

# **FOUNDATION DEGREE NURSING ASSOCIATE**

## **PRACTICE ASSESSOR'S HANDBOOK 2019/20** *(Updated September 2019)*

<b>Name of Student:</b>	
<b>Name of Personal Tutor: Contact Number Email</b>	



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# **The Nursing Associate Role**

## **Introduction**

This handbook aims to clarify the role and responsibilities of the Practice Assessor of trainees studying the Foundation Degree Nursing Associate programme. It also provides general information about the course itself and the development of the Nursing Associate role.

## **Development of the Role**

The creation of the Nursing Associate (NA) role is a landmark innovation for the nursing and care professions, aimed at developing a highly trained Band 4 support workforce to help Registered Nurses deliver effective, person-centred, safe and responsive care.

The NA will develop a range of specialist and transferable skills (including medicines management) through experience of placements in a variety of settings. They will also play a key part of the multi-disciplinary workforce that is needed to respond to the future needs of the public and patients.

The concept of the Nursing Associate role was first introduced in the Shape of Caring review (Willis, 2015), which explored the need to develop a defined care role to act as a bridge between the unregulated care assistant and the registered nursing workforce. A national curriculum framework, developed by Health Education England (HEE, 2016) in partnership with Skills for Health and Skills for Care, was developed to support national consistency and coherence in the Nursing Associate scope of practice and the delivery of the education and training.

From January 2019 the NA role has been regulated by the NMC and Standards for education programmes were published in the autumn of 2018. The NA must adhere to the NMC Code (2018) and are expected to demonstrate high standards of professional conduct at all times during their placements. This is assessed both in their base placement and during their external placement.

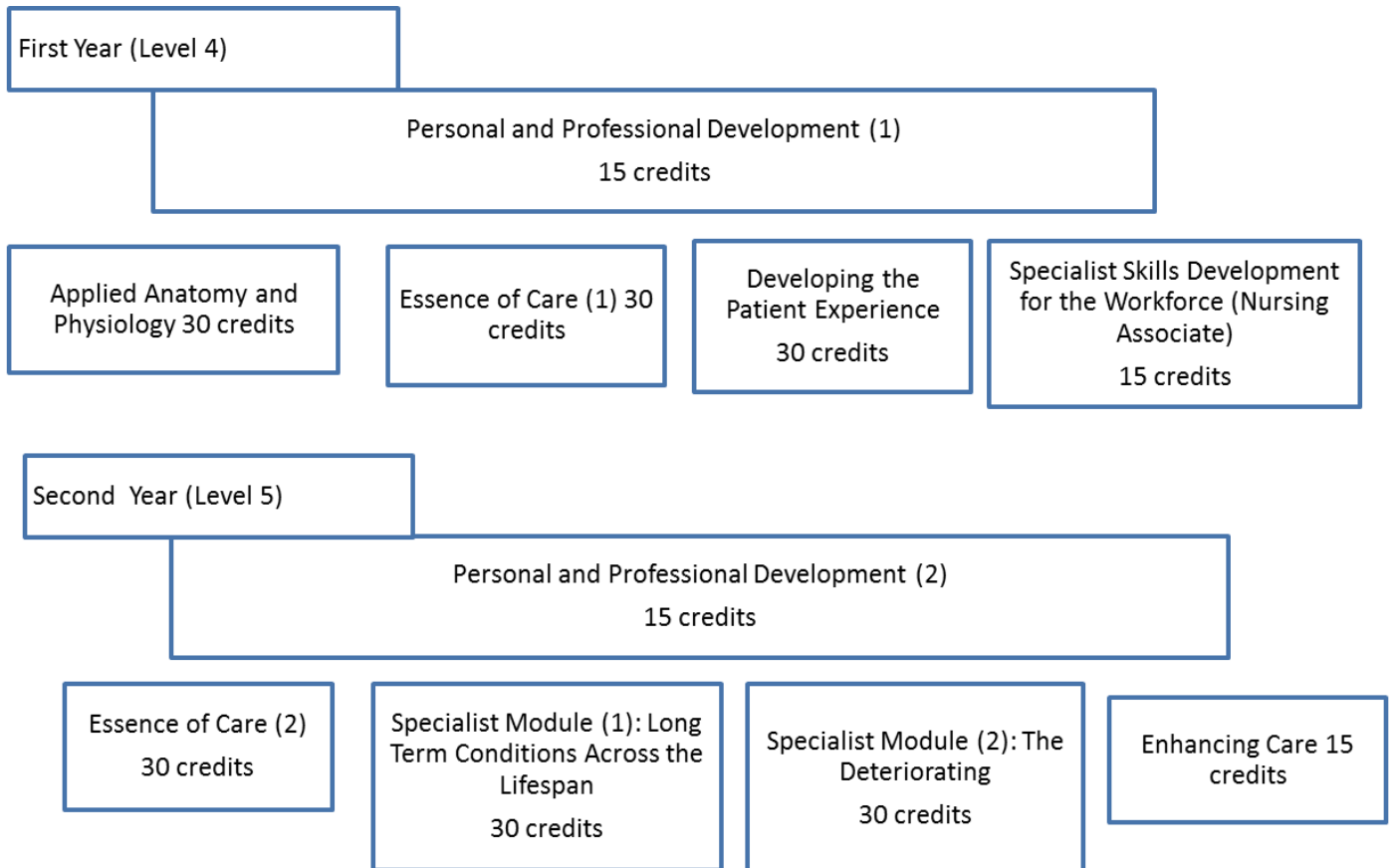
## **Foundation Degree Nursing Associate**

### **Overview of the Programme**

This innovative course has been designed in partnership with local employers and service users, to develop the Nursing Associate workforce. It will enable trainees to develop transferable core health care skills and knowledge within different contexts of care across the lifespan.

The programme is delivered full time over 2 years with a 40/60 balance between theory and practice. Trainees attend University one day per week, and during each year will have 12 weeks of clinical placements. All study days take place at the Faculty of Health and Social Care Sciences, St. George's, University of London, Cranmer Terrace, Tooting, London, SW17 0RE, (see Appendix 3 for cohort specific dates).

## Module Framework



## Module Summaries

### First Year (includes 4 core and 1 pathway specific modules)

#### *Personal and Professional Development 1*

This module is designed to enable participants to demonstrate that they have begun to acquire the skills, knowledge and values to practice at career framework level 4, as a nursing associate. It incorporates the concepts of the participant's academic, professional and personal development throughout year 1 of the Foundation Degree, and encourages participants to become reflective practitioners. It also facilitates the integration and use of skills, knowledge and attitudes learnt in other modules and from service users and to demonstrate principles of person centred care and interdisciplinary working.

*Assessment: Portfolio*

#### *Applied Anatomy and Physiology*

This module explores the foundations of anatomy, physiology and pathophysiology relevant to healthcare practice. The content includes: a review of the body's systems; human development across the lifespan; an introduction to pathophysiology; and the principles of promoting health and wellbeing.

*Assessment: Unseen written examination*

### *Essence of Care (1)*

This module will enable the trainee to understand the different approaches used to assess and promote a person's health and well being. Trainees will be introduced to the knowledge and skills required for them to become involved in assessment activities and manage care within their area of practice. This module will enable the student to understand and competently perform a range of core clinical skills.

*Assessment: Practice Assessment Document, Objective Structured Clinical Assessment (OSCA)*

### *Developing the Patient Experience*

This module explores the application of professional principles, values and skills to safeguard vulnerable people, optimise the quality of care and enhance the experience of patients/ service users. The content includes the foundations of ethics and law applied to healthcare, as well as the factors influencing effective communication and person-centred care.

*Assessment: Reflection on a patient's story, Communication snapshot*

### *Specialist Skills Development for the Workforce*

This module will enable participants to develop a range of specialist clinical skills relating to the assessment and care of patients/ service users across the lifespan and within different settings.

*Assessment: Review of practice, Practice Assessment Document*

## **Second Year (includes 3 core and 2 pathway specific modules)**

### *Essence of Care (2)*

This module will enable the trainee to build on their understanding of a range of different approaches used to assess and promote a person's health and well being. Students will continue to develop the knowledge and skills required for them to become involved in assessment activities and manage care within their area of practice.

*Assessment: Objective Structured Clinical Assessment (OSCA), Practice Assessment Document*

### *Specialist Practice (Nursing Associate) 1: Long Term Conditions Across the Lifespan*

This module will introduce participants to the principles of working with people across the lifespan who live with complex and/or long term conditions in primary and/or secondary care settings.

*Assessment: Presentation, Structured analysis*

### *Specialist Practice (Nursing Associate) 2: The Deteriorating Patient*

Acutely ill patients/ service users are commonly found across a variety of care settings. Timely recognition, effective assessment and appropriate management are often lacking, leading to suboptimal care and avoidable outcomes. This module aims to equip practitioners with the necessary knowledge and skills to utilise situational judgement to contribute to the delivery of high quality evidence-based care to this challenging patient/ service user group in hospital and community settings.

*Assessment: Unseen written examination, Practice Assessment Document*

### *Enhancing Care*

This module focuses on the acquisition of knowledge and skills for ensuring the delivery of high quality person-centred care. The content will include: leadership and management; supporting learning and assessment in practice; research, development and innovation; and policies and frameworks which support effective care.

*Assessment: Negotiated work contract*

### *Personal and Professional Development 2*

This module is designed to allow trainees to demonstrate that they have acquired the skills and knowledge to practise as a Nursing Associate. It builds on the knowledge and skills gained in year one and enables participants to become reflective and to develop skills for lifelong learning. It will also provide each individual an opportunity to reflect on their developments over the two years of the course.

*Assessment: Portfolio with capstone essay*

**ASSESSMENT CALENDER FOR YEAR 1- (Please see Appendix 2 for cohort specific dates)**

<b>Module title and content</b>	<b>Credit</b>	<b>Assessment components</b>
<b>Personal and Professional Development (1)</b>	15	1. Portfolio, comprises: a. Learning agreement and personal development plan b. 2 x 500 word reflective logs c. 2 reading logs (no word limit)
<b>Applied Anatomy and Physiology</b>	30	Written examination (1.5 hrs)
<b>Essence of Care (1)</b>	30	1. Objective Structured Clinical Assessment (OSCA) (30 minutes)
		2. Practice Assessment Document
<b>Developing the Patient Experience</b>	30	1. Reflection on a Patient's Story (1500 words)
		2. Communication Snapshot (approx. half an hour)
<b>Specialist Skills Development for the workplace (Nursing Associate)</b>	15	1. Review of Practice (1000 words)
		2. Practice Assessment Document

**Shaded areas indicate practice based assessments which are marked as pass/ fail by the mentor(s) in the clinical area.**



**ASSESSMENT CALENDER FOR YEAR 2 - (Please see Appendix 2 for cohort specific dates)**

<b>Module title and content</b>	<b>Credit</b>	<b>Assessment components</b>
<b>Personal and Professional Development (2)</b>	15	1. Portfolio, comprises: a. Learning agreement and personal development plan b. Essay (1500 words) + accompanying evidence of achievement
<b>Essence of Care (2)</b>	30	1. Competency Assessment Document (5 core practice competencies)
		2. Objective Structured Clinical Assessment (OSCA) (30 minutes)
<b>Specialist Practice (1): Long term conditions across the lifespan</b>	30	1. Presentation (10 minutes)
		2. Case Study (1500 words)
<b>Specialist Practice (2): The deteriorating patient</b>	30	1. Exam (1.5 hours)
		2. Competency Assessment Document (5 core competencies)
<b>Enhancing Care</b>	15	1. Negotiated work contract (1500 words)

**Shaded areas indicate practice based assessments which are marked as pass/ fail by the mentor(s) in the clinical area.**

## **Trainee progression**

Successful completion of first year:

- 120 credits at level 4
- stepping off point with Certificate in Healthcare Practice

Successful completion of Second year:

- 120 credits at level 5
- Foundation Degree in Healthcare Practice (Nursing Associate)

## **Supervision and Assessment in Practice**

### **Introduction**

Practice Supervisors and Assessors are responsible for supporting the student's development in the workplace and for assessing skills, competencies and snapshots throughout the Programme. The practice components of the course are informed by the national Nursing Associate Curriculum Framework (Health Education England, 2016) and take into account the need to develop transferable core skills, while also allowing for the diversity of experiences within different clinical areas. The documents used for this purpose (Practice Assessment Documents, and Snapshot) have been adapted from the existing Workforce Development and Pre-registration Nursing Programmes, so will already be familiar to many mentors/ practice assessors.

As per the Standards for Student Supervision and Assessment (NMC 2018) students are supported in practice by Practice Supervisors, Practice Assessors and Academic Assessors. Guidance on these roles in relation to the Practice Assessment Documents and Ongoing Achievement Record can be found in the 'Guide for Practice Assessors and Practice Supervisors – Nursing Associate Programme' [[insert hyperlink](#)]. The responsibilities of the Student/ Practice Supervisor/Practice Assessor/ Academic Assessor can be found in full in the Practice Assessment Documents and are briefly outlined below:

### **Role and responsibilities of the Trainee**

The Trainee is responsible for initiating the learning agreement and following the formative and summative assessment processes outlined in each practice document, and for ensuring that *all* documentation is complete prior to submission. The trainee is also expected to work in partnership with their Practice Assessors, Practice Supervisors and Practice Educators to foster practice / professional success by:

- Seeking help and advice at appropriate times throughout the course
- Completing the appropriate documentation by the agreed deadlines
- Co-ordinating practice assessment visits in conjunction with the Practice Educator and Personal Tutor
- Working 37.5 hours a week in a relevant area of practice
- Adhering to contract of interactions
- Adhering to agreed timetable of interactions
- Behaving professionally at all times

### **Practice Supervisor responsibilities (Registered nurse/nurse associate/ midwife or other registered health/social care professional)**

- Supporting and guiding the student through their learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any

reasonable adjustments the student may need to get maximum benefit from the placement.

- It is your responsibility to contribute to the student's assessment through the recording of regular feedback on their progress towards, and achievement of their proficiencies.
- Providing specific feedback to the Practice Assessor on the student's progress.
- Supervision in other placement areas (i.e. those areas where there are no health/social care registrants)
- Provide student feedback within the PAD on the Record of communication/additional feedback pages.

### **Practice Assessor responsibilities (Registered nurse/nurse associate)**

- Key role in assessing and confirming the student's proficiency providing assurance of student achievements and competence. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum benefit from the placement.
- Observe the student, conduct and record student assessments informed by student reflections, feedback from Practice Supervisors and other relevant people to confirm achievement.
- Liaise with the Academic Assessor scheduling communication at relevant points.
- Take into account sources of evidence that encompass knowledge, skills, attitudes and the views of those receiving when assessing the student.
- Highlight development needs for those not meeting the required standards.
- Instigate an Action Plan if there is a cause for concern or a fitness for practice issue that requires prompt action, and seek guidance from the Academic Assessor and/or senior practice representative.

## **Support Arrangements**

### **Introduction**

As this is a new Programme, support for trainees and their Practice Assessors/ Practice Supervisors/ Designated Practice Educators will be of vital importance. The mechanisms through which support can be given are outlined below.

### **Support for Trainees**

#### *Module Leaders*

Trainees frequently want to know how much detail or depth of knowledge is required in their studies or need clarification relating to their understanding of particular topics. The Module Leader or module team member responsible for teaching a particular topic can usually assist with these kinds of queries. In addition, Module Leaders provide feedback on assignment drafts and can refer trainees to other support systems where appropriate.

#### *Personal Tutorial System*

Each trainee is allocated a Personal Tutor who has a pastoral role. They will meet each trainee individually at least twice per year to review progress, and will also provide timetabled small tutorial group meetings to reflect on practice related issues, that will be co-facilitated with the trainee's designated practice educator.

### *Academic Problems*

Where trainees are experiencing particular academic writing or numeracy problems, needing a level of input which cannot be addressed by the Module Leader or Personal Tutor, they can be referred or self refer to the following:

Learning Support Lecturer  
(one to one or group support with academic writing skills)

Claire Emery  
[C.Emery@sgul.kingston.ac.uk](mailto:C.Emery@sgul.kingston.ac.uk)  
020 8725 0108/ 07876 392674

Senior Lecturer  
(one to one or group support with numeracy skills)

Sharon Urwin  
[S.Urwin@sgul.kingston.ac.uk](mailto:S.Urwin@sgul.kingston.ac.uk)

### *Trainees with disabilities (including dyslexia)*

While it remains the trainee's responsibility to make an initial disclosure, the University tries to make sure there are as many opportunities to disclose a disability as possible. Trainees are invited to contact the Disability Advisor to ensure a smooth transfer of information relating to support needs and potential adjustments to teaching and learning.

The Disability Advisor can:

- Offer advice to staff and trainees about:
  - Adjustments to marking schemes for trainees with disabilities
  - The need to make adjustments to coursework deadlines
  - Adjustments to physical aspects of the environment
- Negotiate adjustments to exams (subject to receipt of appropriate medical/ other evidence 6 weeks in advance of any assessment).
- Offer advice about practical support that may be available to disabled trainees, (including study skills support for dyslexic trainees).

The Disability Advisor can be contacted by emailing [disability@sgul.ac.uk](mailto:disability@sgul.ac.uk) or calling 020 8725 0143

Further information is available via the web link:

<http://www.sgul.ac.uk/studying-at-st-georges/after-youve-applied/students-with-disabilities/>

### *Personal Problems*

In addition to discussing issues with the Personal Tutor, the University also offers a Student Counselling Service (020 8725 3628, [counselling@sgul.ac.uk](mailto:counselling@sgul.ac.uk)), which provides confidential, impartial advice, free of charge.

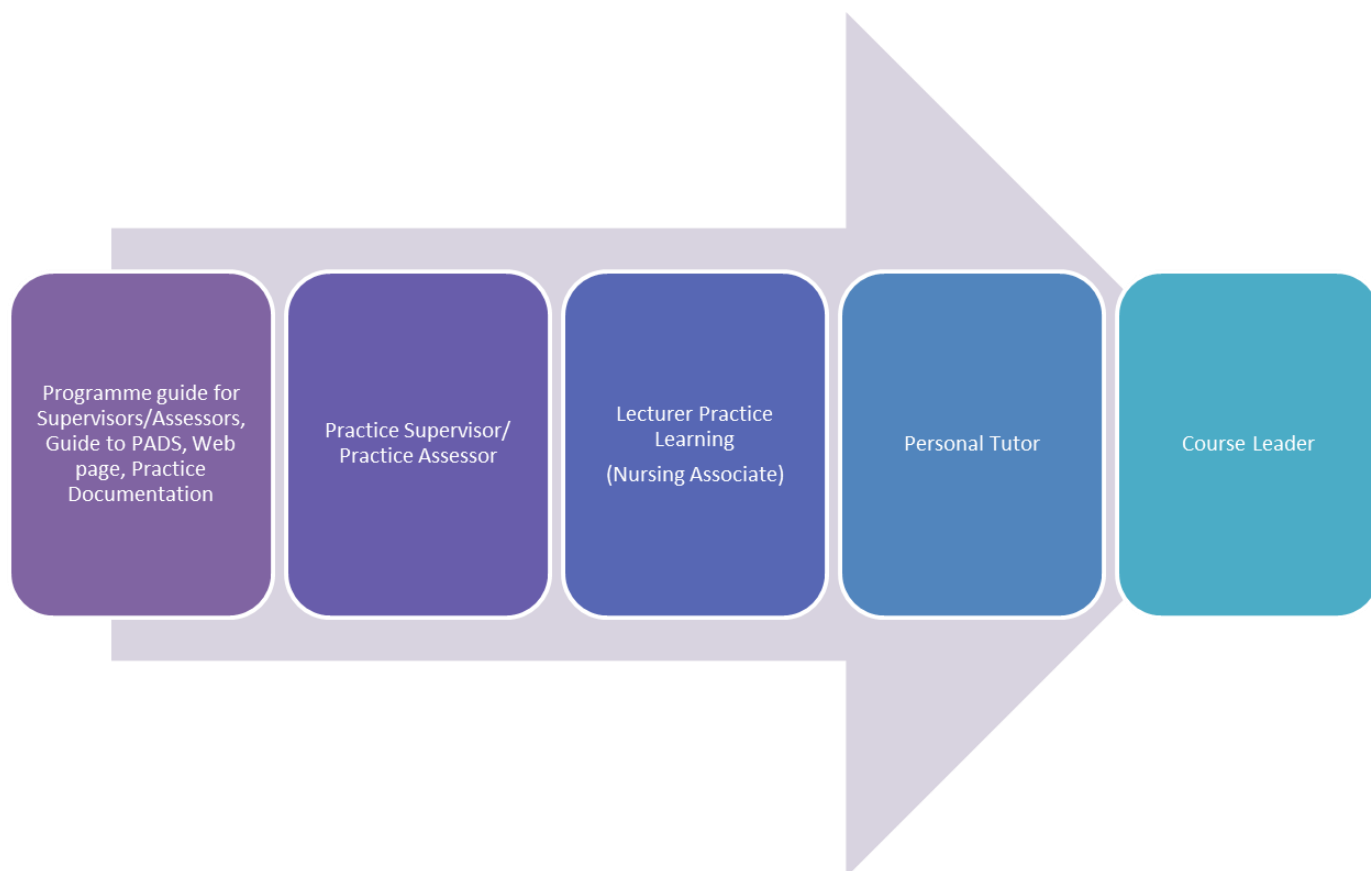
### **Support for Practice Assessors/Practice Supervisors**

Practice Supervisor and Practice Assessor preparation sessions/ updates and the University's webpage will incorporate Foundation Degree programme details, providing a further mechanism for the dissemination of course developments. It is the responsibility of Practice Assessors/Practice Supervisors/ Personal Practice Assessor to read the *Practice Assessor's Handbook* and the practice documents provided to trainees, so they are familiar with the programme and the practice requirements.

Guidance can also be obtained from the Student's Personal Tutor, who has a responsibility to liaise with the Practice Supervisors/ Practice Assessors in the student's Base area, in

order to provide specific advice and support regarding individual students and the course generally. Other sources of support include the Lecturer Practice Learning (Nursing Associate), Link Liaison Lecturers, and the Course Leader.

### Main Resources to Support Practice Assessors/ Practice Supervisors



### Useful Contacts

Title	Contact
Course Director (January 2018 cohort)	Lucie Llewellyn <a href="mailto:L.Llewellyn@sgul.kingston.ac.uk">L.Llewellyn@sgul.kingston.ac.uk</a> 020 8725 0130 / 07880 996459
Course Director (September 2018 cohort)	Jacqueline Chang <a href="mailto:J.Chang@sgul.kingston.ac.uk">J.Chang@sgul.kingston.ac.uk</a> 020 8417 5738 / 07867 741824
Course Director (December 2018 cohort)	Mary Collins <a href="mailto:Mary.Collins@sgul.kingston.ac.uk">Mary.Collins@sgul.kingston.ac.uk</a> 020 8725 0719 / 07825 010 075
Lecturer Practice Learning (Nursing Associate)	Jasmine Burnett <a href="mailto:J.Burnett@sgul.kingston.ac.uk">J.Burnett@sgul.kingston.ac.uk</a>
Foundation Degree Programme Office (General advice relating to day to day programme management)	<a href="mailto:FDHCP@sgul.kingston.ac.uk">FDHCP@sgul.kingston.ac.uk</a> 020 8725 1755

## References

Great Britain. Department of Health, (2000) *The NHS Plan: a plan for investment, a plan for reform*. London: Her Majesty's Stationery Office

Great Britain. Department of Health (2004) *The NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process*. Available at: [http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4090843](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4090843) [Accessed: 05/06/09.]

Health Education England (2017) Nursing Associate Curriculum Framework Available at: [https://hee.nhs.uk/sites/default/files/documents/Nursing%20Associate%20Curriculum%20Framework%20Feb2017\\_0.pdf](https://hee.nhs.uk/sites/default/files/documents/Nursing%20Associate%20Curriculum%20Framework%20Feb2017_0.pdf) [Accessed: 28/08/18]

Nursing and Midwifery Council (2018) Standards of Proficiency for Nursing Associates Available at: <https://www.nmc.org.uk/standards/standards-for-nursing-associates/standards-of-proficiency-for-nursing-associates/> [Accessed: 18/03/2019]

Nursing and Midwifery Council (2018) Realising Professionalism: Standards for education and training. Part 2: Standards for student supervision and assessment. Available at: <https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/> [Accessed: 18/03/2019]

Quality Assurance Agency (2015) *Foundation degree characteristics statement*. Available at: [www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-Characteristics-15.pdf](http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-Characteristics-15.pdf) [Accessed: 01/12/15]

Willis, G. (2015) Shape of Caring: A review of the future education and training of Registered Nurses and Care Assistants. Available at: <https://hee.nhs.uk/our-work/developing-our-workforce/nursing/shape-caring-review> [Accessed: 06/12/16]

**Appendix 1**

**FOUNDATION DEGREE IN HEALTHCARE PRACTICE  
MEETING NOTES**

*To be used for all individual meetings*

**Personal Practice Assessor** .....

**Trainee** .....

**Trainee's Comments** (*refer to learning agreement and reflect on progress since last meeting, including strengths and areas for further development*)

**Trainee's Action Plan** (*objectives to be achieved by next meeting*)

**Signature:**

**Date:**

**Personal Practice Assessor's Comments** (*overall feedback on Trainee's progress and objectives*)

**Signature:**

**Date:**

**Date and time of next meeting:**

# Cohort Specific information



## December 2018 cohort year 1

December cohort, year 1- first week Wednesday and Thursday, and Thursdays thereafter (09.30-16.30) (please note that due to graduation study day will be moved to Wednesday March 13<sup>th</sup>)

### **Induction**

December 19, 20

### **Spring term**

January 10, 17, 24, 31

February 7, 14, 21, 28

March 7, 13, 21, 28

April 4

### **Summer term**

May 2, 9, 16, 23, 30(unseen written exam)

June 6, 13, 20, 27

July 4, 11 (OSCA exam), 18, 25

### **Autumn term**

September 5, 12, 19, 26

October 3, 10, 17, 24, 31

November 7, 14, 21

Please note that retake supervised exams will take place (for those to whom this applies) on the following dates: August 1, September 6 2019

### **Placements:**

18 March – 14 April

2 September – 29 September

28 October – 24 November

**ASSESSMENT CALENDER FOR YEAR 1- December 2018 Cohort**

Shaded areas indicate practice based assessments which are marked as pass/ fail by the mentor(s) in the clinical area.

<b>Module title and content</b>	<b>Dates</b>	<b>Credit</b>	<b>Assessment components</b>	<b>Summative Submission/ Dates</b>
<b>Personal and Professional Development (1)</b>	19 Dec – 19 Sept	15	1. Portfolio, comprises: a. Learning agreement and personal development plan b. 2 x 500 word reflective logs c. 2 reading logs (no word limit)	03/10/19
<b>Applied Anatomy and Physiology</b>	17 Jan- 30 May	30	Written examination (1.5 hrs)	30/05/19 (10-11.30)
<b>Essence of Care (1)</b>	31 Jan – 11 July	30	1. Objective Structured Clinical Assessment (OSCA) (30 minutes)	11/07/19
			2. Practice Assessment Document	10/10/19
<b>Developing the Patient Experience</b>	20 Jun – 21 Nov	30	1. Reflection on a Patient's Story (1500 words)	28/11/19
			2. Communication Snapshot (approx. half an hour)	12/09/19
<b>Specialist Skills Development for the workplace</b>	18 Jul – 17 Oct	15	1. Review of Practice (1000 words)	24/10/19
			2. Practice Assessment Document	05/12/19

## January 2018 cohort year 2

**2018 cohort (year 2) – first week Wednesday and Thursday, and Wednesdays thereafter (09.30-16.30)**

### **Spring term**

January 23, 24, 30

February 6, 13, 20, 27

March 6, 13, 20, 27

April 3

### **Summer term**

April 24

May 1, 8, 15(OSCA exam), 22, 29

June 5, 12, 19, 26 (presentations)

July 3, 10, 17, 24, 31

### **Autumn term**

September 4, 11, 18, 25

October 2, 9, 16, 23, 30(unseen written exam)

November 6, 13, 20, 27

Please note that retake supervised exams will take place (for those to whom this applies) on the following dates: July 5, September 2 2019 & January 15 2020

### **Placements:**

4 February – 3 March

28 May – 23 June

30 September – 27 October

## ASSESSMENT CALENDER FOR YEAR 2- January 2018 Cohort

Shaded areas indicate practice based assessments which are marked as pass/ fail by the mentor(s) in the clinical area.

Module title and content	Dates	Credit	Assessment components	Summative Submission/ Dates
<b>Personal and Professional Development (2)</b>	23 Jan – 27 Nov	15	1. Portfolio, comprises: a. Learning agreement and personal development plan b. 2 x 500 word reflective logs c. 2 reading logs (no word limit)	18/12/19
<b>Essence of Care (2)</b>	23 Jan - 15 May	30	1. Objective Structured Clinical Assessment (OSCA) (30 minutes)	15/05/19
			2. Practice Assessment Document	03/07/19
<b>Specialist Practice (1): Long term conditions across the lifespan</b>	6 Feb – 26 Jun	30	1. Presentation (10 minutes)	26/06/19
			2. Case study (1500 words)	24/07/19
<b>Specialist Practice (2): The deteriorating patient</b>	3 Jul – 30 Oct	30	1. Written examination (1.5 hrs)	30/10/19
			2. Practice Assessment Document	27/11/19
<b>Enhancing Care</b>	31 Jul – 20 Nov	15	1. Negotiated work contract (1500 words)	04/12/19

## September 2018 cohort year 2

**September 2018 cohort (year 2) – first week Monday and Tuesday, and Tuesdays thereafter (09.30-16.30)**

### **Autumn term**

September 23, 24

October 1, 8, 15, 22, 29

November 5, 12, 19, 26

December 3, 10, 17

### **Spring term**

January 7, 14 (OSCA) 21, 28

February 4, 11, 18, 25 (presentation)

March 3, 10, 17, 24

### **Summer term**

April 21, 28

May 5, 12, 19, 26

June 2, 9, 16, 23(unseen written exam) 30

July 7, 14, 21

Please note that retake supervised exams will take place (for those to whom this applies) on the following dates: March 6, April 24, September 3 2020

### **Placements:**

21/10/19-15/11/19

13/1/20-9/2/20

29/6/20-24/7/20

## ASSESSMENT CALENDER FOR YEAR 2- September 2018 Cohort

Shaded areas indicate practice based assessments which are marked as pass/ fail by the mentor(s) in the clinical area.

Module title and content	Dates	Credit	Assessment components	Summative Submission/ Dates
<b>Personal and Professional Development (2)</b>	25 Sep- 21 July	15	1. Portfolio, comprises: a. Learning agreement and personal development plan b. 2 x 500 word reflective logs c. 2 reading logs (no word limit)	11/08/20
<b>Essence of Care (2)</b>	25 Sep- 14 Jan	30	3. Objective Structured Clinical Assessment (OSCA) (30 minutes)	14/01/20
			4. Practice Assessment Document	18/02/20
<b>Specialist Practice (1): Long term conditions across the lifespan</b>	8 Oct- 25 Feb	30	1. Presentation (10 minutes)	25/02/20
			2. Case study (1500 words)	17/03/20
<b>Specialist Practice (2): The deteriorating patient</b>	3 Mar- 23 June	30	1. Written examination (1.5 hrs)	23/06/20
			2. Practice Assessment Document	04/08/20
<b>Enhancing Care</b>	21 Apr- 14 July	15	1. Negotiated work contract (1500 words)	28/07/20

## December 2018 cohort year 2

**December 2018 cohort (year 2) – first week Wednesday and Thursday, and Wednesdays thereafter (09.30-16.30)**

### **Spring term**

January 29, 30

February 5, 12, 19, 26

March 4, 11, 18, 25

April 1

### **Summer term**

April 22, 29

May 6, 13, 20 (OSCA exam), 27

June 3, 10, 17, 24

July 1 (presentations), 8, 15, 22, 29

August 5

### **Autumn term**

September 2, 9, 16, 23, 30

October 7, 14, 21, 28 2, 9, 16, 23, 30

November 4 (unseen written exam) 11, 18, 25

Please note that retake supervised exams will take place (for those to whom this applies) on the following dates: July 10, September 7 2020 & January 21 2021

### **Placements:**

24 February – 22 March

18 May – 14 June

5 October – 1 November

## ASSESSMENT CALENDER FOR YEAR 2- December 2018 Cohort

Shaded areas indicate practice based assessments which are marked as pass/ fail by the mentor(s) in the clinical area.

Module title and content	Dates	Credit	Assessment components	Summative Submission/ Dates
<b>Personal and Professional Development (2)</b>	29 Jan – 25 Nov	15	1. Portfolio, comprises: a. Learning agreement and personal development plan b. 2 x 500 word reflective logs c. 2 reading logs (no word limit)	16/12/20
<b>Essence of Care (2)</b>	29 Jan - 20 May	30	5. Objective Structured Clinical Assessment (OSCA) (30 minutes)	20/05/20
			6. Practice Assessment Document	24/06/20
<b>Specialist Practice (1): Long term conditions across the lifespan</b>	12 Feb – 1 July	30	1. Presentation (10 minutes)	01/07/20
			2. Case study (1500 words)	22/07/20
<b>Specialist Practice (2): The deteriorating patient</b>	8 Jul – 4 Nov	30	1. Written examination (1.5 hrs)	04/11/20
			2. Practice Assessment Document	18/11/20
<b>Enhancing Care</b>	5 Aug – 18 Nov	15	1. Negotiated work contract (1500 words)	02/12/20



