

Name.....

Number.....

Cohort.....

Field.....

Personal Tutor.....

# PRACTICE ASSESSMENT DOCUMENT

## NURSING PART 1 BSc (Hons)



Please keep your Practice Assessment Document with you at all times in practice in order to review your progress with your Mentor and/or Academic Supervisor

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## Welcome to your Practice Assessment Document (PAD)

### Student responsibilities

This Practice Assessment Document is designed to support and guide you towards successfully achieving the criteria set out in the Standards for Pre-Registration Nursing Education (NMC 2010).

The PAD makes up a significant part of your overall programme assessment. It will need to be processed through formal University systems. Continuous assessment is an integral aspect of assessment in practice and you are expected to show evidence of consistent achievement. You should engage positively in all learning opportunities, take responsibility for your own learning and know how to access support. You will work with and receive written feedback from a range of staff including Practice Supervisors and Practice Assessors and you are required to reflect on your learning.

You are responsible for raising concerns with a nominated person in the practice setting in a timely manner. You should also alert staff to any reasonable adjustments that may be required to support your learning.

You should ensure you are familiar with your university assessment and submission processes for this document and contact the academic representative from your university, or refer to your university's intranet if you require support or advice on specific university procedures.

The Ongoing Achievement Record (OAR) is a separate document that summarises your achievements in each placement and with the main document provides a comprehensive record of your professional development and performance in practice.

You are responsible for the safekeeping and maintenance of the PAD. It should be available to your Practice Supervisor, Practice Assessor and Academic Assessor at all times when you are in placement together with the OAR. Alterations should be made in this document by crossing through with one line, with a signature and date.

You will have access to confidential information when in practice placements. The PAD should not contain any patient/service user/carer identifiable information. Contents must not be disclosed to any unauthorised person or removed, photocopied or used outside the placement or university.

People must be offered the opportunity to give and if required withdraw their informed consent to student participation in their care and staff in practice will provide guidance as required. Before approaching any patient/service user/carer for feedback you must discuss with your Practice Supervisor/Practice Assessor who will facilitate consent.

**Practice Supervisor responsibilities** (Registered nurse/midwife or other registered health/social care professional)

In many practice areas the student will be supported by a number of Practice Supervisors. Some areas may adopt a team based approach due to the nature of the experience.

As a Practice Supervisor you have an important role in supporting and guiding the student through their learning experience to ensure safe and effective learning. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum benefit from the placement. It is your responsibility to contribute to the student's assessment through the recording of regular feedback on their progress towards, and achievement of their essential skills clusters. Specific feedback must be provided to the Practice Assessor on the student's progress.

### **Supervision in other placement areas** (i.e. those areas where there are no health/social care registrants)

A range of staff can support student learning and have a vital role in student learning and development though may not be contributing formally to assessment of essential skills clusters.

However, these staff members are encouraged to support learning and can provide valuable student feedback within the PAD on the *Record of communication/additional feedback pages*.

### **Practice Assessor responsibilities (Registered Nurse)**

As a Practice Assessor you have a key role in assessing and confirming the student's proficiency providing assurance of student achievements and competence. This includes facilitating learning opportunities including any reasonable adjustments the student may need to get maximum benefit from the placement. You will observe the student, conduct and record student assessments informed by student reflections, feedback from Practice Supervisors and other relevant people to confirm achievement. You will liaise with the Academic Assessor scheduling communication at relevant points.

Practice Assessors must have appropriate equivalent experience in the student's field of practice.

There are numerous elements requiring assessment in practice. One or more Practice Supervisors can contribute to the assessment of some of the essential skills clusters in discussion with you, but they must be working in their scope of practice.

When assessing the student, you should take into account sources of evidence that encompass knowledge, skills, attitudes and the views of those receiving care. Comments should acknowledge those exceptional students who are exceeding expectations for their stage in practice or who have particularly commendable attitudes, behaviours, knowledge or skills.

If the student is not meeting the required standards this should be highlighted as a development need. If there is a cause for concern or a fitness for practice issue that requires prompt action, an Action Plan should be instigated to address specific needs or concerns within a specified timeframe. In the event of this, seek guidance from the Academic Assessor and/or senior practice representative.

### **Academic Assessor responsibilities**

Academic Assessors are Registered Nurses and are nominated for each part of the educational programme. The same Academic Assessor cannot contribute to the student assessment in consecutive parts. The Academic Assessor will work in partnership with the Practice Assessor to evaluate and recommend the student for progression for each part of the educational programme. The Academic Assessor will enable scheduled communication and collaboration with the Practice Assessor and this communication can take a variety of forms.

**All communications/ additional feedback (not already recorded in the scheduled interviews) from the Practice Supervisors, Practice Assessor and Academic Assessor and other staff members needs to be recorded on the relevant pages in the PAD.**

## Guidance for using the PAD to Facilitate and Guide Practice Learning

Assessment criteria in the PAD are based on the NMC Essential skills clusters, progression criteria and standards for competence (NMC 2010). All Practice Assessors/Supervisors/other professionals who comment in this document should sign and give their details on the record page which can be found in the first section of this document.

### Components of Assessment (see individual university guidance/regulations)

**Professional Values:** These are assessed and must be achieved *by the end of each placement*.

**Essential Skills:** These can be assessed in a range of placements but need to be assessed as achieved at least once *by the end of the Part*.

**Episode of Care:** This holistic assessment(s) facilitates and demonstrates the student's progress and must be achieved *by the end of the Part*.

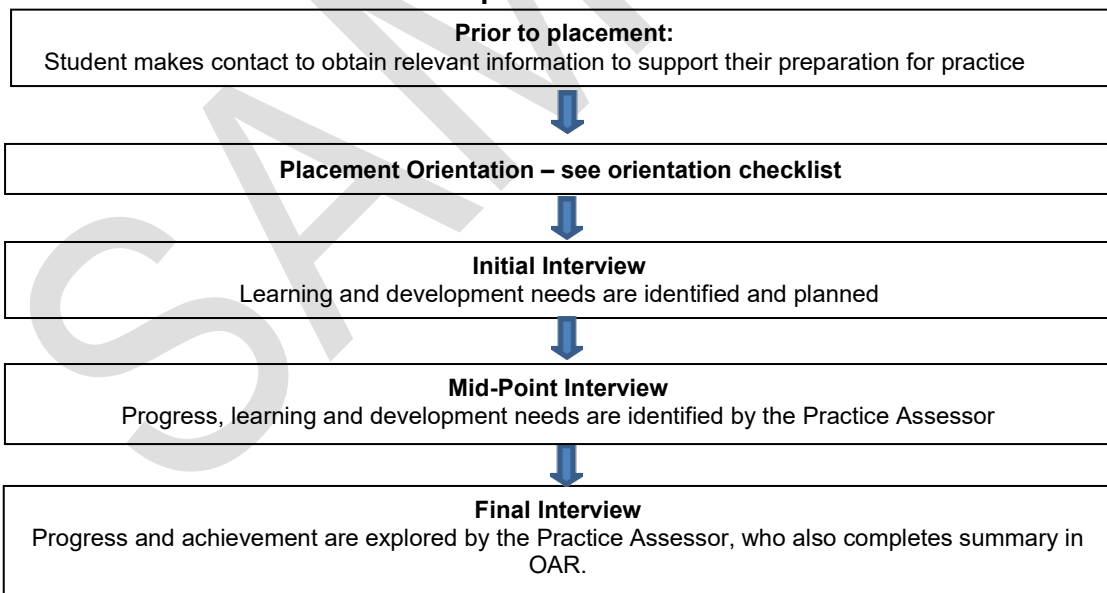
**Medicines Management:** There is one assessment included in each part and each must be achieved *by the end of the Part*.

**Patient/Service User/Carer Feedback Form:** Feedback will be sought in relation to how the student cared for the person receiving care. This is not formally assessed, but will contribute to overall student feedback.

**Recording Additional Experiences and Feedback:** There are additional pages for the student to record reflections on their own learning and pages to record communication and additional feedback from all those supporting learning and assessment.

**Ongoing Achievement Record:** The OAR summarises overall achievements and provides a comprehensive record of student development and overall performance.

### Process of practice assessment



**Further information / guidance is included in the university specific pages (overleaf) and in the Practice Assessment Document Guide**

**HEI GUIDELINES**

SAMPLE

## Descriptors for Assessing Students in Practice

The NMC has identified skills and professional behaviours that a student must demonstrate by the first progression point:

These criteria cover:

- Works more independently, with less direct supervision, in a safe and increasingly confident manner.
- Demonstrates potential to work autonomously, making the most of opportunities to extend knowledge, skills and practice. (NMC 2010).

Practice Assessors are required to assess students at the level they are expected to achieve for their progression point. These descriptors should be used when assessing Professional Values, Essential Skills and the Episode of Care.

**By the end of Part 2 the student needs to achieve all the Essential Skills, Professional Values and the Episode of Care Assessment**

**'Achieved' must be obtained in all three criteria by the student**

Achieved	Knowledge and understanding	Professional attitude	Participation in care and practical skill
<b>YES</b>	Has a sound knowledge base and is able to provide the rationale to support safe and effective practice.	Is able to demonstrate positive engagement with patients/service users and colleagues and their own learning. Responds to situations with minimal assistance.	In commonly occurring situations, is competent in performing care and skills.
<b>NO</b>	Is only able to identify the essential knowledge base and needs to develop further understanding or has an inadequate knowledge base or demonstrates unsafe practice.	Is disengaged from the learning process and/or responds inappropriately to patients/service users and/or colleagues.	With supervision is not able to demonstrate safe practice and is unable to perform the activity and/or follow instructions despite repeated guidance.





### List of Practice Assessors

A sample signature must be obtained for all entries within this document

Name (please print)	Job Title	Signature	Initials	Placement

### List of Academic Assessors

A sample signature must be obtained for all entries within this document

Name (please print)	Job Title	Signature	Initials	Placement

## Placement 1

**Placement Provider:**

(e.g. Trust/Organisation)

**Name of Practice Area:**

**Type of Experience:**

(e.g. Community/Ward based)

**Practice Telephone Number:**

**Placement Contact Email:**

**Start Date..... End Date..... No. of Hours.....**

**Nominated person to support student and address concerns**

**Name:**

**Designation:**

**Contact email address:**

**Practice Assessor's details:**

**Name:**

**Designation:**

**Contact email address:**

**Academic Assessor's Details (for part):**

**Name:**

**Designation:**

**Contact email address:**

### Placement 1: Orientation

Name of Placement Area	Name of Area 1		Name of Area 2 (if app.)	
	Initial/Date (Student)	Initial/Date (Practice Assessor)	Initial/Date (Student)	Initial/Date (Practice Assessor)
<b>The following criteria need to be met within the first day in placement</b>				
A general orientation to the health and social care placement setting has been undertaken				
The local fire procedures have been explained Tel.....				
The student has been shown the: <ul style="list-style-type: none"> <li>• fire alarms</li> <li>• fire exits</li> <li>• fire extinguishers</li> </ul>				
Resuscitation policy and procedures have been explained Tel: .....				
Resuscitation equipment has been shown and explained				
The student knows how to summon help in the event of an emergency				
The student is aware of where to find local policies <ul style="list-style-type: none"> <li>• health and safety</li> <li>• incident reporting procedures</li> <li>• infection control</li> <li>• handling of messages and enquiries</li> <li>• other policies</li> </ul>				
The student has been made aware of information governance requirements				
The shift times, meal times and reporting sick policies have been explained.				
Policy regarding safeguarding has been explained				
Lone working policy has been explained (if applicable)				
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)				
<b>The following criteria need to be met prior to use</b>				
The student has been shown and given a demonstration of the moving and handling equipment used in the clinical area				
The student has been shown and given a demonstration of the medical devices used in the clinical area				
Placement Provider induction/update complete, if applicable				



### Professional Values in Practice

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within legal frameworks, and be able to articulate the underpinning values of The Code (2015). Professional values expectations are reflected in the statements below.

**Yes = Achieved, No = Not Achieved (Refer to Grade Descriptors on Page 7)**

<b>Professional attitude, behaviour and responsibility</b>					
	<b>Student Evidence / Comments</b>	<b>Achieved Mid-Point Yes/No</b>	<b>Initial/ Date</b>	<b>Achieved Final Yes/No</b>	<b>Initial/ Date (Final)</b>
1. The student maintains confidentiality in accordance with the NMC code.					
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/carers/service users and all colleagues.					
3. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.					
4. The student's personal presentation and dress code is in accordance with the organisation's uniform policy.					
5. The student maintains the person's privacy and dignity.					
6. The student demonstrates openness, trustworthiness and integrity.					
7. The student makes a consistent effort to engage in and reflect on the requisite standards of care and learning.					

<b>Safe and compassionate care</b>					
	<b>Student Evidence / Comments</b>	<b>Achieved Mid-Point Yes/No</b>	<b>Initial/ Date</b>	<b>Achieved Final Yes/No</b>	<b>Initial/ Date (Final)</b>
8. The student is attentive, kind, compassionate and sensitive to the needs of others.					
9. The student maintains consistent safe and person-centred practice.					
10. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding.					
11. The student demonstrates the ability to listen, seek clarification and carry out instructions safely.					
12. The student is able to recognise and work within the limitations of their own knowledge, skills and professional boundaries and understand that they are responsible for their own actions.					
13. The student is able to work effectively within the multi-disciplinary team with the intent of building professional caring relationships.					

**Students can complete their evidence at any stage prior to the final interview. If there are any issues/areas for concern, these must be recorded in the Mid-Point or Final Interview as appropriate. 'Not Achieved' must trigger an Action Plan at the time of assessment and must be documented. The Action Plan template can be found on page 54**

### Placement 1: Mid-Point Interview

This discussion must take place half way through the placement

<b>Student's self-assessment/reflection on progress</b> Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.
<b>Knowledge:</b>
<b>Skills:</b>
<b>Attitudes and Values :</b>
<b>Practice Assessor's comments</b> Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.
<b>Knowledge:</b>
<b>Skills:</b>
<b>Attitudes and values:</b>

**Placement 1: Mid-Point Interview**  
**Ongoing learning and development needs**

To be agreed between Practice Assessor and Student – sign and date all entries below

**Following the Mid-Point interview the student is to identify their learning and development needs for the remainder of the placement and negotiate with their Practice Assessor how these will be achieved.**

Identify learning and development needs.	How will these be achieved?
<p align="center" style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">SAMPLE</p>	<p align="center" style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">SAMPLE</p>
<p><b>Practice Assessor name:</b></p>	<p><b>Signature:</b></p>

**Student's Name:**

**Signature:**

**Date:**

**Practice Assessor name:**

**Signature:**

**Date:**

*Any outstanding learning and development needs are to be discussed and documented at the final interview.*

**If specific concerns have been raised about the student's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on page 54**



### Placement 1: Final Interview

This should take place towards the end of the placement

<b>Student's self-assessment/reflection on progress</b> Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.
<b>Knowledge:</b>
<b>Skills:</b>
<b>Attitudes and values:</b>
<b>Practice Assessor's comments</b> Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.
<b>Knowledge and Understanding:</b>
<b>Skills:</b>
<b>Attitudes and values:</b>

Please record any further comments on the next page

## Learning and Development Needs

To be agreed between the Practice Assessor and Student

**Practice Assessor to identify specific areas to take forward to the next placement**

**Was an Action Plan required to support the student? YES / NO**

**If Yes, was the academic assessor informed? YES / NO**

**The Action Plan can be found on page 54**

Checklist for assessed documents	Tick	Practice Assessor Initial	Student Initial
The professional value statements have been signed at both Mid-Point and Final Interview			
The relevant skills the student has achieved in this area (where applicable) have been signed.			
The Practice Assessor has completed and signed the grading of practice document (depending on university requirements)			
The practice placement hours have been checked and signed			
All the interview records and development plans have been completed and signed as appropriate			
The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.			
The Practice Assessor has completed the Ongoing Achievement Record (OAR)			

**Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_**

**Practice Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_**

**Additional signature (If applicable, e.g. Academic Assessor):**






**Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

## Patient/Service User Feedback Form

**Practice Supervisor/Assessors should obtain consent from patients/service users/carers who should feel able to decline to participate.**

We would like to hear your views about the way the student nurse has looked after you.

- Your feedback will help the student nurse's learning
- The feedback you give will not change the way you are looked after

Tick if you are:	The Patient/Service User <input type="checkbox"/>	Carer/Relative <input type="checkbox"/>			
<b>How happy were you with the way the student nurse...</b>	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What did the student nurse do well?**

**What could the student nurse have done differently?**

**Practice Assessor signature:**

**Date:**

**Student signature:**

**Date:**

Thank you for your help  
*This form has been designed by Service Users*

## Record of working with and learning from others/inter-professional working

**Student Reflection:** Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summarise below:

**Student Name:**

**Signature:**

**Date:**

**Practice Supervisor/Assessor's comments:**

**Practice Supervisor/Assessor's name:**

**Signature:**

**Date:**

**Student Reflection:** Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summarise below:

**Student Name:**

**Signature:**

**Date:**

**Practice Supervisor/Assessor's comments:**

**Practice Supervisor/Assessor's name:**

**Signature:**

**Date:**

More pages can be downloaded as per University guidelines

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**Signature:**

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**Practice Supervisor/Assessor's name:**

**Signature:**

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**Record of working with and learning from others/inter-professional working**

**Student Reflection:** Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summarise below:

**Student Name:**

**Signature:**

**Date:**

**Practice Supervisor/Assessor's comments:**

**Practice Supervisor/Assessor's name:**

**Signature:**

**Date:**

**Student Reflection:** Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summarise below:

**Student Name:**

**Signature:**

**Date:**

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**Practice Supervisor/Assessor's name:**

**Signature:**

**Date:**

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**Student Reflection:** Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summarise below:

**Student Name:**

**Signature:**

**Date:**

**Practice Supervisor/Assessor's comments:**

**Practice Supervisor/Assessor's name:**

**Signature:**

**Date:**

**Student Reflection:** Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summarise below:

**Student Name:**

**Signature:**

**Date:**

**Practice Supervisor/Assessor's comments:**

**Practice Supervisor/Assessor's name:**

**Signature:**

**Date:**

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### Record of communication/additional feedback

These records can be completed by Practice Supervisors, Practice Assessors, Academic Assessor or any other members of the team involved in the supervision and/or assessment of the student.

<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>
<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>
<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>

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These records can be completed by Practice Supervisors, Practice Assessors, Academic Assessor or any other members of the team involved in the supervision and/or assessment of the student.

<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>
<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>
<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>

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<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>
<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>
<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>

More pages can be downloaded as per University guidelines

## Placement 2

**Placement Provider:**

(e.g. Trust/Organisation)

**Name of Practice Area:****Type of Experience:**

(e.g. Community/Ward based)

**Practice Telephone Number:****Placement Contact Email:**

Start Date..... End Date..... No. of Hours.....

**Nominated person to support student and address concerns****Name:****Designation:****Contact email address:****Practice Assessor's details:****Name:****Designation:****Contact email address:****Academic Assessor's Details (for part):****Name:****Designation:****Contact email address:**

## Placement 2: Orientation

Name of Placement Area	Name of Area 1		Name of Area 2 (if app.)	
	Initial/Date (Student)	Initial/Date (Practice Assessor)	Initial/Date (Student)	Initial/Date (Practice Assessor)
<b>The following criteria need to be met within the first day in placement</b>				
A general orientation to the health and social care placement setting has been undertaken				
The local fire procedures have been explained Tel.....				
The student has been shown the: <ul style="list-style-type: none"> <li>• fire alarms</li> <li>• fire exits</li> <li>• fire extinguishers</li> </ul>				
Resuscitation policy and procedures have been explained Tel: .....				
Resuscitation equipment has been shown and explained				
The student knows how to summon help in the event of an emergency				
The student is aware of where to find local policies <ul style="list-style-type: none"> <li>• health and safety</li> <li>• incident reporting procedures</li> <li>• infection control</li> <li>• handling of messages and enquiries</li> <li>• other policies</li> </ul>				
The student has been made aware of information governance requirements				
The shift times, meal times and reporting sick policies have been explained.				
Policy regarding safeguarding has been explained				
Lone working policy has been explained (if applicable)				
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)				
<b>The following criteria need to be met prior to use</b>				
The student has been shown and given a demonstration of the moving and handling equipment used in the clinical area				
The student has been shown and given a demonstration of the medical devices used in the clinical area				
Placement Provider induction/update complete, if applicable				

### Placement 2: Initial Interview

(This can be completed by a Practice Supervisor or Practice Assessor.

If completed by the PS they must discuss and agree with the PA)

This meeting should take place within the first week of the placement

#### Placement Area Name:

Student to identify learning and development needs (with guidance from the Practice Supervisor)

Taking available learning opportunities into consideration, the student and Practice Supervisor/Practice Assessor to negotiate and agree a learning plan.

Outline of learning plan	How will this be achieved?

Learning plan for placement agreed by Practice Assessor (where applicable) YES/NO

Student's name:

Signature:

Date: Practice

Supervisor/Assessor's name:

Signature:    Date:

### Professional Values in Practice

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within legal frameworks, and be able to articulate the underpinning values of The Code (2015). Professional values expectations are reflected in the statements below.

**Yes = Achieved, No = Not Achieved (Refer to Grade Descriptors on Page 7)**

Professional attitude, behaviour and responsibility					
	Student Evidence / Comments	Achieved Mid-Point Yes/No	Initial/ Date	Achieved Final Yes/No	Initial/ Date (Final)
1. The student maintains confidentiality in accordance with the NMC code.					
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/carers/service users and all colleagues.					
3. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.					
4. The student's personal presentation and dress code is in accordance with the organisation's uniform policy.					
5. The student maintains the person's privacy and dignity.					
6. The student demonstrates openness, trustworthiness and integrity.					
7. The student makes a consistent effort to engage in and reflect on the requisite standards of care and learning.					

<b>Safe and compassionate care</b>					
	<b>Student Evidence / Comments</b>	<b>Achieved Mid-Point Yes/No</b>	<b>Initial/ Date</b>	<b>Achieved Final Yes/No</b>	<b>Initial/ Date (Final)</b>
8. The student is attentive, kind, compassionate and sensitive to the needs of others.					
9. The student maintains consistent safe and person-centred practice.					
10. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding.					
11. The student demonstrates the ability to listen, seek clarification and carry out instructions safely.					
12. The student is able to recognise and work within the limitations of their own knowledge, skills and professional boundaries and understand that they are responsible for their own actions.					
13. The student is able to work effectively within the multi-disciplinary team with the intent of building professional caring relationships.					

**Students can complete their evidence at any stage prior to the final interview. If there are any issues/areas for concern, these must be recorded in the Mid-Point or Final Interview as appropriate. 'Not Achieved' must trigger an Action Plan at the time of assessment and must be documented. The Action Plan template can be found on page 54**

## Placement 2: Mid-Point Interview

This discussion must take place half way through the placement

<b>Student's self-assessment/reflection on progress</b> Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.
<b>Knowledge:</b>
<b>Skills:</b>
<b>Attitudes and Values :</b>
<b>Practice Assessor's comments</b> Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.
<b>Knowledge:</b>
<b>Skills:</b>
<b>Attitudes and values:</b>



**Placement 2: Mid-Point Interview**  
**Ongoing learning and development needs**

To be agreed between Practice Assessor and Student – sign and date all entries below

<p><b>Following the Mid-Point interview the student is to identify their learning and development needs for the remainder of the placement and negotiate with their Practice Assessor how these will be achieved.</b></p>		
<b>Identify learning and development needs.</b>	<b>How will these be achieved?</b>	
<p style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">SAMPLE</p>		
<b>Student's Name:</b>	<b>Signature:</b>	<b>Date:</b>
<b>Practice Assessor name:</b>	<b>Signature:</b>	<b>Date:</b>
<p><i>Any outstanding learning and development needs are to be discussed and documented at the final interview.</i></p>		

**If specific concerns have been raised about the student's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on page 54**

## Placement 2: Final Interview

This should take place towards the end of the placement

<b>Student's self-assessment/reflection on progress</b> Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.
<b>Knowledge:</b>
<b>Skills:</b>
<b>Attitudes and values:</b>
<b>Practice Assessor's comments</b> Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.
<b>Knowledge and Understanding:</b>
<b>Skills:</b>
<b>Attitudes and values:</b>

Please record any further comments on the next page

## Learning and Development Needs

To be agreed between the Practice Assessor and Student

**Practice Assessor to identify specific areas to take forward to the next placement**

**Was an Action Plan required to support the student? YES / NO**

**If Yes, was the academic assessor informed? YES / NO**

**The Action Plan can be found on page 54**

Checklist for assessed documents	Tick	Practice Assessor Initial	Student Initial
The professional value statements have been signed at both Mid-Point and Final Interview			
The relevant skills the student has achieved in this area (where applicable) have been signed.			
The Practice Assessor has completed and signed the grading of practice document (depending on university requirements)			
The practice placement hours have been checked and signed			
All the interview records and development plans have been completed and signed as appropriate			
The Practice Supervisors and Practice Assessor have printed and signed their name on the appropriate list at the beginning of the document.			
The Practice Assessor has completed the Ongoing Achievement Record (OAR)			

**Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_**

**Practice Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_**

**Additional signature (If applicable, e.g. Academic Assessor):**






**Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

## Patient/Service User Feedback Form

**Practice Supervisor/Assessors should obtain consent from patients/service users/carers who should feel able to decline to participate.**

We would like to hear your views about the way the student nurse has looked after you.

- Your feedback will help the student nurse's learning
- The feedback you give will not change the way you are looked after

Tick if you are:	The Patient/Service User <input type="checkbox"/>	Carer/Relative <input type="checkbox"/>			
<b>How happy were you with the way the student nurse...</b>	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What did the student nurse do well?**

**What could the student nurse have done differently?**

**Practice Assessor signature:**

**Date:**

**Student signature:**

**Date:**

Thank you for your help  
*This form has been designed by Service Users*

## Record of working with and learning from others/inter-professional working

**Student Reflection:** Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summarise below:

**Student Name:**

**Signature:**

**Date:**

**Practice Supervisor/Assessor's comments:**

**Practice Supervisor/Assessor's name:**

**Signature:**

**Date:**

**Student Reflection:** Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summarise below:

**Student Name:**

**Signature:**

**Date:**

**Practice Supervisor/Assessor's comments:**

**Practice Supervisor/Assessor's name:**

**Signature:**

**Date:**

More pages can be downloaded as per University guidelines

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**Date:**

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**Signature:**

**Date:**

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**Practice Supervisor/Assessor's name:**

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**Date:**

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**Student Name:**

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**Date:**

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**Signature:**

**Date:**

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**Signature:**

**Date:**

**Practice Supervisor/Assessor's comments:**

**Practice Supervisor/Assessor's name:**

**Signature:**

**Date:**

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**Record of working with and learning from others/inter-professional working**

**Student Reflection:** Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summarise below:

**Student Name:**

**Signature:**

**Date:**

**Practice Supervisor/Assessor's comments:**

**Practice Supervisor/Assessor's name:**

**Signature:**

**Date:**

**Student Reflection:** Reflect on your learning in outreach/short placements or with members of the multi-disciplinary team who are supervising your learning and summarise below:

**Student Name:**

**Signature:**

**Date:**

**Practice Supervisor/Assessor's comments:**

**Practice Supervisor/Assessor's name:**

**Signature:**

**Date:**

**More pages can be downloaded as per University guidelines**



### Record of communication/additional feedback

These records can be completed by Practice Supervisors, Practice Assessors, Academic Assessor or any other members of the team involved in the supervision and/or assessment of the student.

<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>
<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>
<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>

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<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>
<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>
<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
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<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>
<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>
<b>Communication/additional feedback</b>	
<b>Name:</b>	<b>Designation:</b>
<b>Signature:</b>	<b>Date:</b>

More pages can be downloaded as per University guidelines

## Assessment of Essential Skills

Assessment of Essential Skills is undertaken across the Part. These can be assessed in a range of placements but need to be assessed as Achieved (YES) at least once by the end of the Part. If an Essential Skill is assessed as Achieved (YES) early in the Part it is expected that the student maintains that level of competence and can be re-assessed in subsequent placements at the mentor's discretion.

The Grade Descriptors are 'Yes' (This skill has been achieved), 'No' (this skill has not been achieved). Refer to Grade Descriptors on page 7 for further details.

## Assessment of Essential Skills

### Skills Cluster I: Care, Compassion and Communication:

**People can trust the student nurse to respect them as individuals and strive to help them to preserve their dignity at all times.**

	<b>YES = Achieved, NO = Not Achieved</b>							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
1. Recognises, and acts within, legal frameworks and local policy in delivering person centred care.								
2. Uses ways to maximise communication where hearing, vision or speech is compromised.								

**People can trust the student nurse to engage with them and their family or carers within their cultural environments in an acceptant and anti-discriminatory manner free from harassment and exploitation.**

3. Demonstrates an understanding of how culture, religion, spiritual beliefs, gender and sexuality can impact on illness and disability.								
--	--	--	--	--	--	--	--	--

**People can trust the student nurse to engage with them in a warm, sensitive and compassionate way.**

4. Interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, taking into account, people's physical and emotional responses making appropriate use of touch.								
5. Evaluates ways in which own interactions affect relationships to ensure that they do not impact inappropriately on others.								

*If any skill has not been assessed or is not applicable to the Practice area, please leave blank.*

<b>People can trust the student nurse to engage therapeutically and actively listen to their needs and concerns, responding using skills that are helpful, providing information that is clear, accurate, meaningful and free from jargon.</b>								
<b>YES = Achieved, NO = Not Achieved</b>								
	<b>Assessment 1</b>		<b>Assessment 2</b>		<b>Assessment 3</b>		<b>Assessment 4</b>	
	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>
6. Records information accurately and clearly on the basis of observation and communication.								
7. Responds in a way that confirms what a person is communicating and always seeks to confirm understanding.								
8. Effectively communicates people's stated needs and wishes to other professionals.								
<b>People can trust the student nurse to protect and keep as confidential all information relating to them.</b>								
9. Protects and treats information as confidential except where sharing information is required for the purposes of safeguarding and public protection.								
10. Applies the principles of data protection.								
<b>People can trust the student nurse to gain their consent based on sound understanding in order to allow an informed choice prior to any intervention and that their rights in decision making and consent will be respected and upheld.</b>								
11. Seeks consent prior to sharing confidential information outside of the professional care team, subject to agreed safeguarding protection procedures.								

*If any skill has not been assessed or is not applicable to the Practice area, please leave blank.*

<b>Skills Cluster II: Organisational Aspects of Care</b>								
<b>People can trust the student nurse to treat them as partners and work with them to make a holistic and systematic assessment of their needs: to develop a personalised plan that is based on mutual understanding and respect for their individual situation promoting health and well-being, minimising risk of harm and promoting their safety at all times.</b>								
	<b>YES = Achieved, NO = Not Achieved</b>							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
12. Responds appropriately when faced with an emergency or a sudden deterioration in a person's physical or psychological condition. (for example, abnormal vital signs, collapse, cardiac arrest, self harm, extremely challenging behaviour, attempted suicide), including seeking help from an appropriate person.								
13. Accurately undertakes and records a baseline assessment of weight, height, temperature, pulse, respiration, blood pressure using manual and electronic devices.								
<b>People can trust the student nurse to safeguard children and adults from vulnerable situations and support and protect them from harm.</b>								
14. Shares information with colleagues and seeks advice from appropriate sources where there is a concern or uncertainty.								
15. Uses support systems to recognise, manage and deal with own emotions.								
<b>People can trust the student nurse to respond to their feedback and a wide range of other sources to learn, develop and improve services.</b>								
16. Responds appropriately to compliments and comments.								

*If any skill has not been assessed or is not applicable to the Practice area, please leave blank.*

<b>People can trust the student nurse to work safely under pressure and maintain the safety of services users at all times.</b>								
<b>YES = Achieved, NO = Not Achieved</b>								
	<b>Assessment 1</b>		<b>Assessment 2</b>		<b>Assessment 3</b>		<b>Assessment 4</b>	
	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>	<b>Yes/No</b>	<b>Sign/Date</b>
17. Recognises when situations are becoming unsafe and reports appropriately.								
18. Understands and applies the importance of rest for effective practice.								
<b>People can trust the student nurse to enhance the safety of service users and identify and actively manage risk and uncertainty in relation to people, the environment, self and others.</b>								
19. Under supervision assesses risk within current sphere of knowledge and competence.								
<b>People can trust the student nurse to work to prevent and resolve conflict and maintain a safe environment.</b>								
20. Recognises signs of aggression and responds appropriately to keep self and others safe.								
21. Assists others or obtains assistance when help is required.								
<b>People can trust the student nurse to select and manage medical devices safely.</b>								
22. Safely uses and disposes of medical devices under supervision and in keeping with local and national policy and understands reporting mechanism relating to adverse incidents.								
<b>Skills Cluster III: Infection Prevention and Control</b>								
<b>People can trust the student nurse to identify and take effective measures to prevent and control infection in accordance with local and national policy.</b>								
23. Follows local and national guidelines and adheres to standard infection control precautions.								

*If any skill has not been assessed or is not applicable to the Practice area, please leave blank.*



	YES = Achieved, NO = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
24. Recognises potential signs of infection and reports to relevant senior members of staff.								
<b>People can trust the student nurse to maintain effective standard infection control precautions and apply and adapt these to needs and limitations in all environments.</b>								
25. Demonstrates effective hand hygiene and the appropriate use of Standard Infection Control Precautions when caring for all people.								
26. Participates in the cleaning of multi-use equipment between each person.								
<b>People can trust the student nurse to fully comply with hygiene, uniform and dress codes in order to limit, prevent and control infection.</b>								
27. Adheres to local policy and national guidelines on dress code for the prevention and control of infection including footwear, hair, piercing and nails.								
<b>People can trust the student nurse to act, in a variety of environments, including the home setting, to reduce risk when handling waste, including sharps, contaminated linen and when dealing with spillages of blood and other body fluids.</b>								
28. Adheres to health and safety at work legislation, and infection control policies regarding the safe disposal of all waste and 'sharps'.								
29. Ensuring dignity is preserved when collecting and disposing of bodily fluids and soiled linen.								
<b>Skills Cluster IV: Nutrition and Fluid Management</b>								
<b>People can trust the student nurse to assess and monitor their fluid status and in partnership with them formulate an effective plan of care.</b>								
30. Accurately monitors and records fluid intake and output.								

*If any skill has not been assessed or is not applicable to the Practice area, please leave blank.*

	YES = Achieved, NO = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
31. Recognises and reports reasons for poor fluid intake and output.								
<b>People can trust the student nurse to assist them in creating an environment that is conducive to eating and drinking.</b>								
32. Ensures that people are ready for the meal that is, in an appropriate location, position, offered opportunity to wash hands, offered appropriate assistance in line with local policy.								
33. Ensures that appropriate food and fluids are available as required.								
34. Reports to appropriate person where there is a risk of meals being missed.								
<b>Skills Cluster V: Medicines Management</b>								
<b>People can trust the student nurse to correctly and safely undertake medicines calculations.</b>								
35. Is competent in basic medicines calculations. This may include (as appropriate) <ul style="list-style-type: none"> <li>• Tablets and capsules</li> <li>• Liquid medicines</li> <li>• Injections.</li> </ul>								
<b>People can trust the student nurse to have an understanding of legal and ethical frameworks that relate to safe administration of medicines in practice.</b>								
36. Demonstrates understanding of legal and ethical frameworks that relate to safe administration of medicines in practice.								
<b>People can trust the student nurse to administer medicines safely in a timely manner.</b>								
37. Administers, and where necessary prepares medicines safely under direct supervision.								

*If any skill has not been assessed or is not applicable to the Practice area, please leave blank.*

### **Part 1 Episode of Care**

This assessment must be completed by the end of Part 1 under the direct supervision of the student's mentor during a specific episode of care

#### **Guidelines**

**The mentor and student will identify an appropriate episode of direct care involving meeting the needs of one patient/service user. The student will assess, plan, deliver and evaluate the care for the patient/service user.**

The aim of this assessment is to demonstrate the student's progression in the following four competency domains in the context of the relevant field of nursing:

- Professional values
- Communication and interpersonal skills
- Nursing practice and decision-making
- Team working

#### **Learning outcomes**

1. The student provides safe, basic person-centred care within an appropriate timeframe under the supervision of the mentor.
2. The student demonstrates that they have maintained appropriate professional values, expected attitudes and behaviours during the episode of care.
3. The student demonstrates that they have maintained safety and safeguarding for the patient and carers or family.

<b>Student reflection on an episode of care</b>	
<p>Within your reflection, demonstrate how you have achieved learning outcomes 1 – 3 in the space provided</p> <p><b>Describe the episode of care and how you assessed, planned, delivered and evaluated patient care.</b></p>	<p><b>What did you do well?</b></p>          <p><b>What would you have done differently?</b></p>

<b>Practice Assessor feedback</b> Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following: <b>Yes = Achieved, No = Not Achieved (Refer to Grade Descriptors on Page 7)</b>		
Domain	Level	Comments
<b>Professional values</b> Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries.		
<b>Communication and interpersonal skills</b> Demonstrates safe and effective communication skills both orally and in writing.		
<b>Nursing practice and decision making</b> Demonstrates safe, basic, person-centred care within an appropriate timeframe.		
<b>Team working</b> Acts in a way that values the roles and responsibilities in the team and interacts appropriately.		
<b>If any of the Domains are 'Not Achieved' this will require a re-assessment and the academic assessor must be informed</b>		
<b>Student's signature:</b>		<b>Date:</b>
<b>Practice Assessor's signature:</b>		<b>Date:</b>

### Action Plan

An action plan is required when a student's performance causes concern

The Practice Assessor/Supervisor must liaise with the academic assessor and senior practice representative

Date	Placement Name	Date for Review
Area of Concern <small>Note professional value or Essential Skill number if appropriate</small>	Criteria for Success / Support Available	Review Meeting
		<b>Date:</b>  <b>Reviewer:</b>  <b>Comments:</b>
<b>Signed (Practice Assessor).....</b>	<b>Date.....</b>	<b>Practice Assessor name (please print)</b>
<b>Signed (Student) .....</b>	<b>Date .....</b>	.....
<b>Signed (Academic assessor).....</b>	<b>Date.....</b>	.....

**Please start a new page per placement**  
**To be completed as per your local University Requirements**  
**PRACTICE HOURS**

Please ensure all details are printed CLEARLY and sickness days identified. All hours completed, alterations and totals should be initialled by Practice Assessor

Date	Placement	Total Hrs	Registrant Initials	Shift Type	Date	Placement	Total Hrs	Registrant Initials	Shift Type	
Example of hours confirmation					Sun	1/7/13	Pixie Ward	7.5	FF	E
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
	<b>Weekly Total =</b>					<b>Weekly Total =</b>				
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
	<b>Weekly Total =</b>					<b>Weekly Total =</b>				
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
	<b>Weekly Total =</b>					<b>Weekly Total =</b>				

**Total hours completed on this page....**      **Figures**      **Words**

Signed: \_\_\_\_\_ Practice Assessor/Registrant      Name (print): \_\_\_\_\_

**Verification by Practice Assessor/Registrant:** I have checked the hours of experience recorded by the student, Clinical Area: \_\_\_\_\_ Date: \_\_\_\_\_

**Declaration by Student:** I confirm that the hours recorded on this sheet are a true and accurate account of the shifts I have worked.

Signed: \_\_\_\_\_ (Student)      Date: \_\_\_\_\_

**It is expected that the student will work a range of shifts to meet NMC Requirements**

**Shift Codes**  
**D = Day Shift, N= Night Shift, S= Sickness, A = Absent**

This PAD document has been developed by the Pan London Steering Group in collaboration with practice partners, mentors, academic staff, students and service users across the London Region.

### **Membership of the Pan London Practice Assessment Document Steering Group**

- Zoe Scullard, Principal Lecturer, Practice Learning, Buckinghamshire New University (Chair)
- Joady Mitchell, Principal Lecturer Practice Learning & Clinical Skills Teaching, London South Bank University (Vice Chair) (*Child Lead & NMC Liaison*)
- Kath Sharples, Senior Lecturer Adult Nursing and Practice Innovation, Faculty of Health, Social Care Sciences and Education, Kingston University and St George's, University of London (*Mentor Handbook*)
- Kathy Wilson, Head of Practice Based Learning, Middlesex University (*Adult Lead*)
- Angela Parry, Director of Clinical Education, Florence Nightingale School of Nursing & Midwifery, King's College London (*Adult Lead*)
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- Nicki Fowler Programme Leader/Professional Lead, Learning Disabilities, University of Greenwich (*Mental Health Lead*)
- Matt Snowden, Director of Contracts, College of Nursing, Midwifery and Healthcare, University of West London (*Pan London Implementation Plan*)
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North West London**



**Health Education  
North Central and East London**



**Health Education South London**