Assessment of students and confirmation of proficiency

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Student assessments are 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.

6. Assessor roles

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Approved education institutions, together with practice learning partners, must ensure that:

6.1all students on an NMC approved programme are assigned to a different nominated academic assessor for each part of the education programme

6.2all students on an NMC approved programme are assigned to a nominated practice assessor for a practice placement or a series of practice placements, in line with local and national policies

6.3nursing students are assigned to practice and academic assessors who are NMC registered nurses with appropriate equivalent experience for the student's field of practice

6.4midwifery students are assigned to practice and academic assessors who are NMC registered midwives

6.5specialist community public health nurse (SCPHN) students are assigned to practice and academic assessors who are NMC registered SCPHNs with appropriate equivalent experience for the student's field of practice

6.6nursing associate students are assigned to practice and academic assessors who are either an NMC registered nursing associate or an NMC registered nurse

6.7students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards

6.8practice and academic assessors receive ongoing support to fulfil their roles, and

6.9practice and academic assessors are expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement, and are supported in doing so.

7. Practice assessors: responsibilities

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Approved education institutions, together with practice learning partners, must ensure that:

7.1practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning

7.2assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors

7.3practice assessors make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection, and other resources

7.4practice assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing

7.5a nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies

7.6there are sufficient opportunities for the practice assessor to periodically observe the student across environments in order to inform decisions for assessment and progression

7.7there are sufficient opportunities for the practice assessor to gather and coordinate feedback from practice supervisors, any other practice assessors, and relevant people, in order to be assured about their decisions for assessment and progression

7.8practice assessors have an understanding of the student's learning and achievement in theory

7.9communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

7.10practice assessors are not simultaneously the practice supervisor and academic assessor for the same student, and

7.11practice assessors for students on NMC approved prescribing programmes support learning in line with the NMC Standards for prescribing programmes.

8. Practice assessors: preparation

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Approved education institutions, together with practice learning partners, must ensure that practice assessors:

8.1undertake preparation or evidence prior learning and experience that enables them to demonstrate achievement of the following minimum outcomes:

8.1.1interpersonal communication skills, relevant to student learning and assessment

8.1.2conducting objective, evidence based assessments of students

8.1.3providing constructive feedback to facilitate professional development in others, and knowledge of the assessment process and their role within it

8.2receive ongoing support and training to reflect and develop in their role

8.3continue to proactively develop their professional practice and knowledge in order to fulfil their role, and

8.4have an understanding of the proficiencies and programme outcomes that the student they assess is aiming to achieve.

9. Academic assessors: responsibilities

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Approved education institutions, together with practice learning partners, must ensure that:

9.1academic assessors collate and confirm student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme

9.2academic assessors make and record objective, evidence-based decisions on conduct, proficiency and achievement, and recommendations for progression, drawing on student records and other resources

9.3academic assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing and confirming

9.4the nominated academic assessor works in partnership with a nominated practice assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies

9.5academic assessors have an understanding of the student's learning and achievement in practice

9.6communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression, and

9.7academic assessors are not simultaneously the practice supervisor and practice assessor for the same student.

10. Academic assessors: preparation

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Approved education institutions, together with practice learning partners, must ensure that academic assessors:

10.1are working towards or hold relevant qualifications as required by their academic institution and local and national policies

10.2demonstrate that they have achieved the following minimum outcomes:

10.2.1interpersonal communication skills, relevant to student learning and assessment

10.2.2conducting objective, evidence based assessments of students

10.2.3providing constructive feedback to facilitate professional development in others, and

10.2.4knowledge of the assessment process and their role within it

10.3receive ongoing support and training to reflect and develop in their role

10.4continue to proactively develop their professional practice and knowledge in order to fulfil their role, and

10.5have an understanding of the proficiencies and programme outcomes that the student they confirm is aiming to achieve.