What do academic assessors do?

Reference: PA1-C Last Updated: 19/12/2018

Academic assessors collate and confirm the student's achievement of proficiencies and programme outcomes in the academic and practice environment for each part of the programme.

As indicated in the section on who academic assessors are, the academic assessor role is structured slightly differently to the practice assessor role. The academic assessor role is expressed to reflect this difference.

The nominated academic assessor will work with a nominated practice assessor to make a recommendation for student progression. The two assessors must take this decision collaboratively, taking into consideration the student's learning and achievement across theory and practice.

Relevant NMC standards for this section

Standards for student supervision and assessment

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

5.8 practice and academic assessors receive ongoing support to fulfil their roles

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

9.2 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

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

9.4 the 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

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

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

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

Standards framework for nursing and midwifery education

R1.4: ensure educators and others involved in supervision, learning and assessment understand their role in preserving public safety

R4.2: act as professional role models at all times

R4.5: respond effectively to the learning needs of individuals

R4.6: are supportive and objective in their approach to student supervision and assessment

R4.7: liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.8: are expected to respond effectively to concerns and complaints about public protection and student performance in learning environments and are supported in doing so

R4.9: receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10: share effective practice and learn from others, and

R4.11: appropriately share and use evidence to make decisions on student assessment and progression

R5.7: curricula are structured and sequenced to enable students to manage their theory and practice learning experience effectively

R5.8: assessment is fair, reliable and valid to enable students to demonstrate they have achieved the proficiencies for their programme

R5.9: adjustments are provided in accordance with relevant equalities and human rights legislation for assessments in theory and practice

R5.10: students are assessed across practice settings and learning environments as required by their programme

R5.11: assessment is mapped to the curriculum and occurs throughout the programme to determine student progression

R5.12: practice assessment is facilitated and evidenced by observations and other appropriate methods

R5.13: students' self-reflections contribute to, and are evidenced in, assessments

R5.14: a range of people including people who use services contribute to student assessment

R5.15: assessment of practice and theory is weighted appropriately to the programme, and

R5.16: there is no compensation in assessments across theory and practice.

Standards for prescribing programmes

4.7: provide constructive feedback to students throughout the programme to support their development as necessary for meeting the RPS competencies and programme outcomes

4.8: assess the student's suitability for award based on the successful completion of a period of practice based learning relevant to their field of prescribing practice

Standards for post-registration programmes

4.7: provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:

4.7.1: their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,

4.7.2: SCPHN public health nurse,

4.7.3: their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or

4.7.4: other specified field(s) of community nursing SPQ in health and social care

4.8: ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met, and

4.9: assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:

4.9.1: their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,

4.9.2: SCPHN public health nurse practice,

4.9.3: their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or

4.9.4: other specified field(s) of practice for the community nursing SPQ in health and social care

Standards for pre-registration nursing associate programmes:

4.4: provide students with constructive feedback throughout the programme to support their development

4.5: ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

4.7: ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

4.8: assess students to confirm proficiency in preparation for professional practice as a registered nurse

4.9: ensure that there is equal weighting in the assessment of theory and practice, and

4.10: ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in Standards of proficiency for registered nurses.