



PARTNERS

in

HEALTH

University of Tasmania Faculty of Health Science
& Department of Health and Human Services

POLICY AND GUIDELINES FOR PRECEPTORS/ASSESSORS AND PROVIDERS

NURSING BOARD OF TASMANIA ANNUAL EVIDENTIARY REQUIREMENTS FOR PRECEPTORS/ASSESSORS

Purpose

To inform the nursing profession including preceptors, providers and organisations of the process required to ensure consistency in providing evidence to the Nursing Board of Tasmania (NBT) by registered nurses to maintain their preceptor's/assessor's status on a yearly basis.

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DEFINITIONS

Provider

A provider is a registered nurse who has the appropriate qualifications and experience and who has submitted an application to the NBT and been approved to provide a Board-accredited Preceptor Program.

Preceptor/Assessor

A preceptor/assessor is a registered nurse who as part of his/her role provides facilitation of learning in the clinical practice setting to a range of learners such as undergraduates, graduate nurses, enrolled nursing students and postgraduate students. As a component of the preceptor role the registered nurse assesses the learner's practice against the relevant ANMC or other relevant Competency Standards.

Organisations

An organisation is a health care facility in the public, private or aged care sector or education facility which is responsible for facilitating the provision of learning in the practice setting for a range of learners utilising a preceptor support model.

PREAMBLE

The policy and guidelines have been developed to reflect the various roles that NBT preceptors/assessors may undertake within nursing and midwifery services when providing preceptorship and assessment for a range of learners.

The role of the NBT preceptors/assessors is to utilise the Australian Nursing and Midwifery Council National Standards for Registered and Enrolled Nurses, the College of Midwives Incorporated Competency Standards for Midwives or other advanced competency standards when assessing the learner in practice. The learner groups include undergraduate nurses, student enrolled nurses, postgraduate nursing students, re-entry to practice nursing students and nurses undertaking other approved NBT programs and specific performance management programs.

Using the relevant competency standards, the evidence collected to determine competence may take the form of **comprehensive** episodes of practice that provide sufficient detail to enable the competencies to be demonstrated. This will require the preceptors/assessors to provide feedback upon a rich description of a range of nursing/midwifery activities performed over a shift thereby enabling a broader scope of practice to be assessed.

Other forms of evidence may be used, such as assessing the student's/nurse's/midwife's response during clinical scenarios or during direct observation of practice.

An important part of the preceptor's/assessor's role is to facilitate reflection and self-assessment by learners at undergraduate and postgraduate level; therefore, when assessing a student/nurse/midwife there must be the opportunity for them to reflect on their performance with the preceptors/assessors and document and evaluate their actions. Following this the preceptors/assessors document the student's/nurse's/midwife's performance of the activity/ies demonstrated.

The final outcome of assessment will be evidence of the nurse's/midwife's competence against the relevant nursing or midwifery or other relevant Competency Standards.

GUIDELINES

Preceptor/assessor responsibilities

Provide evidence of having maintained preceptor/assessor status to the preceptor program provider annually. The preceptors/assessors should maintain a professional portfolio in which the preceptor's/assessor's annual evidence is kept. The submitted evidence may take one of two forms:

Option One

- Submit evidence of having assessed two (2) nurses/midwives (student or registered) during the previous twelve (12) month period; and
- For each of the two (2) nurses/midwives assessed, they are required to provide two (2) **comprehensive** episodes of practice, each clearly identifying the ANMC/ACMI or other competency elements described in the episode of practice; and
- A competency summary document or specific preceptor program report such as used for midwifery student summaries, to be provided for each of the two (2) nurses/midwives assessed.

Option Two

- Submit evidence of having undertaken a **comprehensive** assessment of one (1) nurse/midwife (student or registered) during the previous twelve month (12) period; and
- Submit a list of education sessions attended which have preceptorship as the focus; and

- Include a list of nurses who have been precepted by the preceptor/assessor during the previous twelve (12) months. This should include timeframes of the relationship, designation of the nurse e.g. undergraduate or postgraduate or other, and a sample of one (1) piece of documented feedback provided to one (1) of the nurses.

Program provider responsibilities

1. If a preceptor/assessor completes a preceptor program in a one-year period they are required to provide annual evidence to their program provider each year.
2. Ensure that the evidence submitted by preceptors/assessors meets the NBT requirements and is submitted each year.
3. Provide feedback to the preceptor/assessor within one month of receipt of the preceptor's/assessor's annual evidence and return evidence.
4. Maintain a data base including name of preceptor/assessor, organisation, program participation date, date of completion of assessment requirements, date of submission of annual evidence.
5. Provide a monthly data base print out to the organisation's Director of Nursing or manager.
6. Submit the names of registered nurses/midwives who have provided their annual evidence to the Partners in Health State-wide Nurse Preceptor Education Program Steering Committee by 30 November each year.
7. Submit an annual report by the 30 November each year to the Partners in Health State-wide Nurse Preceptor Education Program Steering Committee who will compile an overall report to the NBT by the 31 January each year.

The report submitted to the Steering Committee is to include the number of programs conducted, evaluation outcomes, participant numbers, etc.

Nursing Board of Tasmania (NBT) responsibilities

1. Notify individual preceptors/assessors of their approval status for the following year.
2. Provide a list of the approved preceptors/assessors to program providers.
3. Conduct annual random audit of preceptors/assessors as a quality process for maintenance of standards by both preceptor program providers and preceptors/assessors. This will be undertaken through liaison with the relevant program provider.
4. Consult with preceptor program providers when issues of standards not being met are identified.

Organisation's responsibilities

1. Liaise with the organisation's program providers and preceptors.
2. Provide appropriate support and resources to the organisation's program providers and preceptors.
3. In the event that an organisation does not have its own preceptor program provider, the staff development nurse is responsible for the collection of the organisation's preceptor evidence for forwarding to the NBT annually by 31 December.

**STATEWIDE PROCESS FOR MAINTENANCE OF NURSING BOARD OF TASMANIA (NBT)
APPROVAL AS A PRECEPTOR/ASSESSOR**

Preceptors/assessors submit annual evidence requirements to preceptor program provider when renewing practising certificate each year



Program provider checks that the evidence complies with NBT requirements and submits names to the Board each year



Program provider provides feedback to preceptors/assessors within 1 month of receipt of evidence and returns evidence to preceptors/assessors



Preceptors/assessors maintain evidence in their portfolio/records



NBT notifies preceptors/assessors of their status by letter and provides a list of approved preceptor/assessors to program provider



Program provider submits an annual report to the PIH Statewide Nurse Preceptor Education Program Steering Committee by 30 November each year and includes in report the number of preceptor/assessor programs conducted, evaluation summaries, numbers of participants, demographics etc.

Please note:

The Nursing Board of Tasmania may conduct an annual random audit of preceptors/assessors to ensure that program providers and the preceptors/assessors are maintaining standards. Any issues of standards not being met are discussed by the Board in collaboration with the program provider.

Preceptor/Assessor Competency Feedback Summary Sheet

This sheet is to be used to provide a summary report on the competency assessment process.
The assessor and assessed nurse/midwife must sign the report prior to submission.
Constructive feedback should be included in the report.

Location: _____ **Preceptor/Assessor:** _____

Strengths noted and/or improvements achieved during period of assessment

Competencies demonstrated during assessment

Professional/Ethical: _____

Critical Thinking/Analysis: _____

Management of Care: _____

Enabling: _____

**Areas for further development/needs identified
(include strategies for improvement that you have discussed with the nurse/midwife
being assessed)**

Professional Judgement re Competence

Signature of Preceptor/Assessor: _____ **Date:** / /

Assessee Self Evaluation Sheet

This sheet is to be used by the assessed nurse/midwife to provide a self-evaluation of the competency assessment process. The nurse/midwife and the Preceptor/Assessor must sign the report prior to submission.

Designation of nurse/s being assessed

Undergraduate student Student Enrolled Nurse Postgraduate student

RN EN RM Re-entry Other please name _____

Strengths noted and/or improvements achieved during period of assessment

Competencies identified during assessment

Professional/Ethical:

Critical Thinking/Analysis:

Management of Care:

Enabling:

Areas for further development/needs identified

Comments

Signature of Nurse/Midwife/Student: _____ **Date:** / /

Nursing Board of Tasmania Preceptor/Assessor Annual Evidence Cover Sheet

- a) Please staple completed cover sheet to the evidence you are submitting and return to your Preceptor Program Provider. Please print your name clearly.

Name of Applicant: _____ NBT Registration Number: _____

Contact Details: _____

Phone Number: _____

Prior to submitting your annual evidence check that you have provided either:

- Evidence of having assessed two (2) nurses/midwives (student or registered) during the previous 12 month period and each of the two (2) nurses/midwives have provided two (2) **comprehensive** episodes of practice (or student skills assessment sheets) clearly identifying the ANMC/ACMI or other competency elements described in their two episodes of practice.
- A competency summary document or preceptor report used for specific programs to be provided for each of the 2 nurse/midwives assessed.

OR

- Evidence of having undertaken a **comprehensive** assessment of one (1) nurse/midwife (student or registered) during the previous twelve month (12) period.
- A list of education sessions attended which have Preceptorship as the focus.
- Include a list of nurses who you have precepted during the previous twelve (12) months. This should include timeframes of the relationship, designation of the nurse e.g. undergraduate or postgraduate or other, and a sample of one (1) piece of documented feedback provided to one (1) of the nurses.

Office Use Only			
Date received:	/	/	Date actioned / /
Approval:	Yes []		No []
Details of follow up if required:			

Date data entered on data base	/	/	
Data base entry completed:	Yes []		No []
Date evidence returned to applicant:	/	/	