



SEEKING A CREATIVE VIDEOGRAPHER

PROJECT:

ORIENTATION TO A NURSING SIMULATION LAB ASSESSMENT

The Nursing Community Assessment Service
(An initiative of the College of Registered Nurses of British Columbia)
2855 Arbutus St.
Vancouver, B.C.
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Submission Deadline Due Date: February 12, 2018

1. INTRODUCTION

A. THE CHALLENGE

The Nursing Community Assessment Service seeks a creative videographer with pre-production, production and post-production experience to develop and produce a set of six short videos orienting assessment clients to our simulation lab facility, to our competency assessment, and to what to expect on assessment day. Film and media arts students with a demonstrated body of work are also encouraged to apply. Submission deadline: **Noon, February 12, 2018.**

B. GENERAL INFORMATION ABOUT NCAS

The Nursing Community Assessment Service assesses the competencies of nurses and health care assistants seeking to register and work in British Columbia. With its unique dual-track capability, it offers a consistent, three-part assessment aimed at evaluating the extent to which nurses and healthcare assistants can demonstrate the entry-level competencies required for safe, ethical and effective health care practice.

On behalf of three nursing regulators – the College of Licensed Practical Nurses of BC, the College of Registered Nurses of BC, and the College of Registered Psychiatric Nurses of BC – and the BC Care Aide & Community Health Worker Registry, NCAS assesses the nursing-related competencies of:

- Internationally-educated nurses and health care assistants in order to determine substantial equivalence
- Registered nurses and health care assistants undergoing a competency review by their employer
- Previously registered nurses and health care assistants who are returning to practice
- Out of province health care assistants seeking registration in BC

Through its assessments, NCAS helps its regulatory partners make sound and consistent decisions about registration by:

- Determining the extent to which applicants meet entry-level competencies set out by the regulators and/or the registry
- Identifying competency gaps to help regulators determine appropriate supplementary or remedial education
- Offering educational institutions insight into competency gap trends for the purpose of curriculum development

NCAS launched in January 2017 after a rigorous development, field testing, and piloting phase. More than 500 internationally-educated health care professionals have completed their full NCAS assessment.

For more information about NCAS, please visit our website at: www.ncasbc.ca.

C. THE NCAS ASSESSMENT SUITE

NCAS offers competency assessments related to four nursing roles: Health Care Assistant, Licensed Practical Nurse, Registered Nurse, and Registered Psychiatric Nurse. The assessment comprises three-parts: a Computer-based Assessment; a Simulation Lab Assessment; and an Oral Assessment. **This project focuses primarily on the Simulation Lab Assessment, and the Oral Assessment.**

a. The Simulation Lab Assessment

The SLA is an in-person assessment that is completed at Langara College, in its new nursing education simulation laboratory in Vancouver, BC. Performed by trained assessors, its features include, regardless of profession being tested:

- An applicant orientation to the simulation lab, during which this video will be shown
- Four rooms or stations, each depicting a unique health care environment (clinical, home, acute-care, etc.)
- Unfolding scenarios or role-plays that make use of mannequins and/or standardized patients
- A unique assessor and technician at each station
- A variety of medical equipment and supplies

b. The Oral Assessment

The OA is offered at the same time and in the same location as the SLA. It is conducted in person by the SLA assessors. Its key features include:

- Four points at which the OA is conducted (at the end of each SLA station).
- A structured set of three interview questions asked by an assessor

Strict high-stake examination rules and procedures apply to both assessment components. Because these assessments are used to help determine the extent to which a health professional may be ready for practice in BC, applicants may experience a great deal of anxiety. These videos represent one effort to lessen that anxiety by enhancing applicants' familiarity with the physical set up, the flow of assessment day, the equipment and personnel they are likely to encounter, and the kind of clinical role-playing they will be expected to perform.

2. PROJECT OVERVIEW

A. PROJECT DELIVERABLES

NCAS seeks a creative videographer to develop and produce a set of broadcast-quality videos that will orient assessment applicants to the NCAS assessment, and in particular to our simulation lab and oral assessment. The videos will be made up of components as described below:

a. Introducing NCAS (2-3 minutes; this video is common to all four roles)

- What is NCAS, our relationship to regulators, and how NCAS fits within the broader licensure process
- Assessment components (Computer-based Assessment, Simulation Lab Assessment, Oral Assessment)
- Possible outcomes of the NCAS assessment (report)
- The availability of additional resources to support efforts to prepare for the nursing assessment

b. Introducing the Simulation Lab Assessment and Oral Assessment (four videos, each between 7-10 minutes; the majority of content for each of the four videos will be shared. Some elements specific to a particular profession [for instance, the use of a medical device by a particular nursing profession] will be inserted such that four individualized videos will be produced). At a minimum, the videos will focus on:

- What to expect on SLA assessment day, along with rules and procedures to be followed
- The physical set up of the simulation laboratory
- The materials, supplies and equipment applicants will encounter, and how to use or deploy them
- The mannequins and standardized patients, and their potential behaviours
- The role of the assessors, technicians and lab coordinators
- Elements of a typical clinical scenario or role-play applicants will encounter in the simulation lab
- Elements of a typical role play of questions applicants will encounter during the oral assessment

NOTE: Rules, procedures, and equipment will be shown in the context of an unfolding scenario or role play.

c. Tips from assessors and internationally-educated nurses (1 minute video common to all roles)

The tone of the videos is expected to be professional, yet light, friendly, and helpful. Music and graphics will aid accessibility. The videos will be placed on the NCAS website, and promoted through YouTube and additional social media channels. While NCAS will urge applicants to view the videos in advance of assessment day, we will also

incorporate relevant segments within the Assessment Day Orientation that is attended by all applicants on assessment day.

B. PROJECT GOAL

A branded set of videos that build familiarity with NCAS, the simulation lab and oral assessments, and with what to expect, will help reduce assessment day anxiety, and ensure that applicants have the best opportunity to demonstrate their knowledge, skills and competencies.

C. PROJECT TIMELINE

NCAS expects the project to begin by February 21, 2018 and to launch the videos on May 1, 2018.

3. VIDEOGRAPHER SERVICES

A. PRODUCTION SERVICES

NCAS will look to the videographer to provide the following services:

- a. Pre-production
 - Research and kick off meeting
 - Script consultation (scripts to be prepared by NCAS staff, with direction from videographer)
 - Scheduling and logistical arrangements
 - Rights and releases
- b. Production (includes but is not limited to):
 - the provision of equipment
 - storyboarding
 - direction and shooting
 - selection of stock and production footage
 - voice over recording
- c. Post Production
 - Time-coding
 - Visual and sound track editing
 - Custom sound and music recording, if relevant
 - Visual elements creation (graphics, animation if required)
 - Mastering
 - YouTube and Web-ready files production

The video producer will be expected to be in regular contact with NCAS staff, to provide weekly updates to NCAS, and to meet, either via phone or in person. The videographer is also expected to be available on weekends and after business hours, to ensure that video shooting can be conducted with minimal disruption to the assessment clients and to the simulation lab.

B. COMPENSATION

The videographer's services must not exceed \$4,000 plus tax.

4. SUBMISSIONS

A. WHAT TO INCLUDE

Demonstrate your interest by submitting the following:

- a. A cover letter that includes:
 - detail about the breadth and depth of your experience
 - any experience you may have producing videos in the field of health care
 - evidence of your commitment to taking a customized approach to your work
 - evidence of your ability to meet deadlines and work within budgetary constraints
 - evidence of ability to coordinate logistics and required resources to complete the initiative
- b. A CV that supports the description of this work
- c. Links to, or samples of, relevant work
- d. Proposed budget, including a breakdown of fees for professional services and taxes
- e. Proposed schedule for the project, including project stages and milestones
- f. Three references with email and phone numbers

Please send all expressions of interest by noon on February 12, 2018 to:

Rita Parikh, Director
Nursing Community Assessment Service
parikh@ncasbc.ca

B. QUESTIONS

We are happy to answer any questions you might have. Please email us at parikh@ncasbc.ca, with the subject heading: Video question. Learn more about NCAS first by visiting our website: www.ncasbc.ca.

NOTE: NCAS will consider all expressions of interest submitted within the timeline, and is not precluded from negotiating with one, or more than one, of the parties responding to this posting. **NCAS reserves the right to accept any proposal, or any part of a proposal submitted that is deemed, in the sole discretion of NCAS, to be the most advantageous to it.** The proposal having the lowest cost shall not necessarily be accepted and NCAS may take into account any criteria in evaluating responses to this RFP. NCAS is not obliged to provide reasons to any responding parties with respect to its selection of the winning bid(s). NCAS may seek further information from, or clarification of, any proposal submitted in response to this RFP, and is entitled to utilize any such information or clarifications received in deciding which proposal it may accept, if any.