

Name.....

Number.....

Cohort.....

Personal Tutor.....

PRACTICE ASSESSMENT DOCUMENT 1.0

MENTAL HEALTH NURSING PART 2 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 essentials 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*.

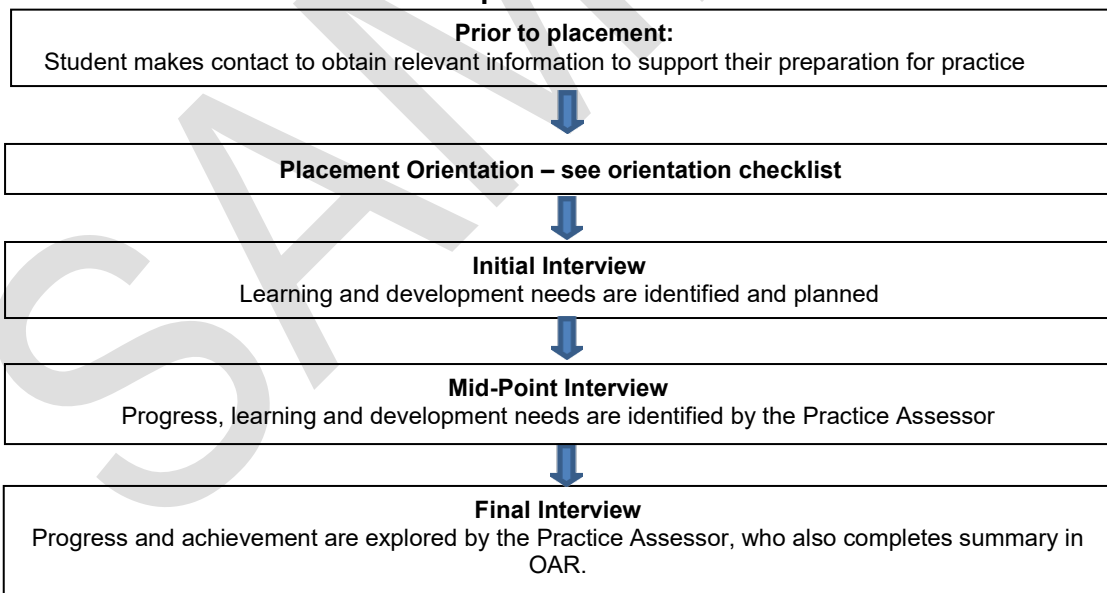
Medicines Management: There is one assessment included in each part and each must be achieved *by the end of the Part*.

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

SAMPLE

HEI GUIDELINES

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
YES	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.
NO	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 details:****Name:****Designation:****Contact email address:****Academic Assessor 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)
The following criteria need to be met within the first day in placement				
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"> • fire alarms • fire exits • fire extinguishers 				
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"> • health and safety • incident reporting procedures • infection control • handling of messages and enquiries • other policies 				
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)				
The following criteria need to be met prior to use				
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 1: 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.					

Safe and compassionate care					
	Student Evidence / Comments	Achieved Mid-Point Yes/No	Initial/ Date	Achieved Final Yes/No	Initial/ Date (Final)
8. The student is attentive, kind, compassionate and sensitive to the needs of others and promotes the autonomy, rights and choices of patients/service users.					
9. The student maintains consistent safe and person-centred practice.					
10. The student reports any concerns to the appropriate professional member of staff and exercises professional advocacy to safeguard human rights.					
11. The student demonstrates the ability to work more independently and to listen, seek clarification and carry out instructions safely in an increasingly confident manner.					
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 manages appropriate and constructive relationships with members of the multidisciplinary team, patients/service users, families and carers, 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 62

Placement 1: Mid-Point Interview

This discussion must take place half way through the placement

Student's self-assessment/reflection on progress Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.
Knowledge:
Skills:
Attitudes and Values :
Practice Assessor's comments 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.
Knowledge:
Skills:
Attitudes and values:

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 style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">SAMPLE</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 62

Placement 1: Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.
Knowledge:
Skills:
Attitudes and values:
Practice Assessor's comments 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.
Knowledge and Understanding:
Skills:
Attitudes and values:

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 62

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 Supervisors/Practice 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"/>			
How happy were you with the way the student nurse...	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

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:

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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:

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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:

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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.

Communication/additional feedback	
Name:	Designation:
Signature:	Date:
Communication/additional feedback	
Name:	Designation:
Signature:	Date:
Communication/additional feedback	
Name:	Designation:
Signature:	Date:

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Communication/additional feedback	
Name:	Designation:
Signature:	Date:
Communication/additional feedback	
Name:	Designation:
Signature:	Date:
Communication/additional feedback	
Name:	Designation:
Signature:	Date:

More pages can be downloaded as per University guidelines

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Communication/additional feedback	
Name:	Designation:
Signature:	Date:
Communication/additional feedback	
Name:	Designation:
Signature:	Date:
Communication/additional feedback	
Name:	Designation:
Signature:	Date:

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 details:

Name:

Designation:

Contact email address:

Academic Assessor 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)
The following criteria need to be met within the first day in placement				
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"> • fire alarms • fire exits • fire extinguishers 				
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"> • health and safety • incident reporting procedures • infection control • handling of messages and enquiries • other policies 				
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)				
The following criteria need to be met prior to use				
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:

<p>Student to identify learning and development needs (with guidance from the Practice Supervisor)</p>	
<p>Taking available learning opportunities into consideration, the student and Practice Supervisor/Practice Assessor to negotiate and agree a learning plan.</p>	
<p>Outline of learning plan</p>	<p>How will this be achieved?</p>
<p>Learning plan for placement agreed by Practice Assessor (where applicable) YES/NO</p> <p>Student's name: _____ Signature: _____ Date: Practice _____</p> <p>Supervisor/Assessor's name: _____</p> <p>Signature: _____ Date: _____</p>	

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.					

Safe and compassionate care					
	Student Evidence / Comments	Achieved Mid-Point Yes/No	Initial/ Date	Achieved Final Yes/No	Initial/ Date (Final)
8. The student is attentive, kind, compassionate and sensitive to the needs of others and promotes the autonomy, rights and choices of patients/service users.					
9. The student maintains consistent safe and person-centred practice.					
10. The student reports any concerns to the appropriate professional member of staff and exercises professional advocacy to safeguard human rights.					
11. The student demonstrates the ability to work more independently and to listen, seek clarification and carry out instructions safely in an increasingly confident manner.					
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 manages appropriate and constructive relationships with members of the multidisciplinary team, patients/service users, families and carers, 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 62

Placement 2: Mid-Point Interview

This discussion must take place half way through the placement

Student's self-assessment/reflection on progress Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.
Knowledge:
Skills:
Attitudes and Values :
Practice Assessor's comments 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.
Knowledge:
Skills:
Attitudes and values:

Placement 2: 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?

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 62

Placement 2: Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.
Knowledge:
Skills:
Attitudes and values:
Practice Assessor's comments 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.
Knowledge and Understanding:
Skills:
Attitudes and values:

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 62

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 Supervisors/Practice 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"/>			
How happy were you with the way the student nurse...	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:

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Practice Supervisor/Assessor's comments:

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More pages can be downloaded as per University guidelines

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Date:

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Date:

Practice Supervisor/Assessor's comments:

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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:

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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.

Communication/additional feedback	
Name:	Designation:
Signature:	Date:
Communication/additional feedback	
Name:	Designation:
Signature:	Date:
Communication/additional feedback	
Name:	Designation:
Signature:	Date:

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Signature:	Date:
Communication/additional feedback	
Name:	Designation:
Signature:	Date:
Communication/additional feedback	
Name:	Designation:
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Signature:	Date:
Communication/additional feedback	
Name:	Designation:
Signature:	Date:
Communication/additional feedback	
Name:	Designation:
Signature:	Date:

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 Practice Assessor'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

Skill Cluster I: Care, Compassion and Communication

People can trust the mental health nursing student to provide care based on the highest standards, knowledge and competence as partners in the care process.

	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
1. Forms appropriate and constructive professional relationships with families and other carers and acknowledging the impact of abuse and trauma on the development of mental health problems.								
2. Uses professional support structures to learn from experience and make appropriate adjustments whilst promoting mental health and challenging inequalities and discrimination.								

People can trust the mental health nursing student to engage in person centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves.

3. Actively empowers people to be involved in the assessment and care planning process and determines people's preferences.								
---	--	--	--	--	--	--	--	--

People can trust the mental health nursing student to engage with them in a warm, sensitive and compassionate way.

4. Considers with the person and their Carers their capability for self-care.								
---	--	--	--	--	--	--	--	--

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
People can trust the mental health nursing student 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.								
5. Uses strategies to enhance communication and remove barriers to effective communication minimising risk to people from lack of or poor communication for example by supporting people distressed by hearing voices or experiencing distressing thoughts or perceptions.								
People can trust the mental health nursing student 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.								
6. Ensures the meaning of consent to treatment and care is understood by the people or service users and understands restrictions relating to specific vulnerable client groups including those under compulsory measure.								
Skills Cluster II: Organisational Aspects of Care								
People can trust the mental health nursing student 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.								
7. Accurately undertakes and records a baseline assessment of weight, height, temperature, pulse, respiration and blood pressure using manual and electronic devices and understands and responds to abnormal findings.								

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
8. Understands the concept of public health and the benefits of healthy lifestyles and the potential risks and indicators of various lifestyles or behaviours, for example, substance misuse, smoking, obesity, mental health problems in at risk groups.								
9. Collects and interprets routine data, under supervision, related to the assessment and planning of care from a variety of sources e.g. urinalysis.								
10. Undertakes the assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk factors by working with the person and records, shares and responds to clear indicators and signs and for people experiencing critical and acute mental health problems e.g. pain, assessment of anxiety.								
11. Where relevant, applies knowledge of age and condition-related anatomy, physiology, psychology and development when caring for all people and their needs.								

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
People can trust the mental health nursing student to deliver nursing interventions and evaluate their effectiveness against the agreed assessment and care plan.								
12. Prepares and delivers interventions as per local policy. Applies a range of evidence-based therapeutic and recovery-focussed interventions, including individual and group psychological and psychosocial interventions based on systematic assessment and case formulation.								
People can trust the mental health nursing student to safeguard children and adults from vulnerable situations and support and protect them from harm.								
13. Documents concerns and information about people who are in vulnerable situations including working proactively with people at risk of suicide or self-harm using evidence based models of suicide prevention.								
People can trust the mental health nursing student to respond to their feedback and a wide range of other sources to learn, develop and improve services.								
14. Responds appropriately when people want to complain, providing assistance and support.								
15. Uses supervision and other forms of reflective learning within a mental health framework to make effective use of feedback from colleagues and managers by exploring self in relation to mental health.								

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
People can trust the mental health nursing student to promote continuity when their care is to be transferred to another service or person.								
16. Assists in preparing people and carers for transfer and transition through effective dialogue and accurate information and reports people's concerns including in challenging situations such as acute distress, when compulsory measures are used and in forensic settings where interventions balance safety with recovery-focused risk taking.								
17. Assists in the preparation of records and reports to facilitate safe and effective transfer including promoting the expertise of people with mental health problems in order to aid wellness and recovery and enable self-care and management.								
People can trust the mental health nursing student to be an autonomous and confident member of the multi-disciplinary or multi agency team and to inspire confidence in others.								
18. Communicates with colleagues verbally, face-to-face and by telephone, and in writing and electronically in a way that the meaning is clear, and checks that the communication has been fully understood.								

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
People can trust the mental health nursing student to work safely under pressure and maintain the safety of service users at all times.								
19. Demonstrates professional commitment by working flexibly to meet service needs to enable quality care to be delivered by contributing to the management of mental health environments by prioritising actions which enhance safety, psychological safety, therapeutic risk management and continuity of care.								
20. Uses supervision as a means of developing strategies for managing own stress and for working safely and effectively valuing an awareness of own mental health.								
21. Adheres to safety policies when working in the community and in people's homes, e.g. lone worker policy.								
Skills Cluster III: Infection Prevention and Control								
People can the mental health nursing student to identify and take effective measures to prevent and control infection in accordance with local and national policy.								
22. Participates in assessing and planning care appropriate to the risk of infection, evaluating and documenting interventions to prevent and control infection.								
23. Aware of the role of the Infection Control Team and Infection Control Nurse Specialist, and local guidelines for referral.								
24. Recognises potential signs of infection and reports to relevant senior member of staff.								

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
25. Discusses the benefits of health promotion within the concept of public health in the prevention and control of infection for improving and maintaining the health of the population.								
People can trust the mental health nursing student to maintain effective standard infection control precautions and apply and adapt these to needs and limitations in all environments.								
26. Applies knowledge of transmission routes in describing, recognising and reporting situations where there is a need for standard infection control precautions.								
27. Safely uses and disposes of, or decontaminates, items in accordance with local policy and manufacturers' guidance and instructions e.g. cleaning of single or multi use equipment.								
People can trust the mental health nursing student to provide effective nursing interventions when someone has an infectious disease including the use of standard isolation techniques.								
28. Safely delivers care under supervision to people who require to be nursed in isolation or in protective isolation settings.								
29. Takes appropriate actions in any environment including the home care setting, should exposure to infection occur, for example, chicken pox, diarrhoea and vomiting, needle stick injury.								
30. Applies knowledge of 'exposure prone procedure' and takes appropriate precautions and actions.								

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
People can trust the mental health nursing student to safely apply the principles of asepsis when performing invasive procedures and be competent in aseptic technique in a variety of settings.								
31. Demonstrates understanding of the principles of wound management, healing and asepsis.								
32. Safely performs clean and aseptic techniques in a variety of settings providing accurate advice to people and carers.								
People can trust the mental health nursing student to act, in a variety of environments including the home care setting, to reduce risk when handling waste, including sharps, contaminated linen and when dealing with spillages of blood and other body fluids.								
33. Adheres to health and safety at work legislation and infection control policies regarding the safe disposal of all waste, soiled linen, blood and other body fluids and disposing of 'sharps' including in the home setting maintaining people's dignity.								
Skills Cluster IV: Nutrition and Fluid Management								
People can trust the mental health nursing student to assist them to choose a diet that provides an adequate nutritional and fluid intake.								
34 Under supervision helps people to choose healthy food and fluids in keeping with their personal preferences, circumstances and cultural needs.								
35. Accurately monitors dietary and fluid intakes and completes relevant documentation.								
36. Supports people who need to adhere to specific dietary and fluid regimes maintaining independence and dignity when possible.								

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
37. Identifies people who are unable to or have difficulty in eating or drinking and reports this to others to ensure adequate nutrition and fluid intake is provided.								
People can trust the mental health nursing student to assess and monitor their nutritional status and in partnership, formulate an effective plan of care.								
38. Takes and records accurate measurements of weight, height, length and body mass index and other appropriate measurements of nutritional status.								
39. Assesses baseline nutritional requirements for healthy people relating to factors such as age and mobility.								
People can trust the mental health nursing student to assess and monitor their fluid status and in partnership with them, formulate an effective plan of care.								
40. Applies knowledge of fluid requirements needed for health and during illness and recovery so that appropriate fluids can be provided.								
41. Accurately monitors and records fluid intake and output. Recognises and reports abnormal findings.								
People can trust the mental health nursing student to assist them in creating an environment that is conducive to eating and drinking.								
42. Follows local procedures in relation to mealtimes, for example, protected mealtimes, indicators of people who need extra support.								

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
43. Ensures that people are ready for the meal; that they are in an appropriate location and position, are offered the opportunity to wash hands and offered proper assistance.								
People can trust the mental health nursing student to ensure that those unable to take food by mouth receive adequate fluid and nutrition to meet their needs.								
44. Recognises, responds appropriately and reports when people have difficulty eating or swallowing taking into account individual difference, culture, psychosocial factors.								
Skills Cluster V: Medicines Management								
People can trust the mental health nursing student to work within legal and ethical frameworks that underpin safe and effective medicines management.								
45. Demonstrates understanding of legal and ethical frameworks relating to the storage and safe administration of medicines in practice.								
46. Fully understands all methods of supplying medicines, for example, Medicines act exemptions, patient group directives (PGDs) clinical management plans and other forms of prescribing.								
47. With regards to ethical and legal frameworks, demonstrates an understanding of types of prescribing, types of prescribers and methods of supply.								

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
People can trust the mental health nursing student to work as part of a team to offer holistic care and a range of treatment options of which medicines may form a part.								
48. Demonstrates a range of commonly recognised approaches to managing symptoms, for example, relaxation distraction and lifestyle advice by helping people with mental health problems to make informed choices about pharmacological and physical treatments.								
People can trust the mental health nursing student to ensure safe and effective practice in medicines management through comprehensive knowledge of medicines, their actions, risks and benefits.								
49. Uses knowledge of commonly administered medicines in order to act promptly in cases where side effects and adverse reactions occur.								
50. Uses prescription charts correctly and maintains accurate records.								
51. Utilises and safely disposes of equipment needed to draw up and administer medication, for example, needles, syringes, gloves.								
52. Administers and, where necessary, prepares medication safely under direct supervision, including orally and by injection.								
People can trust the mental health nursing student to keep and maintain accurate records using information technology, where appropriate, within a multi-disciplinary framework as a leader and as part of a team, in a variety of care settings including within the home.								
53. Demonstrates awareness of roles and responsibilities within the multi-disciplinary team for medicines management, including how and in what ways information is shared within a variety of settings.								

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
People can trust the mental health nursing student to work in partnership with people receiving medical treatments and their carers.								
54. Under supervision involves people and carers in administration and self-administration of medicines.								
People can trust the mental health nursing student to use and evaluate up-to-date information on medicines management and work within national and local policy guidelines.								
55. Accesses commonly used evidence based sources relating to the safe and effective management of medicine.								
People can trust the mental health nursing student to demonstrate understanding and knowledge to supply and administer via a patient group directive.								
56. Demonstrates knowledge of what a Patient group directive is and who can use them.								

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

Part 2 Episode of Care

This assessment must be completed by the end of Part 2 with less direct supervision from the student's Practice Assessor during a specific episode of care.

Guidelines

The Practice Assessor and student will identify an appropriate episode of direct care involving meeting the needs of a group of service users. e.g. assessing, planning, delivering and evaluating the care of a group of patients/service users.

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
- Leadership, management and team working

Learning outcomes

1. The student provides safe, person-centred care in a confident manner, within an appropriate timeframe in order to demonstrate the knowledge, skills, attitudes and behaviours required.
2. The student demonstrates that they have maintained appropriate professional values, expected attitudes and behaviours during the episode of care.
3. The student demonstrates their potential to work autonomously, making the most of opportunities to extend knowledge, skills and practice.

Student reflection on an episode of care

Within your reflection, demonstrate how you have achieved learning outcomes 1 – 3

Describe the episode of care and how you assessed, planned, delivered and evaluated patient care.

What did you do well?

What would you have done differently?

What learning from this episode of care could be transferred to other areas of practice?

SAMPLE

Practice Assessor feedback Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following: YES = Achieved No = Not Achieved (Refer to Grade Descriptors on Page 7)		
Domain	Level	Comments
Professional values Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries.		
Communication and interpersonal skills Demonstrates the ability to communicate effectively with service users in vulnerable situations, ensuring their dignity is maintained at all times.		
Nursing practice and decision making Demonstrates safe, compassionate, person-centred, evidence based care that respects and maintains dignity and human rights.		
Leadership, management, team working Uses effective management skills to organise work efficiently. Prioritises and manages work load effectively.		
If any of the Domains are 'Not Achieved' this will require a re-assessment and the academic assessor must be informed		
Student's signature:		Date:
Practice Assessor's signature:		Date:

Part 2 Medicines Management

This assessment must be completed by the end of Part 2 where the student safely administers medicines to a group of patients/service users or a caseload of patients/service users in community settings under the supervision of the Practice Assessor.

During Part 2 the student should be developing their knowledge, skills and competencies in relation to the safe administration of medicines. This assessment should normally be undertaken with a small group of patients/service users or caseload.

The student must be allowed a number of practice opportunities to administer medicines under supervision prior to this assessment.

The student must work within the legal and ethical frameworks that underpin safe and effective medicines management and work within national and local policies

Regulatory requirements: Standards for medicines management (NMC, 2007).the code (NMC, 2015)

The aim of this assessment is to demonstrate the student's knowledge and competence in administering medications safely.

Learning outcomes

1. The student is able to apply knowledge of pharmacology, how medicines act and interact in the systems of the body, and their therapeutic action.
2. The student is able to prepare medications where necessary, safely and effectively administer these via common routes and maintains accurate records
3. The student is able to safely and accurately perform medicines calculations.
4. The student is able to demonstrate that they have maintained appropriate professional values, expected attitudes and behaviours during the administration of medicines.
5. The student is able to maintain safety and safeguard the patient from harm.

YES = Achieved No = Not Achieved			
Competency	Level	Competency	Level
1. Is aware of the patient/service user's plan of care and the reason for medication. Explains to the assessor.		7. Prepares medication safely. Checks expiry date. Notes any special instructions/contraindications.	
2. Communicates appropriately with the patient/service user. Provides clear and accurate information and checks understanding.		8. Calculates doses accurately and safely. <ul style="list-style-type: none"> • Demonstrates to assessor the component parts of the calculation. • Minimum of 3 calculations undertaken. 	
3. Understands safe storage of medications in the care environment.		9. Checks and confirms the patient/service user's identity. (ID band or other confirmation if in own home)	
4. Maintains effective hygiene/infection control throughout.		10. Administers or supervises self-administration safely under direct supervision. Verifies that oral medication has been swallowed.	
5. Checks prescription thoroughly. <ul style="list-style-type: none"> • Right patient/service user • Right medication • Right time/Date/Valid period • Right dose/last dose • Right route/method • Special instructions 		11. Describes/demonstrates the procedure in the event of non-compliance.	
		12. Safely utilises and disposes of equipment.	
		13. Maintains accurate records. <ul style="list-style-type: none"> • Records, signs and dates when safely administered 	
		14. Monitors effects and is aware of common side effects and how these are managed.	
6. Checks for allergies <ul style="list-style-type: none"> • Asks patient/service user. • Checks prescription chart or identification band 		15. Uses appropriate sources of information e.g. British National Formulary	
		16. Offers patient /service user further support/advice.	
Comments			
Student's signature:		Date:	
Practice Assessor's signature:		Date:	

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
		Date: Reviewer: Comments:
Signed (Practice Assessor) Signed (Student) Signed (Academic Assessor)	Date Date Date	Practice Assessor name (please print)

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					
	Weekly Total =					Weekly Total =				
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
	Weekly Total =					Weekly Total =				
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
	Weekly Total =					Weekly Total =				

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*)
- Michelle Ellis Senior Lecturer & Practice Lead, Child Health, City University London (*Child Lead*)
- Mark Jones, Senior Lecturer & Head of Practice Education. School of Health Sciences, City University London
- 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*)
- Alan Randle, Associate Dean (AQA-Practice Enhancement), University of Hertfordshire (*Learning Disability Lead*)
- Mark Statham, Head of Pre-Registration and CPPD, London LETB Shared Service.
- David Marston, Senior Commissioning Manager Non-Medical Commissioning & Quality Management, London LETB Shared Services
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