: NMC registrant, unsafe practice, Academic Assessor, line manager, cause for concern process

Prescribing – scenario for PA/PS

As Alison's practice assessor, you notice that you have not spent much time with her as it approaches her mid-way assessment date. When you approach Alison about this, she explains that she prefers working with the PS. You then approach the PS to get some information on her progress, but the PS also states they have not worked with her very much and appears disinterested in prescribing.

You both arrange to meet with Alison to discuss her progress and your concerns however during the meeting she discloses she is anxious about the programme and losing her job if unsuccessful.

How can you continue to support Alison in the programme? What mechanisms are available to you?

Possible answers: NMC registrant (unprofessional behaviour lying), Academic Assessor, line manager, support /academic support?

Helpful
Resources

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ALTERNATIVE FORMATS

This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or e-mail: **altformats@nes.scot.nhs.uk** to discuss how we can best meet your requirements.

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