# 

**Student Practice Assessment Document**

**LEVEL 5**

2025-2026

Version 3

School of Health and Social Care

[**www.glos.ac.uk**](http://www.glos.ac.uk/)

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| Name: |  |
| Cohort Year: |  |

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Practice educator

Name………………………………………………………………………………………

Contact details……………………………………………………………………………

**Introduction to Practice Assessment**

The clinical setting will underpin the practice-based modules and will provide an opportunity to undertake practical application of the professional and technical skills necessary for you to provide excellent patient care.

**Practice Setting**

You will be located in an Ophthalmic Imaging department where you will build up your clinical competency over time. The experiences you gain will enable you to learn the daily operations required of an Ophthalmic Imaging role. A variety of different teaching approaches will be used during your time in practice. These aim to facilitate your learning and support your formative and summative competency assessments. Activities will include a mixture of tutorials in practice, one to one working with a registered healthcare professional, e-learning and independent study.

**Preparation for your practice-setting**

In order to prepare for your practice-setting, please ensure you have read the Practice-setting handbook carefully and are clear on the objectives you need to achieve. During your time in clinic, you will need to undertake a variety of tasks that will support your development. Collectively, these activities make up your professional portfolio assessment.

**Supervision within the Practice-setting**

During your time in your practice-setting, you will be supervised by an experienced member of the Ophthalmology team who will be your Practice educator. They will be responsible for your practice-education; overseeing your practice-based training and competency sign-off. They will be your main point of contact throughout your time in clinic. They will hold monthly meetings with you to discuss your progress and any concerns you may have. Bimonthly meetings will also be undertaken in tandem with your University practice-setting supervisor to discuss your progress and any concerns from an academic and/or practice-setting viewpoint.

**Acting with Professionalism**

During your time in practice, you should act with professionalism, be courteous and respect the values and beliefs of all individuals you meet. During this time you will be representing the University and the reputation of the course and therefore, we expect you to uphold excellent behaviour throughout your University training and beyond.

You might also find it useful to refer to the [Student Charter](http://www.glos.ac.uk/life/pages/student-charter.aspx) which sets out the standards of service that students can expect from the University of Gloucestershire together with expectations that the University reasonably has of its students.

Conduct of students preparing to register as Healthcare Science Practitioners should include due care and attention to the appropriate use of social media, thinking through issues and acting professionally, ensuring public protection at all times. Please read the Academy of Healthcare Science [Guidance for the Use of Social Media](https://www.ahcs.ac.uk/registration-guidance/dsocial-media-guidance-for-registrants/) for more details.

**Professional Practice Standards**

All accredited programmes have professional standards which students must adhere to. You will find those related to the Academy of Healthcare Science registration [here](https://www.ahcs.ac.uk/standards/).

You are bound by these professional codes of conduct and behaviour throughout your studies but also in your personal life too. In addition, you are expected to adhere to the codes of conduct and behaviour related to your practice-setting. Where standards are not upheld, there may be negative consequences that impact your fitness to practice and effect your ability to complete your studies and/or your ability to apply for registration with the Academy of Healthcare Science upon graduation.

The University has a Faculty Fitness to Practice Committee which responds to concerns about professional conduct not being upheld. The committee is designed to ensure students are fit for registration and fit to practice. A referral to this Committee may be due to conduct demonstrated whilst at University, during your practice-education time, or whilst away from either of these activities, for example during personal time. Concerns regarding practice areas should always be brought to the attention of your mentor or personal tutor in the first instance.

**Assessment**

Whilst you are in your practice-setting, you will be undertaking various tasks which make up the summative assessments for your Workbased learning modules (HP4001, HP5001, and HP6001). The activities will also help you gain Ophthalmic Imaging-specific experiences and will therefore also supplement learning across your skills-based modules (HP4007, HP4008, HP5004, HP5005, and HP6004).

During level 5, you will build upon knowledge gained in level 4 by applying knowledge and skills learnt to a wider and more complex range of clinical situations. You will be expected to begin recognising pathological changes within the results they obtain. You will look at basic patient pathways and how they can use diagnostic techniques to support patient investigation and subsequent outcomes. Specifically, you will develop their understanding of quality standards further; evaluating the limitations of investigative techniques and how this applies to clinical investigation. You will begin to show an ability to work effectively with others, contribute to evidence-based improvements, and use justifiable reasoning skills for their clinical decisions. Your level 5 Workbased Learning module (HP5001) allows you to showcase this learning within a professional portfolio of evidence. The tasks that you will need to complete to build your portfolio are underpinned by the Standards of Good Scientific Practice (2021).

In order to complete and pass your practice-based portfolio you will need to successfully complete each of the following four parts:

1. **Part 1 – Continuous Personal and Professional Development (Task 1 and Task 2) –** A log of your initial personal development plan and subsequent continuous personal and professional development needs to be kept throughout your practice-based education. This part of your portfolio needs to include evidence of your reflective practice across the other assessment activities.
2. **Part 2 – Ophthalmic Imaging Techniques Logbook (Task 3) –** All numbers for each technique will need to be completed and the record entered into the portfolio. There is an expectation that at least half of these numbers will be completed unassisted.
3. **Part 3 – Clinical Practice Activities (Task 4, Task 5, Task 6, Task 7, Task 8, Task 9, and Task 10) –** Workbased Tasks, Direct Observations of Practice, and Case-Based Discussions will be used to assess this part of your portfolio. You will be given formative feedback following each task to help you develop your practice over time. If needed, you will get 2 attempts at achieving each activity. If you are unsuccessful at second attempt, then this part of your portfolio will be a fail for the exam board. Once each task is complete then the documentation should be entered into your portfolio.
4. **Part 4 – Colleague Feedback (Task 11 and Task 12) –** You need to gain feedback from 2 colleagues whom you have worked with collaboratively during your second year. This feedback does not have to reach a certain standard, it is included to help you learn. Once you have completed it then it needs to be entered into your portfolio.

Each Practice Educator will use their own professional judgement to ensure that you reach the minimum standard expected of you for each task. Failure to successfully complete your 12 tasks will mean that your practice-based assessments will not be complete. You will therefore not complete the course and cannot proceed to registration with the Academy of Healthcare Science.

**Part 1 – Continuous Personal and Professional Development**

For this part of your portfolio, you need to complete the following tasks:

**Task 1 – Personal Development Plan**

1. Review yourself against your professional standards. You should ensure to include a specific review of the personal development plan you made in year 1.
2. Complete a self-analysis of the progress you have made since the start of your programme; identifying your strengths and areas needing development.
3. In discussion with your Practice Educator, produce a new personal development plan for year 2 that will help you work towards professional competency during your practice-education period.
4. Document your personal development plan on the template below.

**Task 2 – Continuous Personal and Professional Development (CPPD) Competency Log**

1. Keep a reflective log of your CPPD activities using the template below.
2. As a minimum, CPPD Activities for Level 5 students must include the following:
   1. Minimum Level 2 proof of Maths and English *(includes completion of Functional Skills exams where applicable)*
   2. Participation in 2 Multi-Disciplinary meetings
   3. Participation in 1 quality incident
   4. Participation in 1 sensitive communication
   5. Participation in 1 complaint/conflict
   6. Participation in 1 quality audit
   7. Visit to a further 2 different Healthcare Science disciplines. Year 2 visits should relate to the wider departments which support your patient pathways
   8. Reflection following participation and review of Year 3 dissertation showcase *(showcase held during Block 2)*

**Personal Development Plan/CPPD Competency Log TEMPLATE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Personal Development Plan** | | | |
| **Student name:** | | | |
| **COVERING THE PERIOD FROM:** |  | **TO:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What are my actions?** | **What will I do to achieve this?** | **What resources or support will I need?** | **What will my success criteria be?** | **Target dates for review and completion** |
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| --- | --- | --- | --- |
| **Continuous Personal and Professional Development (CPPD) Competency Log** | | | |
| **Student name:** | | | |
| **COVERING THE PERIOD FROM:** |  | **TO:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **What** | **So What** | **Now What** | **GSP Mapping** |
|  |  |  |  |  |
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**Part 2 – Ophthalmic Imaging Techniques Logbook**

For this part of your portfolio, you need to successfully complete a log of the Ophthalmic techniques that you are carrying out. There are 6 different techniques for you to log.

**Task 3 – Ophthalmic Imaging Techniques Logbook**

1. With support from your Practice Educator, complete workbased training on each of the techniques below.
2. Your Practice Educator must sign to confirm whether you completed the technique ‘assisted’ or ‘unassisted’. At least half of those logged, in each section, should be recorded as unassisted.
3. For techniques to be classed as ‘unassisted’, you are expected to:

* accurately select the equipment needed for the technique,
* prepare the equipment and the patient for the technique; including checking the equipment and environment is safe, confirming patient identification, and gaining patient consent
* accurately complete the technique
* accurately record the results
* consider quality standards and limitations of the technique
* recognise basic pathological findings

1. Log at least 10 examples of you completing each technique. Each example should be used as a learning opportunity for you to receive informal feedback from the Practice Educator.
2. Reflect on the feedback you received from your Practice Educator and, if appropriate, add to your CPPD log. **NOTE.** You are not expected to reflect upon all 60 techniques but rather those which offered the most insightful learning.

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| --- | --- | --- | --- | --- | --- |
| **Number** | **Comments** | | | | |
| Technique 1 – Perform OCT-A Scan | | **Assisted**  **(Y/N)** | **Unassisted**  **(Y/N)** | **Practice Educator Signature** | **Date** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |
| 7 |  |  |  |  |  |
| 8 |  |  |  |  |  |
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| 10 |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Number** | **Comments** | | | | |
| Technique 2 – Perform Corneal Topography test | | **Assisted**  **(Y/N)** | **Unassisted**  **(Y/N)** | **Practice Educator Signature** | **Date** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
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| 6 |  |  |  |  |  |
| 7 |  |  |  |  |  |
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| --- | --- | --- | --- | --- | --- |
| **Number** | **Comments** | | | | |
| Technique 3 – Perform Optical Biometry | | **Assisted**  **(Y/N)** | **Unassisted**  **(Y/N)** | **Practice Educator Signature** | **Date** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
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| **Number** | **Comments** | | | | |
| Technique 4 – Perform Fundus Autofluorescence Imaging | | **Assisted**  **(Y/N)** | **Unassisted**  **(Y/N)** | **Practice Educator Signature** | **Date** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
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| --- | --- | --- | --- | --- | --- |
| **Number** | **Comments** | | | | |
| Technique 5 – Perform Anterior Segment Optical Coherence Tomography Scan | | **Assisted**  **(Y/N)** | **Unassisted**  **(Y/N)** | **Practice Educator Signature** | **Date** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
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| --- | --- | --- | --- | --- | --- |
| **Number** | **Comments** | | | | |
| Technique 6 – Perform Specular Microscopy | | **Assisted**  **(Y/N)** | **Unassisted**  **(Y/N)** | **Practice Educator Signature** | **Date** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
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**Part 3 – Clinical Practice Activities**

For this part of your portfolio, you need to complete the following tasks:

**Task 4 – Workbased Task – Equipment Maintenance**

1. Review the department’s equipment maintenance protocol.
2. In discussion with your Practice Educator, select a piece of equipment to complete routine maintenance on.
3. Complete a formal record of the maintenance and send to your Practice Educator for review. You should ensure to include your reasoning for any recommendations/actions.
4. Reflect on the feedback you received from your Practice Educator and add to your CPPD log.

**Task 5 – Direct Observation of Practice 1 – Corneal Topography**

1. In discussion with your Practice Educator, arrange a date for your Direct Observation of Practice assessment.
2. Undertake Direct Observation of Practice using the form below.
3. Reflect on the feedback you received from your Practice Educator and add to your CPPD log.

**Task 6 – Direct Observation of Practice 2 – Optical Biometry**

1. In discussion with your Practice Educator, arrange a date for your Direct Observation of Practice assessment.
2. Undertake Direct Observation of Practice 2 using the form below.
3. Reflect on the feedback you received from your Practice Educator and add to your CPPD log.

**Task 7 – Direct Observation of Practice 3 – Fundus Autofluorescence Imaging**

1. In discussion with your Practice Educator, arrange a date for your Direct Observation of Practice assessment.
2. Undertake Direct Observation of Practice 3 using the form below.
3. Reflect on the feedback you received from your Practice Educator and add to your CPPD log.

**Task 8 – Direct Observation of Practice 4 – Anterior segment Optical Coherence Tomography**

1. In discussion with your Practice Educator, arrange a date for your Direct Observation of Practice assessment.
2. Undertake Direct Observation of Practice 4 using the form below.
3. Reflect on the feedback you received from your Practice Educator and add to your CPPD log.

**Task 9 – Case Based Discussion**

1. Select an interesting case from your Level 5 practice to use as your Case Based Discussion assessment. You should look to ensure that the case will allow you to showcase your applied understanding of basic ophthalmic imaging investigation.
2. In discussion with your Practice Educator, arrange a date for your Case-Based Discussion.
3. Undertake Case-Based Discussion using the form below.
4. Reflect on the feedback you received from your Practice Educator and add to your CPPD log.

**Task 10 – Observed Clinical Event**

An Observed Clinical Event is an observation of you communicating results. This is normally communicating to a patient but could also be communicating to a senior member of staff.

1. Select a level 5 technique to use as your Observed Clinical Event assessment.
2. In discussion with your Practice Educator, arrange a date for your Observed Clinical Event assessment.
3. Undertake the Observed Clinical Event using the form below.
4. Reflect on the feedback you received from your Practice Educator and add to your CPPD log.

**Direct Observation of Practical Skills TEMPLATE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student name:** |  | **Student’s signature:** |  |
| **Procedure type:** |  | **Procedure date:** |  |
| **Practice Educator name:** |  | **Practice Educator signature:** |  |
| **Practice Educator’s position:** |  | **Outcome:** | **Satisfactory/Unsatisfactory** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Difficulty of the procedure** | **Low** | **Average** | **High** |
| **Number of times procedure has been**  **performed ‘unassisted’ by student prior to today’s observation** | **1–4** | **5–9** | **>10** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Please grade the following areas using the scale below**  1Please mark this if you have not observed the behaviour | **Below expectation** | **Borderline** | **Meets expectation** | **Above expectation** | **Unable to comment1** |
| **1. Understands scientific principles of procedure, including basic science underpinning it** |  |  |  |  |  |
| **2. Has read, understands and follows the appropriate standard operating procedures, risk and COSHH assessments, and any other relevant health and safety documentation** |  |  |  |  |  |
| **3. Understands and applies the appropriate internal and external quality control associated with the procedure** |  |  |  |  |  |
| **4. Understands the risks associated with items of equipment and uses them appropriately** |  |  |  |  |  |
| **5. Completes associated documentation accurately** |  |  |  |  |  |
| **6. Output meets accepted departmental/professional standards** |  |  |  |  |  |
| **7. Carries out the procedure within the appropriate time frame** |  |  |  |  |  |
| **8. Is aware of the limitations of the test** |  |  |  |  |  |
| **9. Demonstrates awareness of the limits of responsibility and when to seek advice** |  |  |  |  |  |
| **10. Professionalism** |  |  |  |  |  |
| **Feedback:** | **Actions:** | | | | |

**Case Based Discussion TEMPLATE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student name:** |  | **Student’s signature:** |  |
| **Brief description of Case:** |  | **Discussion date:** |  |
| **Practice Educator name:** |  | **Practice Educator signature:** |  |
| **Practice Educator’s position:** |  | **Outcome:** | **Satisfactory/Unsatisfactory** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Difficulty of the procedure** | **Low** | **Average** | **High** |
| **Number of times procedure has been**  **performed ‘unassisted’ by student prior to today’s observation** | **1–4** | **5–9** | **>10** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Please grade the following areas using the scale below**  1Please mark this if you have not observed the behaviour | **Below expectation** | **Borderline** | **Meets expectation** | **Above expectation** | **Unable to comment1** |
| **1. Understands clinical and/or scientific principles relevant to case/scenario** |  |  |  |  |  |
| **2. Can discuss relevant health and safety issues** |  |  |  |  |  |
| **3. Can discuss the procedures used to obtain the results** |  |  |  |  |  |
| **4. Can discuss the quality control procedures to ensure the result is accurate** |  |  |  |  |  |
| **5. Demonstrates a knowledge of relevant ‘Best Practice’ guidelines and other policies relevant to the scenario** |  |  |  |  |  |
| **6. Can discuss the significance of routine patient results with reference to the reasons for referral** |  |  |  |  |  |
| **7. Is aware of, and can use as required, appropriate resources to aid in the interpretation of results** |  |  |  |  |  |
| **8. Is aware of the importance of the audit trail and can complete the audit trail accurately** |  |  |  |  |  |
| **9. Demonstrates awareness of the limits of responsibility and when to seek advice** |  |  |  |  |  |
| **10. Professionalism** |  |  |  |  |  |
| **Feedback:** | **Actions:** | | | | |

**Observed Clinical Event TEMPLATE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student name:** |  | **Student’s signature:** |  |
| **Brief description of Clinical Event:** |  | **Clinical Event date:** |  |
| **Practice Educator name:** |  | **Practice Educator signature:** |  |
| **Practice Educator’s position:** |  | **Outcome:** | **Satisfactory/Unsatisfactory** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Please grade the following areas using the scale below**  1Please mark this if you have not observed the behaviour | **Below expectation** | **Borderline** | **Meets expectation** | **Above expectation** | **Unable to comment1** |
| **1. History Taking – *Does the student obtain the information required prior to undertaking a procedure from the patient or a clinical colleague?*** |  |  |  |  |  |
| **2. Communication skills – *Does the student use language appropriate to the situation when explaining or discussing an aspect of clinical care? Do they check the understanding of the patient?*** |  |  |  |  |  |
| **3. Clinical examination skills – *Does the student undertake the clinical skill correctly?*** |  |  |  |  |  |
| **4. Clinical judgement – *Is the procedure correct for the required outcome?*** |  |  |  |  |  |
| **5. Scientific judgement – *Was the choice of equipment appropriate for the required outcome, has it been correctly calibrated and any necessary settings correctly applied?*** |  |  |  |  |  |
| **6. Professionalism – *Did the student introduce themselves and their role using appropriate language, considering any patient confidentiality or ethical issues?*** |  |  |  |  |  |
| **7. Organisation and efficiency – *Was the student well organised and efficient; ensuring all record keeping was appropriate and accurate? Did they keep to time and ensure accurate recording of results? Did they process the results in a timely fashion?*** |  |  |  |  |  |
| **8. Overall clinical care – *Did the student show respect, empathy and compassion for the patient and/or recognise the importance of the procedure/test within the care pathway for the patient where the test contributes to a diagnosis, treatment or management?*** |  |  |  |  |  |
| **Feedback:** | **Actions:** | | | | |

**Part 4 – Colleague Feedback**

For this part of your portfolio, you need to complete the following tasks:

**Task 11 – Colleague Feedback 1**

1. Following a period of teamwork, ask your Practice Educator to facilitate some feedback from one of the team using the template below. The chosen colleague should be someone who is more senior than you.
2. Reflect on the feedback you received from your colleague and add to your CPPD log.

**Task 12 – Colleague Feedback 2**

1. Following a period of teamwork, ask your Practice Educator to facilitate some feedback from one of the team using the template below. The chosen colleague should be someone who is more senior than you.
2. Reflect on the feedback you received from your colleague and add to your CPPD log.

Colleague Feedback TEMPLATE

|  |  |
| --- | --- |
| Name of Student: |  |
| Brief description of the teamworking activity: |  |

Please answer the questions thoroughly and truthfully to support your colleague’s development. Your feedback will be kept anonymous. Thankyou for your participation.

Use the following scale, thinking specifically of the student you are providing feedback about.

**1 = Never 2 = Sometimes 3 = Most of the Time 4 = Always NE = No experience**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **Complies with departmental policies, procedures and values** | **1** | **2** | **3** | **4** | **NE** |
| **2** | **Is professional and courteous when communicating with others** | **1** | **2** | **3** | **4** | **NE** |
| **3** | **Demonstrates a willingness to listen to what others have to say** | **1** | **2** | **3** | **4** | **NE** |
| **4** | **Demonstrates respect for the work and ideas of others** | **1** | **2** | **3** | **4** | **NE** |
| **5** | **Is considerate of the needs of others** | **1** | **2** | **3** | **4** | **NE** |
| **6** | **Follows through with tasks and responsibilities in an appropriate and timely manner** | **1** | **2** | **3** | **4** | **NE** |
| **7** | **Represents the department in a positive manner when interacting with external staff/visitors** | **1** | **2** | **3** | **4** | **NE** |
| **8** | **Contributes to departmental research/improvement activities** | **1** | **2** | **3** | **4** | **NE** |
| **9** | **Provides a sufficient handover of tasks to those taking over from them** | **1** | **2** | **3** | **4** | **NE** |
| **10** | **Is willing to accept responsibility for his or her own actions** | **1** | **2** | **3** | **4** | **NE** |