PLPLG

Developing London's Future Nurses Together

Nursing Practice Assessment Document 2.0 (ePAD)

Guide to Completing the Pan London ePAD

BSc (Hons)/PG Dip/MSc Programmes

PLPAD 2.0 Future Nurse: Standards of proficiency for registered nurses (NMC 2018)

Updated for ePAD - February 2021

Completing the Practice Assessment Document

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Introduction

The purpose of this guide is to provide guidance for the completion of the Nursing Pan London Practice Assessment Document (PAD) 2.0 using the online system known as the Pan London ePAD. General guidelines are provided for each element within the PAD. This guidance should be read alongside specific instructions that may apply to individual universities.

The PLPAD 2.0 has been developed to ensure that student nurses are prepared to successfully meet the *Future Nurse: Standards of proficiency for registered nurses* (NMC 2018) at the point of registration. The NMC standards specify the knowledge and skills that Registered Nurses must demonstrate when caring for people of all ages and across all care settings and comprise seven platforms and two annexes. The role of the Nurse in the 21st century is to provide care for people who have complex mental, physical, cognitive and behavioural care needs across a range of settings including people's own homes, in the community or hospital or any health care setting.

The platforms are:

1. Being an accountable professional
2. Promoting health and preventing ill health
3. Assessing needs and planning care
4. Providing and evaluating care
5. Leading and managing nursing care and working in teams
6. Improving safety and quality of care
7. Coordinating care

Annexe A: Communication and relationship management skills
Annexe B: Nursing procedures

The outcome statements within the standards of proficiency apply across all fields of nursing practice (Adult, Child, Learning Disabilities and Mental Health) and all care settings as Registered Nurses must be able to meet the person-centred, holistic needs of the people they encounter in their practice who may be at any stage of their life and who may have a range of mental, physical, cognitive or behavioural health challenges.

The annexes within the standards of proficiency also apply across all fields and demonstrate what Registered Nurses should be able to demonstrate at the point of Registration. *The level of expertise and knowledge required for both annexes will vary dependent on the chosen field(s) of practice. Registered Nurses must be able to demonstrate the ability to undertake these skills and procedures at an appropriate level for their intended field(s) of practice.*

Practice Supervisors, Practice Assessors and Academic Assessors have an important role in supporting and guiding the student through their learning experience. This includes facilitating any reasonable adjustments the student may require to achieve the maximum benefit from the placement. Descriptions of these roles can be found within this guide.

As well as undertaking the required assessments, the role of the Practice Supervisor and Practice Assessor also includes identifying relevant learning opportunities and creating learning and development plans with the student.

The document has been designed around the following Components of Assessment and Feedback:

- Initial, Mid-Point and Final Interviews per placement
- Professional Values
- Proficiencies
- Episode(s) of Care
- Medicines Management
- Patient/Service User/Carer Feedback Form
- Record of learning from others/interprofessional working
- Additional professional feedback
- Peer feedback
- Ongoing Achievement Record

Criteria for Assessment in Practice

Within the PAD three key statements have been developed to reflect the level of performance that the student is required to demonstrate at the end of each Part, as well as the level of assistance that may be required at each stage where the student by the end of the Part is practising independently, competently and confidently. The following three levels of performance are to be met by the end of each Part: refer to table 1.

By the end of Part 1	Guided participation in care and performing with increasing confidence and competence
By the end of Part 2	Active participation in care with minimal guidance and performing with increased confidence and competence
By the end of Part 3	Practising independently with minimal supervision and leading and co-ordinating care with confidence

Table 1

In addition to achieving the required level of performance at the end of the Part the student is assessed against a specified set of criteria related to knowledge, skills, attitudes and values for each component of assessment within the PAD. These criteria are used to assess the student on different placements across the year as they work towards the overall performance level to be achieved by the end of the Part. For details of the criteria in each Part refer to Table 2.

If the student's performance gives cause for concern at the mid-point interview or at any point during the experience feedback must be given and an action plan written to enable the student to address this prior to the final interview. The Practice Assessor must communicate with and involve the Academic Assessor in this process.

Within the PAD there may be guidelines relating to how the assessment is managed within the university, and the student should ensure that they have read and understood these.

Statement regarding the use of the term "Parts"

There are three Practice Assessment Parts in total, which incorporate the range of Future Nurse Standards of proficiency (NMC 2018). "Parts" in this context is used to represent the range of outcomes to be achieved by students at different levels. These parts may differ from the stages of the education programme that will be defined locally by each university provider.

Criteria for Assessment in Practice Overall Framework — Parts 1 - 3

Guided participation in care and performing with increasing confidence and competence — Part 1

Active participation in care with minimal guidance and performing with increased confidence and competence — Part 2

Practising independently with minimal supervision and leading and coordinating care with confidence — Part 3

Part 1: Guided participation in Care

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

Achieved	Knowledge	Skills	Attitude and values
YES	Is able to identify the appropriate knowledge base required to deliver safe, person centred care under some guidance.	In commonly encountered situations is able to utilise appropriate skills in the delivery of person centred care with some guidance.	Is able to demonstrate a professional attitude in delivering person centred care. Demonstrates positive engagement with own learning.
NO	Is not able to demonstrate an adequate knowledge base and has significant gaps in understanding, leading to poor practice.	Under direct supervision is not able to demonstrate safe practice in delivering care despite repeated guidance and prompting in familiar tasks.	Inconsistent professional attitude towards others and lacks self-awareness. Is not asking questions nor engaging with own learning needs.

Guided participation in care and performing with increasing confidence and competence — Part 1

Active participation in care with minimal guidance and performing with increased confidence and competence — Part 2

Practising independently with minimal supervision and leading and coordinating care with confidence — Part 3

Part 2: Active participation in care with minimal guidance

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

Achieved	Knowledge	Skills	Attitude and values
YES	Has a sound knowledge base to support safe and effective practice and provide the rationale to support decision making.	Utilises a range of skills to deliver safe, person centred and evidence based care with increased confidence and in a range of contexts.	Demonstrates an understanding of professional roles and responsibilities within the multidisciplinary team. Maximises opportunities to extend own knowledge.
NO	Has a superficial knowledge base and is unable to provide a rationale for care, demonstrating unsafe practice.	With supervision is not able to demonstrate safe practice and is unable to perform the activity and/or follow instructions despite repeated guidance.	Demonstrates lack of self-awareness and understanding of professional role and responsibilities. Is not asking appropriate questions nor engaged with their own learning.

Guided participation in care and performing with increasing confidence and competence — Part 1

Active participation in care with minimal guidance and performing with increased confidence and competence — Part 2

Practising independently with minimal supervision and leading and coordinating care with confidence — Part 3

Part 3: Leads and coordinates care

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

Achieved	Knowledge	Skills	Attitude and values
YES	Has a comprehensive knowledge-base to support safe and effective practice and can critically justify decisions and actions using an appropriate evidence-base.	Is able to safely, confidently and competently manage person centred care in both predicable and less well recognised situations, demonstrating appropriate evidence based skills.	Acts as an accountable practitioner in responding proactively and flexibly to a range of situations. Takes responsibility for own learning and the learning of others.
NO	Is only able to identify the essential knowledge-base with poor understanding of rationale for care. Is unable to justify decisions made leading to unsafe practice.	With minimal supervision is not able to demonstrate safe practice despite guidance.	Demonstrates lack of self-awareness and professionalism. Does not take responsibility for their own learning and the learning of others.

Table 2

Student Responsibilities

You should take responsibility for your own learning and know how to access support and:

- Engage positively with all learning opportunities
- Understand the assessment requirements
- Work with and receive written feedback from a range of staff (including identified Practice Supervisors) and Service-Users
- Reflect on your own learning
- Provide feedback on learning experience

Q: When should I contact my allocated placement?
A: It is advisable to contact your allocated placement in advance of starting your placement to obtain the information you need to enable you to prepare.

Q: Will I have a named contact on placement?
A: You will have a Nominated Person to support you and address any concerns. This could be a Placement Manager, Ward Manager, Team Leader, Service Manager or other.

Q: Who will supervise me on placement?
A: You will be supported by a number of Practice Supervisors who will support your learning and can contribute to assessment (refer to Practice Supervisor Responsibilities).

Q: Who will assess me on placement?
A: You will have a nominated Practice Assessor for your placement, who is responsible for assessing and confirming proficiency and achievement. The Practice Assessor will liaise with the Practice Supervisor and Academic Assessor to obtain feedback on your progress (refer to Practice Assessor Responsibilities).

Q: Will there be support from the university when on placement?
A: You will have a named Academic Assessor for each Part of the programme. The Academic Assessor will liaise with your Practice Assessor. If you have any concerns regarding your practice learning you should raise these with the university as soon as possible (refer to Academic Assessor Responsibilities and university guidelines).

Q: What if I can't access my ePAD when on placement?
A: It should be possible to access your ePAD website from any PC, laptop or mobile device with network / wifi / data connection. Some practice provider organisations have strict internet access rules which may need to be adjusted to allow access for the ePAD website when using their PCs. If you have any technical difficulties with the ePAD raise them immediately with your university's ePAD support via the email address you have been given.

Practice Supervisor Responsibilities

Practice Supervisors (PS) are Registered Nurses or Midwives or Registered health or social care professionals. They have current knowledge and experience and are appropriately prepared for the role:

- Ensures learning opportunities are facilitated
- Contributes to assessment and records regular feedback
- Seeks feedback from other supervisors

Q: What is my role in supporting the student?
A: You have responsibilities for overseeing the student's progress during the placement. You may undertake the initial interview in the placement with the student which includes supporting the student to identify their learning opportunities and completion of the learning plan.

Q: What is my role in assessing the student?
A: The Practice Assessor has responsibility for student assessment. Practice Supervisors have an important role in contributing to assessment and giving regular feedback and the following can be undertaken by the Practice Supervisor to contribute to the student's assessment:

- Initial interview on placement
- Professional Values at mid-point
- Proficiencies as appropriate and relevant to your scope of practice and professional role

Q: What is my relationship with other identified roles?
A: You will record feedback on the student's progress and liaise with other Practice Supervisors and the Practice Assessor to give feedback to inform the Practice Assessor's decisions.

Q: What if I am not a registered nurse and supervising the student?
A: A range of registered health or social care professionals can support and supervise student learning and contribute to the student's assessment within their scope of practice.

Practice Assessor Responsibilities

Practice Assessors (PA) are Registered Nurses or Midwives with current knowledge and expertise and are appropriately prepared for the role;

- Conducts assessments, informed by feedback from Practice Supervisors
- Makes and records objective decisions, drawing on records, observations, student reflection and other resources
- Periodically observes the student
- Gathers and coordinates feedback from Practice Supervisors and other relevant people
- Schedules communication with Academic Assessors at relevant points

Q: What is my role in assessing the student?
A: You have responsibility for student assessment and will liaise with the Practice Supervisors to obtain feedback and Academic Assessors to discuss student achievement and progression. You will review assessment documentation in the ePAD that has been completed by a range of other health or social care professionals who have contributed to aspects of assessment.

Q: What specific elements do I need to assess and document?
A: The Practice Assessor assesses:
On each placement:

- Initial interview (can be undertaken by Practice Assessor or Practice Supervisor; if PS undertakes, must be agreed by PA)
- Mid-point interview
- Professional Values at final interview
- Final interview
- Confirmation of proficiencies

During the Part:

- Episodes of Care and Medicines Management

Q: What is my responsibility when a student's performance causes concern?
A: If a student requires an action plan, you should liaise with the Academic Assessor. Depending on the university and the practice placement policy you may have to inform the nominated person.

Academic Assessor Responsibilities

Academic Assessors are Registered Nurses or Midwives and are allocated for each Part of the programme and are appropriately prepared for the role:

- Works in partnership with the Practice Assessor to evaluate and recommend the student for progression for each part of the programme
- Has understanding of the student's learning and achievement in practice
- Enables scheduled communication and collaboration between Academic and Practice Assessors

Q: What is my role in relation to student assessment?
A: The student has an Academic Assessor for each Part of the programme and will provide continuity and have an overview of student achievement to inform progression. If there is cause for concern in relation to the student's performance you should be involved in agreeing an Action Plan.

Q: Who will I liaise with?
A: You will communicate and collaborate with the Practice Assessor at relevant scheduled points during the Part. This may be in person, via email or telephone as appropriate.

Q: What is my responsibility in relation to the student's progression towards registration?
A: In Part 3 to ensure the student is able to provide care, lead and co- ordinate care confidently they will meet with their Practice Assessor or Practice Supervisor weekly to discuss and summarise achievement. The Academic Assessor will review and confirm the overall achievement in the ePAD and recommend progression to registration in the OAR.

Introduction and Guidance - what to complete and when

The ePAD has guidance within it about when to complete assessments.

Click on the three bars (known as the 'burger') near the top of the page.

This displays a table of contents for the ePAD. You will find under Part 1 Introduction:

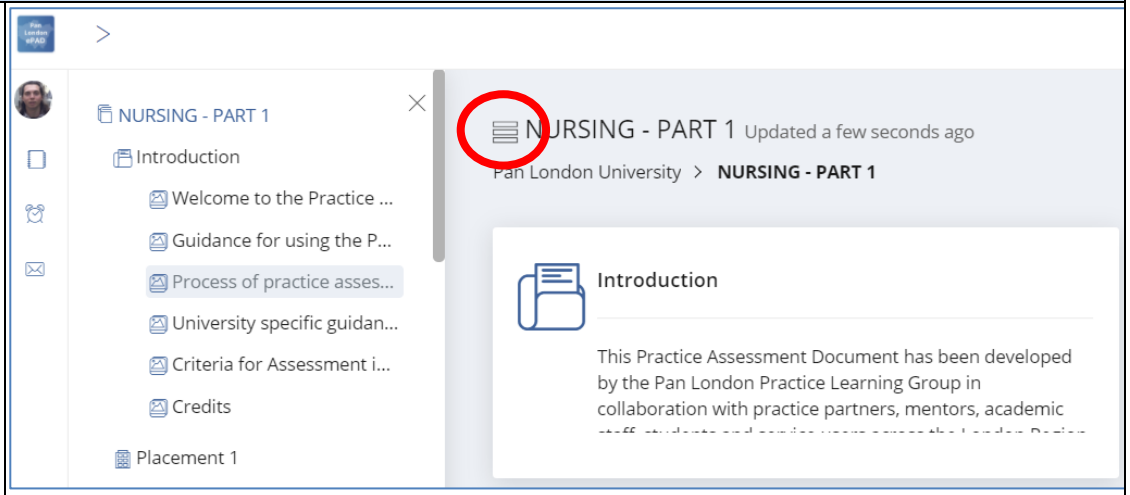
- Welcome to the Practice Assessment Document (PAD)
- Guidance for using the PAD to facilitate learning and assessment in practice
- Process of practice assessment
- University specific guidance (where provided)
- Criteria for Assessment in Practice
- Credits

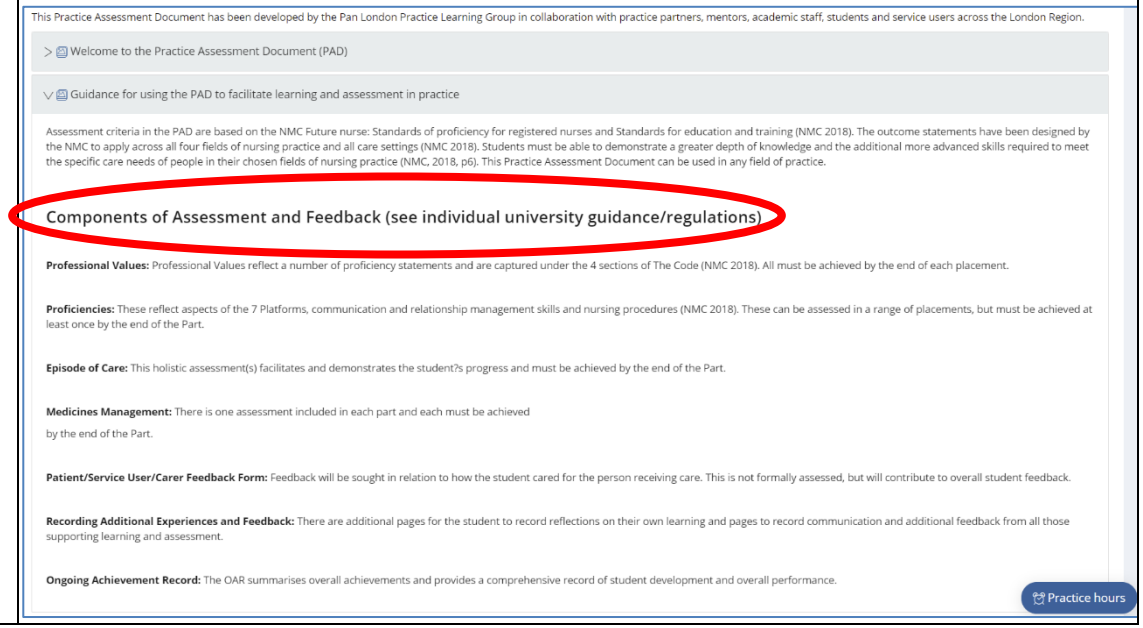
This is repeated within each Part as some guidance varies between Parts.

To understand what to complete within the PAD and when, click on:

- Guidance for using the PAD to facilitate learning and assessment in practice

This will give you Components of Assessment and Feedback.





Document Signatories and Nominated Person

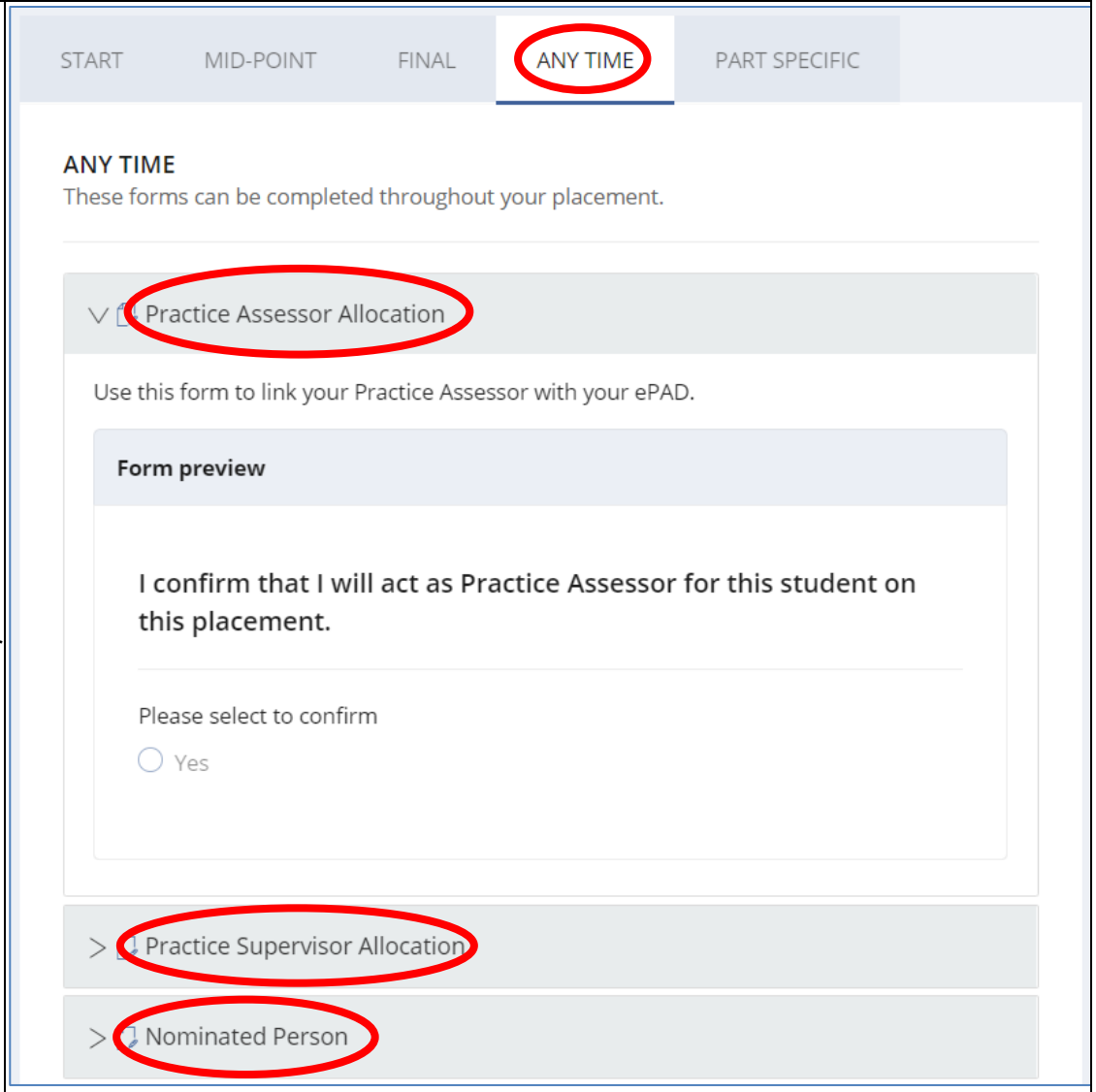
Throughout the ePAD, when adding material via the student's account (i.e. the student has signed into the ePAD website or app) ensure that the signatory's name is entered in full and their work email address is entered accurately. It is worth double checking this before submitting the form or practice hours. (Any errors will require the university to investigate before the assessment or hours can be verified.) The signatory will receive an email with a confirmation of their contribution (weekly in the case of practice hours). Any discrepancies must be raised with the university.

Practice Assessors and Practice Supervisors who expect to support the student throughout the placement should ask the student to complete the Practice Assessor or Practice Supervisor Allocation form, as applicable, using their full name and work email address in the sign-off window. It is worth double checking this before submitting as the system will use this information to create the account for the Practice Assessor/Supervisor if they are new to the ePAD. The Practice Assessor/Supervisor will receive a welcome email with information and guidance.

This form also creates a link between the Practice Assessor's / Supervisor's account and the student's ePAD, so it must be completed for every student that the Practice Assessor/Supervisor works with. This allows the Practice Assessor or Practice Supervisor to contribute to the student's ePAD independently of the student and monitor their progress during the placement. It also provides access to the student's earlier practice assessment documentation within the ePAD.

The Practice Assessor and Practice Supervisor Allocation forms can be found in the Any Time tab of the placement page within the ePAD.

Nominated Person:
The nominated person is usually a member of staff not working directly with the student, to whom the student can take any concerns. The student must be made aware of their nominated person during their orientation. The Nominated Person form allows the student to record the details of the nominated person as part of their PAD.



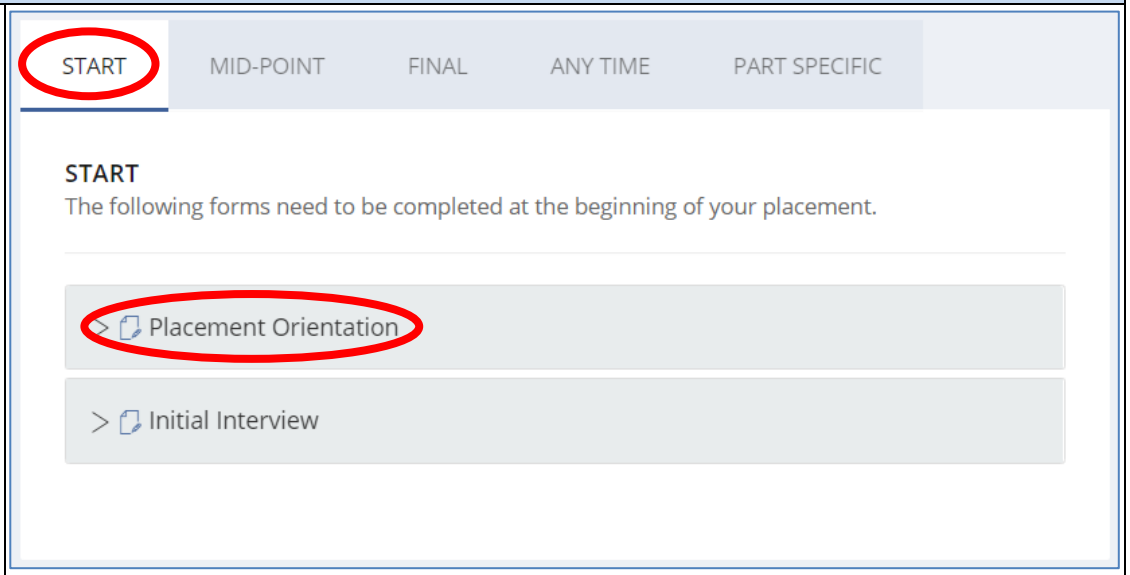
Orientation

There are some elements of orientation that **must** be completed on the first day on placement. Refer to the placement orientation form in the ePAD for a checklist that must be completed.

Q: Who can orientate the student and complete this form?
A: An appropriate member of staff familiar with the area, as identified by the nominated person/local manager can complete the student's placement orientation

The Placement Orientation form for completion on the first day can be found in the Start tab of the placement page within the ePAD (shown here).

Prior to use orientation:
A further Prior to Use Orientation form can be found in the Any Time tab (not shown). This form allows the student and staff to document that they have been shown equipment or devices later in the placement. This can be completed with an appropriate member of staff familiar with the area, as identified by the nominated person/local manager.



Initial, Mid-point and Final Interviews

These interviews provide a formal record of student learning objectives, reflections and achievements. Students are encouraged to take responsibility for their own learning and record reflections.

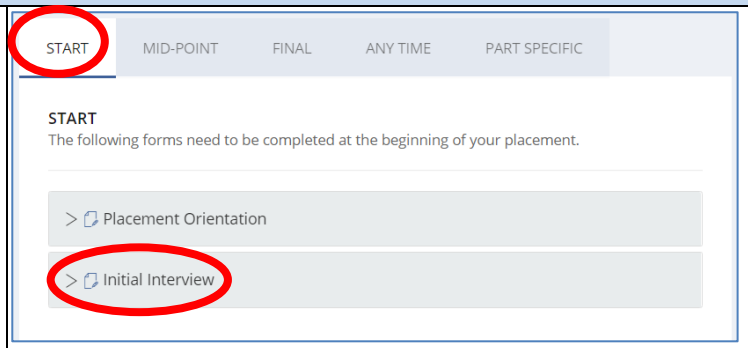
Initial interview:
This is completed by the student with support from the Practice Supervisor or Practice Assessor who will identify the learning opportunities available during the placement and will reflect on their achievements. If the Practice Supervisor completes the initial interview with the student they need to confirm the learning plan with the Practice Assessor in advance and confirm this within the form.

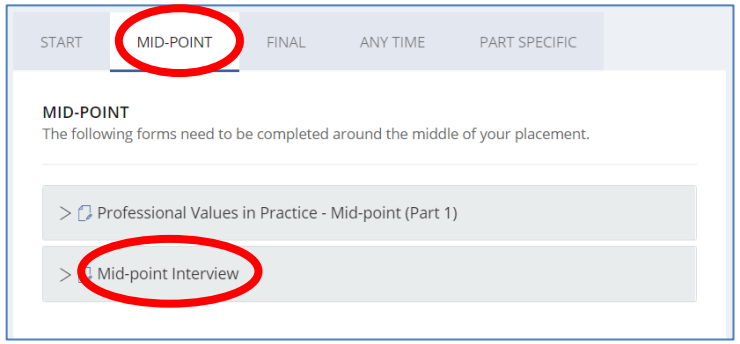
Mid-point interview:
This is completed by the student and the Practice Assessor who will review progress and refine the learning plan where necessary.

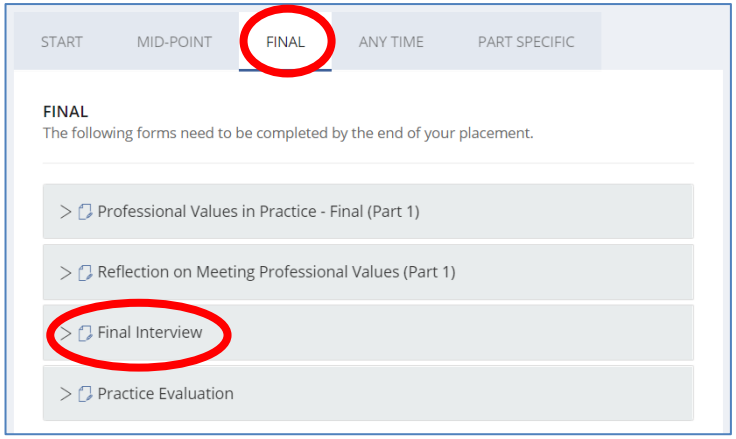
The Practice Assessor must confirm that they have reviewed the Mid-point Professional Values assessment with the student as part of the interview.

If there are causes for concern the Practice Assessor will liaise with the Academic Assessor and complete an action plan.

Final interview:
This is completed by the student and the Practice Assessor who will review progress and confirm achievement.







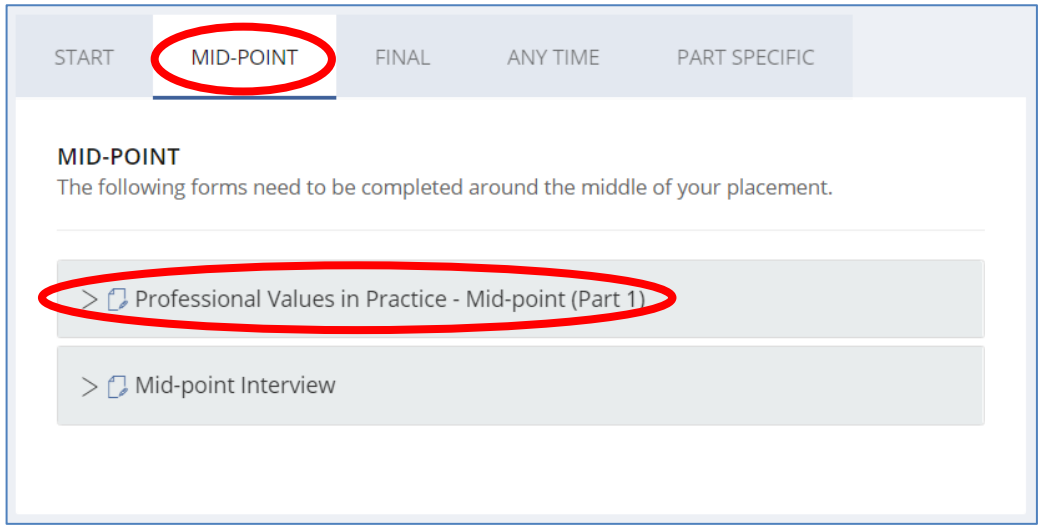
Professional Values

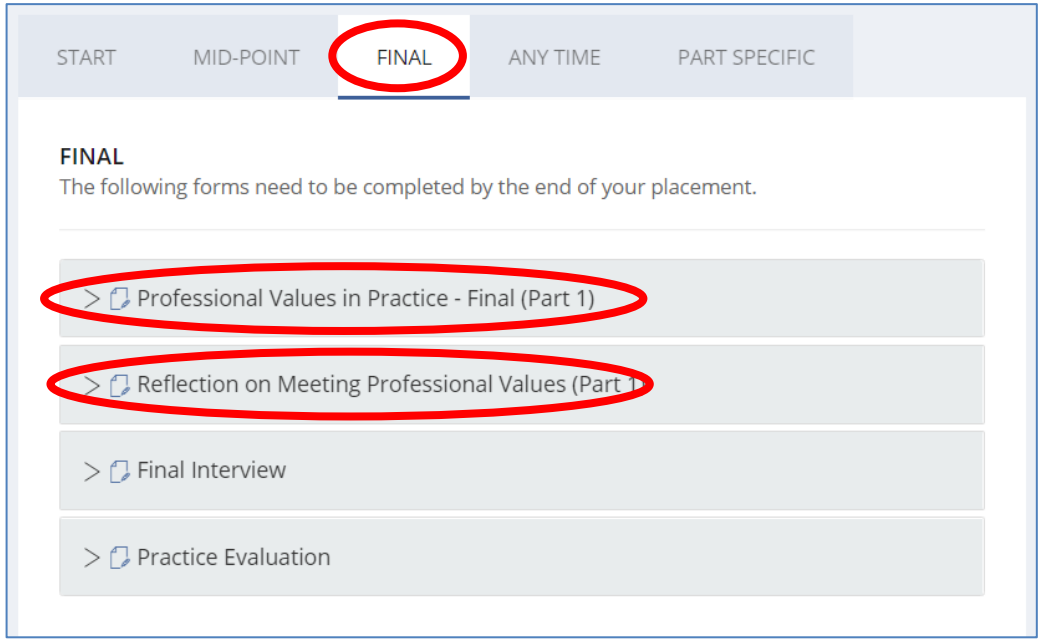
Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). The Professional Values reflect a number of proficiency statements and are captured under the four sections of The Code.

Student reflection on meeting professional values:
The student selects one example from practice on each placement to demonstrate how they practise within The Code. Confidentiality in relation to people receiving care and service providers should be maintained. For each placement a different area of The Code should be selected to reflect on.

Student achievement:
Where other components have been assessed and achieved e.g. a proficiency assessed at the beginning of the Part, the student needs to demonstrate continued competence and confidence in the proficiency. Professional Value statement 8 enables the assessor to ensure and record that the student is meeting this requirement.

Q: Who assesses the professional values?
A: The Practice Supervisor or Practice Assessor can assess the mid-point professional values. If the Practice Supervisor assesses the mid-point this will be reviewed by the Practice Assessor during the mid-point interview. The final assessment of the student's achievement of Professional Values on the placement is made by the Practice Assessor. They will also discuss and review with the student their reflection on meeting Professional Values. Any concerns will be discussed with the Academic Assessor.





Patient/Service User/Carer Feedback Form

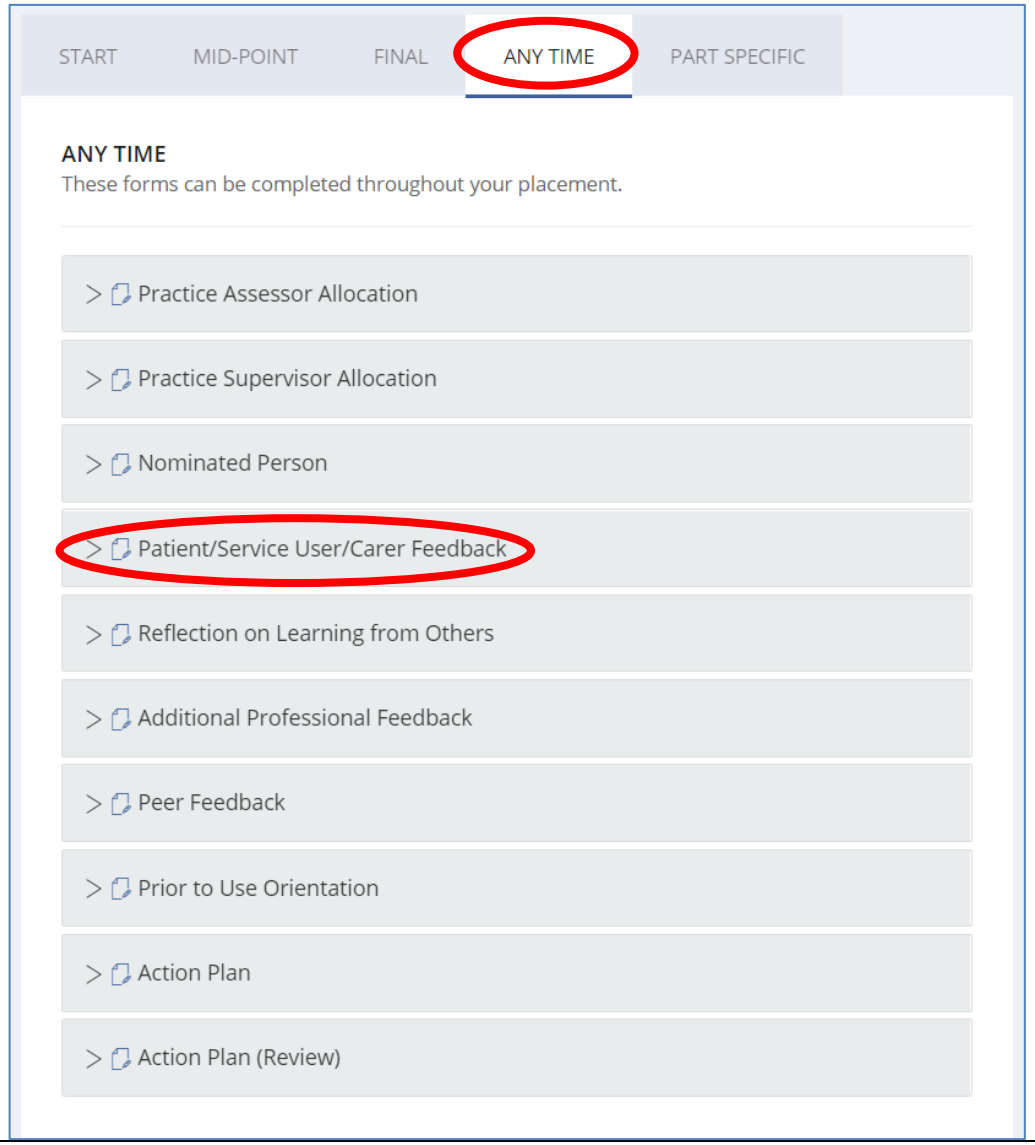
Within each placement there is a form for the student to receive feedback directly from someone they have cared for and/or their carers. Practice Supervisors or Practice Assessors support students by facilitating this and asking patients/service users or their families to complete the form. It may not be possible to have this completed in every placement.

Within the form there is the facility for student to download a pdf copy that can be printed out for completion where this is more appropriate. The completed form can be uploaded to the ePAD form as a scanned document or image, or the responses can be transferred to the online form by the student. The completed ePAD form must be signed off by the Practice Supervisor or Practice Assessor who is present.

Q: Who asks the person receiving care or carer to complete the form?
A: The Practice Supervisor/Practice Assessor should obtain consent from patients/service users/carers who should feel able to decline to participate.

Q: Does the person receiving care or carer sign the form?
A: No. The form is signed off by the Practice Supervisor or Practice Assessor.

Q: How is the feedback used in the assessment process by the Practice Supervisor and Practice Assessor?
A: The student will reflect on the feedback provided by the patient/service user/carer and discuss the outcomes, including any changes to practice that need to be made which can be included in the interviews or in an action plan.



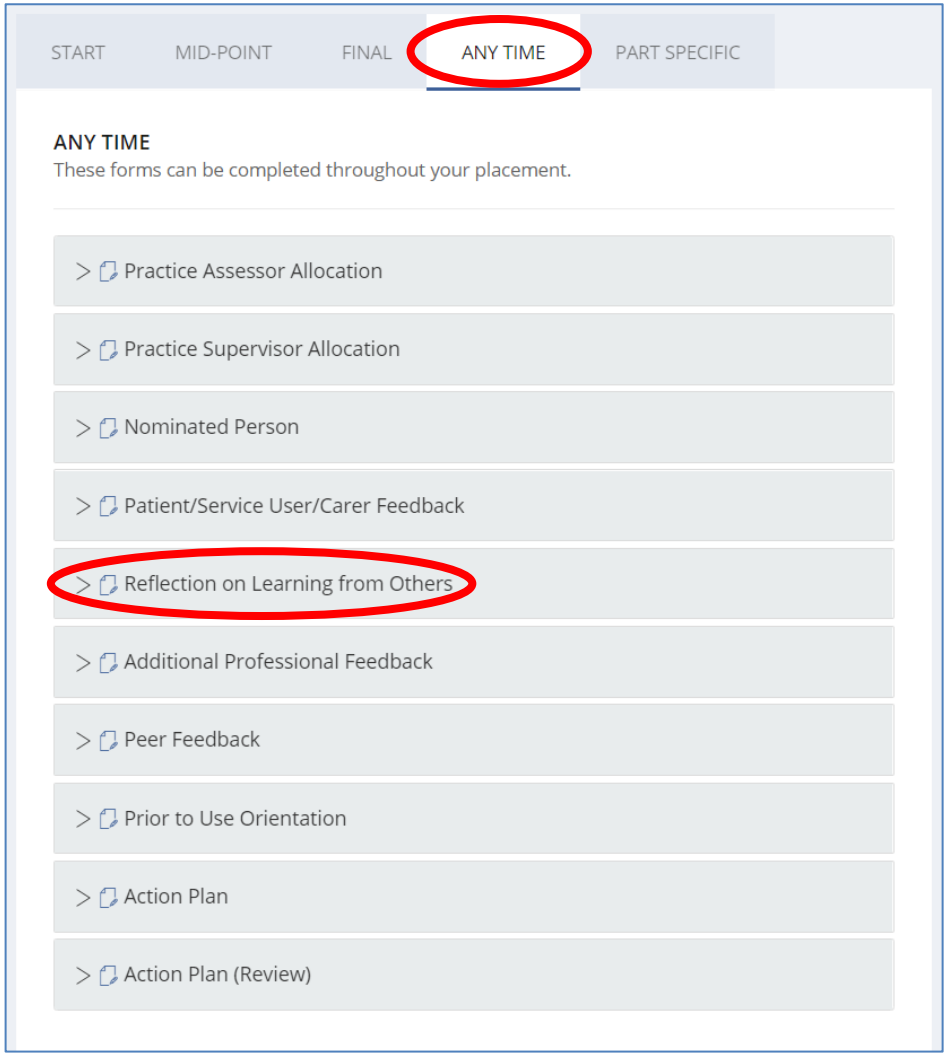
Reflection on Learning from Others

Students will have opportunities across all Parts to work with other professions across a range of teams and agencies. They will be able to gain an understanding of the different roles and responsibilities and importance of teamwork in providing person centred care.

Student reflection:
Students should reflect on their learning when working with members of the multi-disciplinary team and document this. The Practice Supervisor will discuss the student's reflection and comment on their experience.

The Reflection on Learning from Others form is found in the Any Time tab of the placement page within the ePAD.

Q: How are the reflections used in the assessment process by the Practice Supervisor and Practice Assessor?
A: The Practice Supervisor will discuss the student's reflection on their learning from others and provide relevant feedback within the form. The Practice Assessor will review documented records where the student has worked with other health and social care professionals and incorporate into assessment where appropriate.



Additional Professional Feedback

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

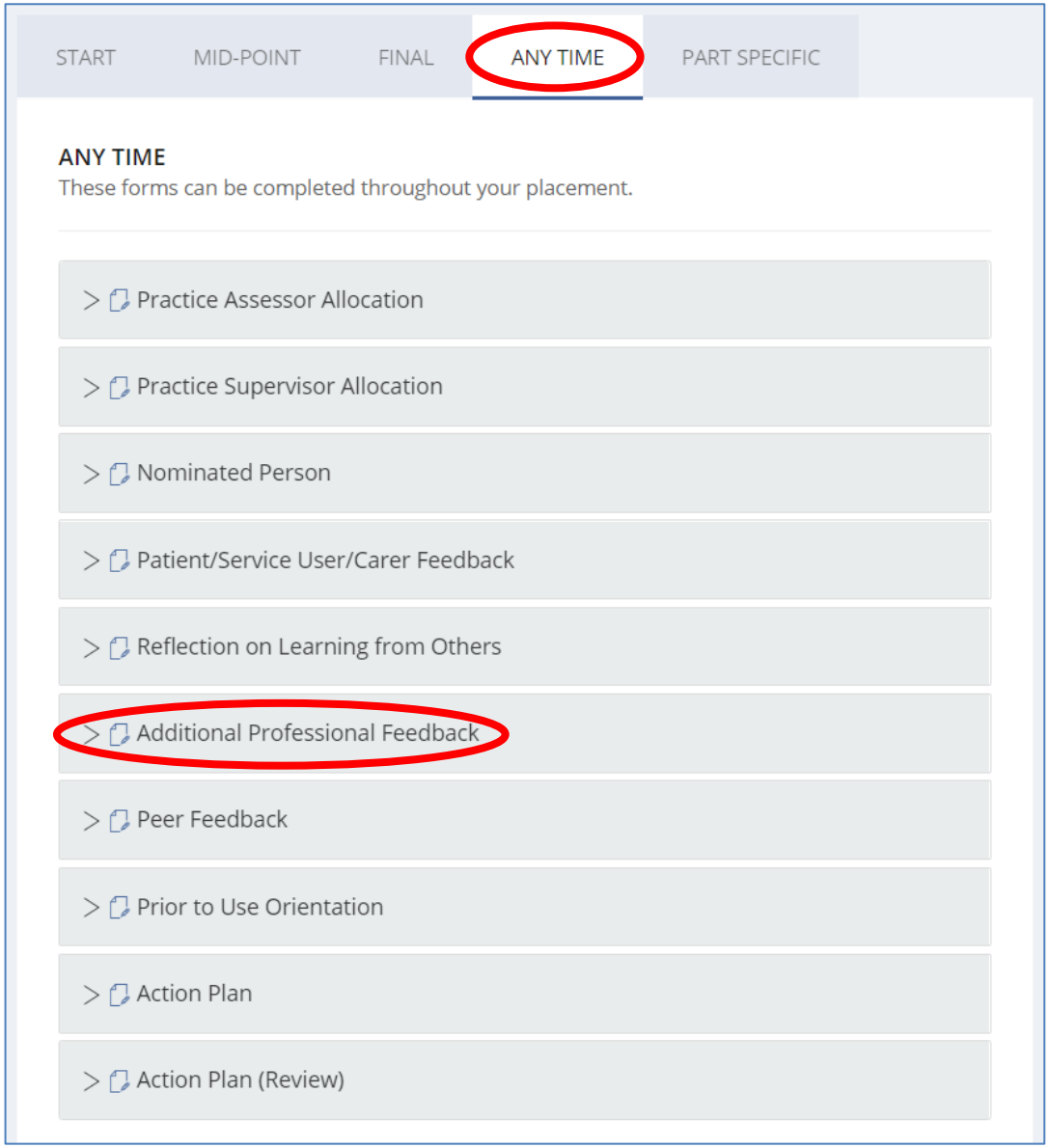
This is for additional feedback that has not been documented elsewhere in the student's ePAD.

The Additional Professional Feedback form is found in the Any Time tab of the placement page within the ePAD.

In the form submission workflow the student has the choice to email the form for completion and should do this where they are collecting feedback retrospectively from a member of staff who does not have access to their ePAD. The staff member will receive an email with a link to complete the form.

Q: Should other members of the team be registered professionals?
A: No. It may be appropriate for an experienced health care assistant to give feedback on working with the student. However, they would not be contributing to assessment decisions.

Q: What type of information should be recorded?
A: Any relevant information that can be used in the assessment process, or that records the student's progress.



Peer Feedback

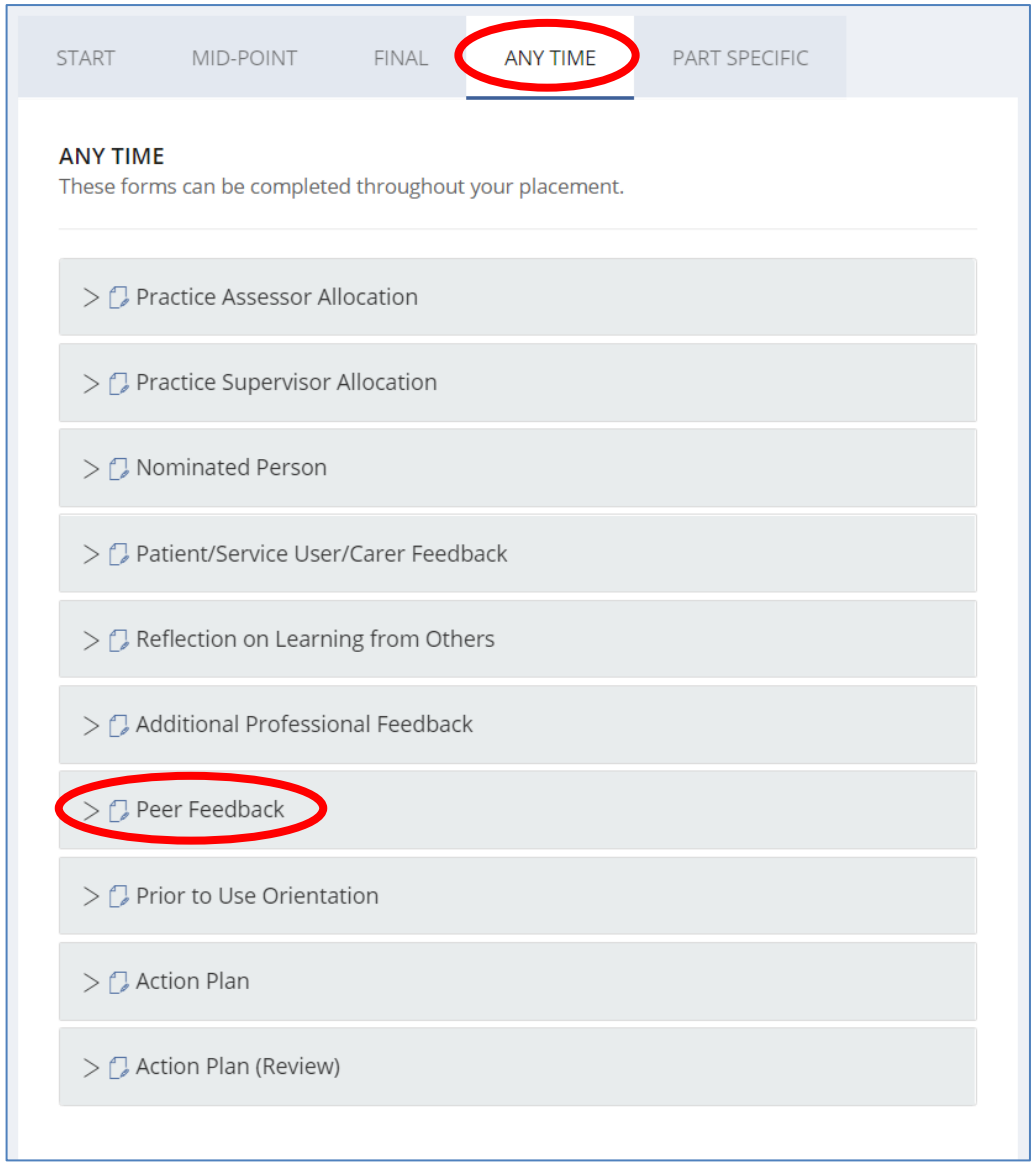
Feedback can be provided by the student's peers i.e. other students who have worked alongside you or have had the opportunity to discuss your learning needs with you. If you have facilitated a teaching session on placement you can use this form to obtain feedback.

The Peer Feedback form is found in the Any Time tab of the placement page within the ePAD.

Q: Which students can complete peer feedback?
A: Any student you have worked with regularly in the placement area. This could be Nursing, Midwifery, Allied Health, Medical and/or Social Work students.

Q: Who signs off the peer feedback form?
A: The student providing the feedback signs off the form with their full name and university email address.

Q: How is peer feedback used in the assessment process by the Practice Supervisor and Practice Assessor?
A: The Practice Supervisor will discuss with the student the feedback they have received from peers in relation to how they support other student's learning in practice and facilitate teaching. The Practice Assessor will review documented peer feedback where the student has received feedback from other students and incorporate into assessment where appropriate.



Proficiencies

Assessments of proficiencies are undertaken across the Part in a range of placements. If a proficiency is assessed as achieved early in the Part it is expected that the student maintains that level of competence and can be re-assessed in subsequent placements. This is underpinned by Professional Value 8.

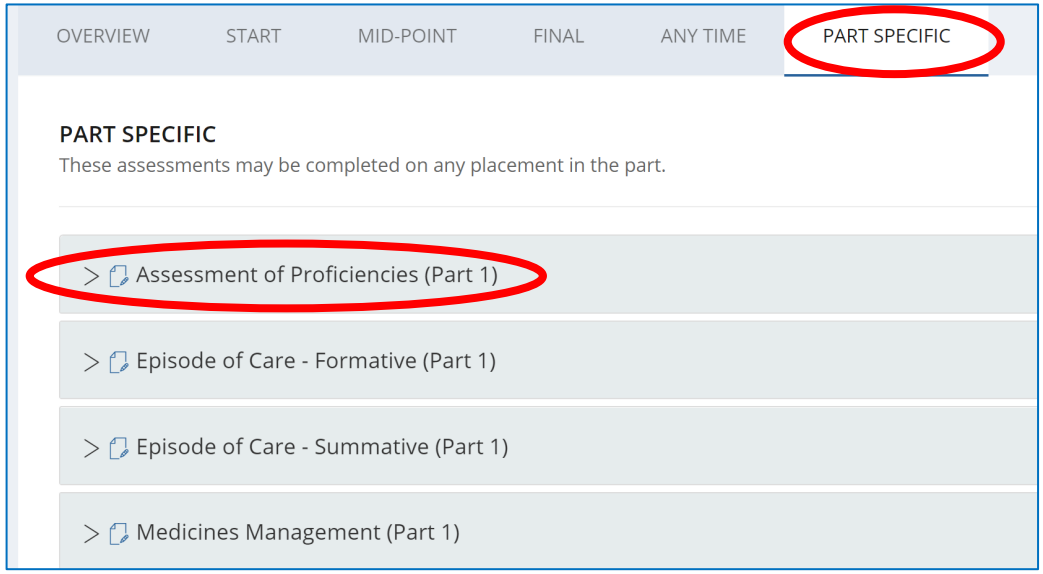
When completing the form only those proficiencies that are being assessed at that time should be marked as Yes – Achieved, or No – Not achieved. All other proficiencies should be left blank.

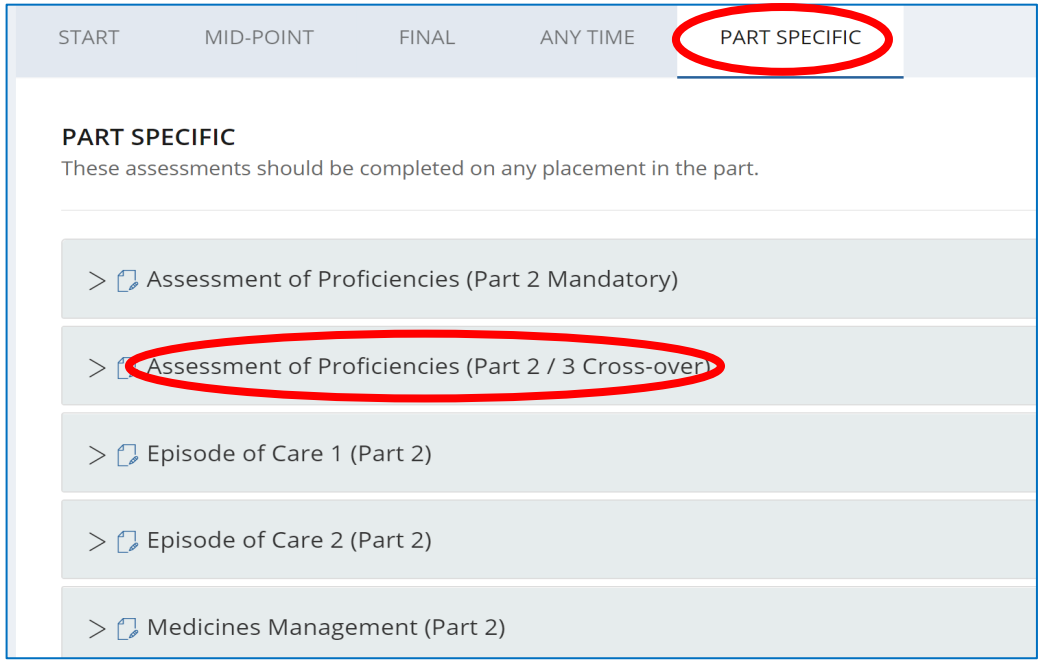
Q: Who assesses the Proficiencies?
A: Practice Supervisors and other registered health or social care professionals can contribute to the assessment of proficiencies, within their scope of practice. Practice Assessors will also assess proficiencies and have responsibility for confirming that proficiencies have been met at the final interview.

Achievement of Parts 2 and 3 proficiencies:
To support the student progressing effectively through the programme and in utilising the valuable opportunities available across a range of placements certain proficiencies have been identified that can be met in Part 2 **OR** Part 3. These are listed in the Part 2 / 3 Cross-over form. Any Proficiencies not achieved in Part 2 must be achieved by the student in Part 3.

Q: How will the student know which proficiencies can be undertaken in Part 2 or Part 3?
A: The Practice Supervisor or Practice Assessor will discuss the learning opportunities on the placement with the student during the initial interview.

Q: How will the student, Practice Assessor and Academic Assessor know if the proficiencies have been achieved in Part 2 or are being carried forward to Part 3?
A: This will be recorded in the ePAD documentation.





Episode of Care

Episodes of Care are holistic assessments which enable the student to demonstrate progression across a number of platforms and must be achieved by the end of the Part. Effective communication and relationship management skills underpin all aspects of care. These assessments must be completed by a Practice Assessor with the exception of the Part 1 Formative.

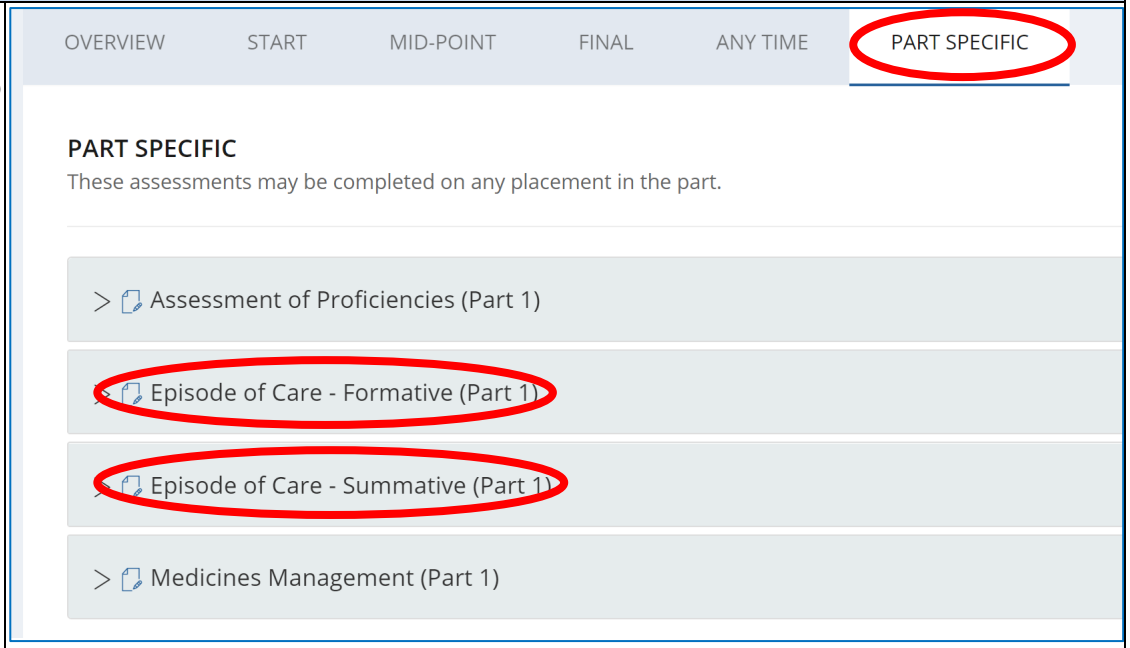
Part 1:
Formative - episode of direct care meeting the needs of a person receiving care.
Summative - episode of direct care meeting the needs of a person receiving care.

Part 2:
Episode 1 - group of people receiving care or individual with complex care needs.
Episode 2 - group of people receiving care with increasingly complex health and social care needs or an individual with more complex needs.

Part 3:
Episode 1 - supervising and teaching a junior learner in practice, based on the delivery of direct person-centred care.
Episode 2 - organisation and management of care for a group/caseload of people with complex care covering all seven platforms.

The student and the Practice Assessor should identify an appropriate episode of care to complete this assessment. As there is only one opportunity for assessment the planning should take this into consideration to maximise the learning for the student.

Student reflection:
An integral component of this assessment is the student reflection on the delivery of person-centred care.

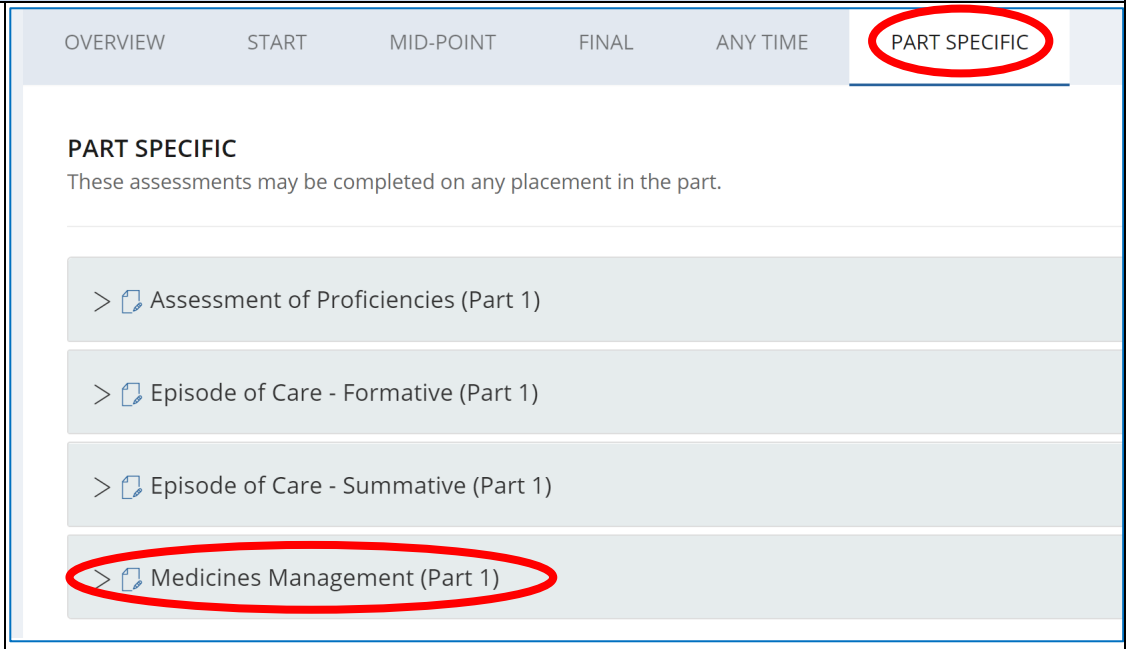


Medicines Management

The student is required to undertake a Medicines Management assessment during each Part. This assessment must be completed by a Practice Assessor.

The student and the Practice Assessor should identify the appropriate placement to complete this assessment. As there is only one opportunity for assessment the planning should take this into consideration to maximise the learning for the student. The student should be allowed a number of practice opportunities to administer medicines under supervision prior to this assessment.

By the end of Part 3 the student should be consolidating their knowledge, skills and competence in relation to the safe administration of medicines within the required regulatory frameworks relating to *Future Nurse* (NMC 2018), *The Code*, (NMC 2018) and *A Competency Framework for all Prescribers* (The Royal Pharmaceutical Society 2016).

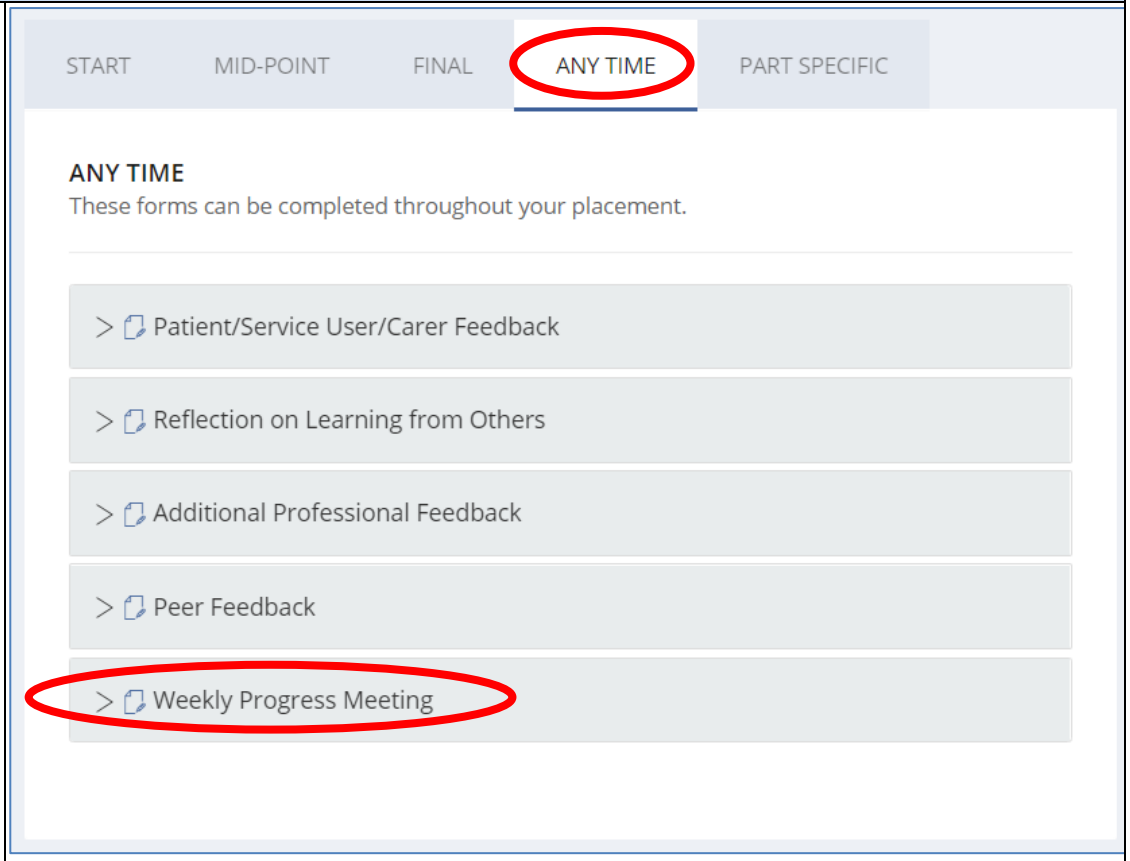


Progression Towards Registration – Record of Weekly Meetings in Final Placement

Registered Nurses play a vital role in providing, leading and co-ordinating care that is compassionate, evidence-based, and person-centred. They are accountable for their own actions and must be able to work autonomously, or as an equal partner with a range of other professionals and in interdisciplinary teams. (NMC, 2018, p3).

During the final placement in Part 3 the Practice Assessor should schedule a weekly meeting of one hour per week for the student to reflect, receive feedback and record achievements and to confirm that the student is practising independently and leading and coordinating care with confidence. Some meetings may be undertaken by a Practice Supervisor who is a registered nurse with more than six months' experience.

Q: What action should be taken if the student is not demonstrating independent practice or leading and coordinating care with confidence?
A: This needs to be discussed with the Academic Assessor and an action plan devised to address the areas of concern.



Action Plan and Action Plan Review

An Action Plan must be completed by the Practice Assessor if there is cause for concern in relation to the student's performance. For example, failure to achieve components of assessment such as Professional Values. The Practice Assessor must liaise with the Academic Assessor and can send them a notification of the form completion by including the Academic Assessor's details at the bottom of the form.

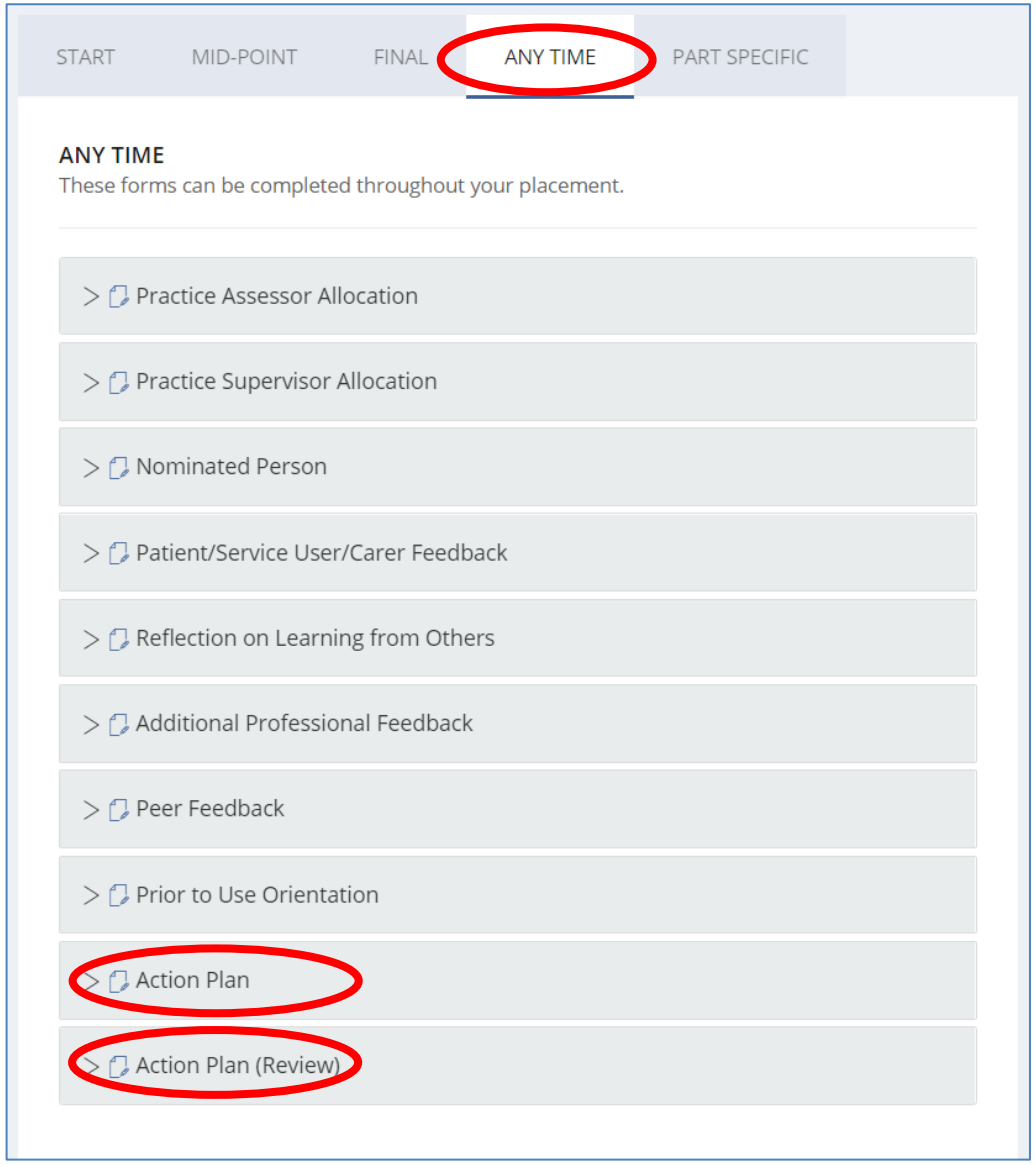
The Practice Assessor is responsible for reviewing progress and ensuring support and learning is available to the student. Depending on the university and the placement provider's policy, the Practice Assessor may have to inform the nominated person on placement.

After the agreed timescale has elapsed the Practice Assessor must complete the Action Plan (Review) form.

Q: What timescale should be used for the student to achieve the Action Plan?
A: This will depend on the area of concern and the frequency of learning opportunities available within the length of the placement. The student has to be able to attend and engage in learning in order to achieve the action plan.

Q: How much support and learning should be provided?
A: This will depend on the Part that the student is undertaking and the complexity of the area of concern. The student must demonstrate competence or professionalism relevant to the Part.

Q: What happens if the student does not achieve the objectives within the Action Plan by the stated review date?
A: The Practice Assessor will need to document their decision regarding whether the student has failed the placement using the Action Plan (Review) form. The Practice Assessor must liaise with the Academic Assessor and can send them a notification of the form completion by including the Academic Assessor's details at the bottom of the form.



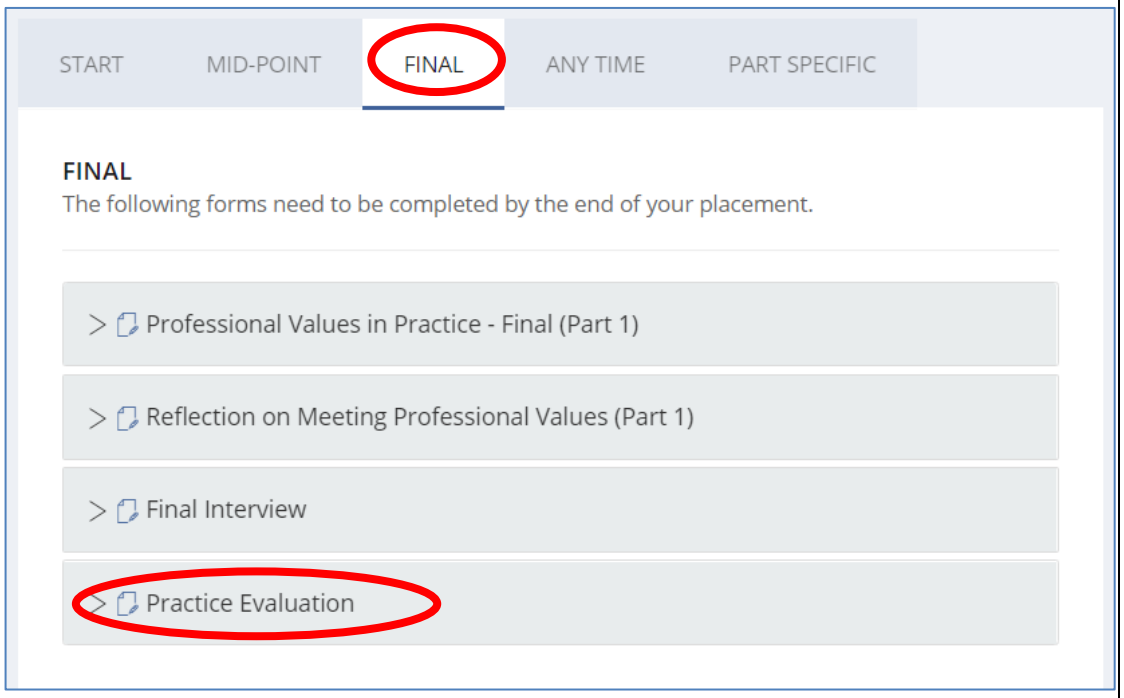
Practice Evaluation

At the end of each placement students are required to complete an evaluation of their practice learning experience. This forms part of the continuous quality assurance of the practice environment where effective practice can be highlighted and areas for improvement identified.

The Practice Evaluation form is found in the Final tab of the placement page within the ePAD.

Q: Who sees the student's practice evaluation?
A: The practice evaluation is completed for the benefit of the practice provider and university. It is not part of the student's PAD and the completed form is not visible within the ePAD. Personnel with authorised access are able to see the form and run reports on the data, which are shared between the university and practice provider.

Q: Why is this form in the ePAD?
A: Previously, universities and practice providers have each requested evaluations from students about their practice learning experience after their placement ended. The level of completion of these forms or surveys was variable and hence feedback on the student experience was inconsistent. By embedding the form within the ePAD the university can monitor and enhance completion and the same data is shared between universities and practice providers.



Record of Practice Hours

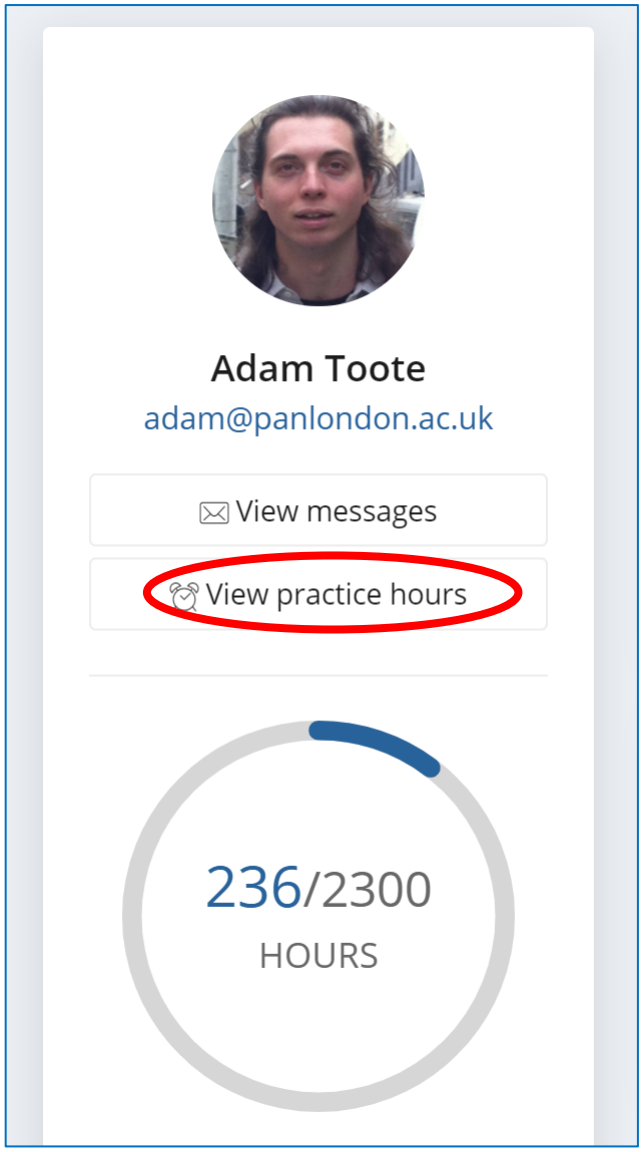
Students are required to provide evidence of having completed the required number of practice hours for NMC Registration.

Members of staff on placement should verify the student's hours at the end of each shift using the student's ePAD or mobile app form. Staff approving practice hours must use their full name and work email address for sign-off. They will receive a confirmation email on a Monday morning containing all hours that they were responsible for approving during the previous 7 days.

Students will have specific information from their university regarding how this is reported and recorded.

Q: What if I don't recognise the hours that have been signed off using my details?
A: If the student is on their first placement using the ePAD this may be a misunderstanding and you can explain to the student that staff details may not be used for **any** sign-off within the ePAD without their specific permission. If it occurs again, or if the student should already be aware of ePAD sign-off rules, then the matter should be reported to the university. If the student cannot be verified by any staff as present on placement when they have claimed to be this must also be immediately referred to the university.

Q: What if the student has made a mistake in their hours?
A: As the Practice Assessor or Practice Supervisor allocated to the student you are able to amend a practice hours record via your own ePAD account. To do this you need to sign into your account, access the student's ePAD from your dashboard, then select the 'View practice hours' option to access the practice hours page. Clicking on the line containing the incorrect hours opens the form for you to amend the information. You must change the approver details to your own full name and work email address.



Ongoing Achievement Record (OAR)

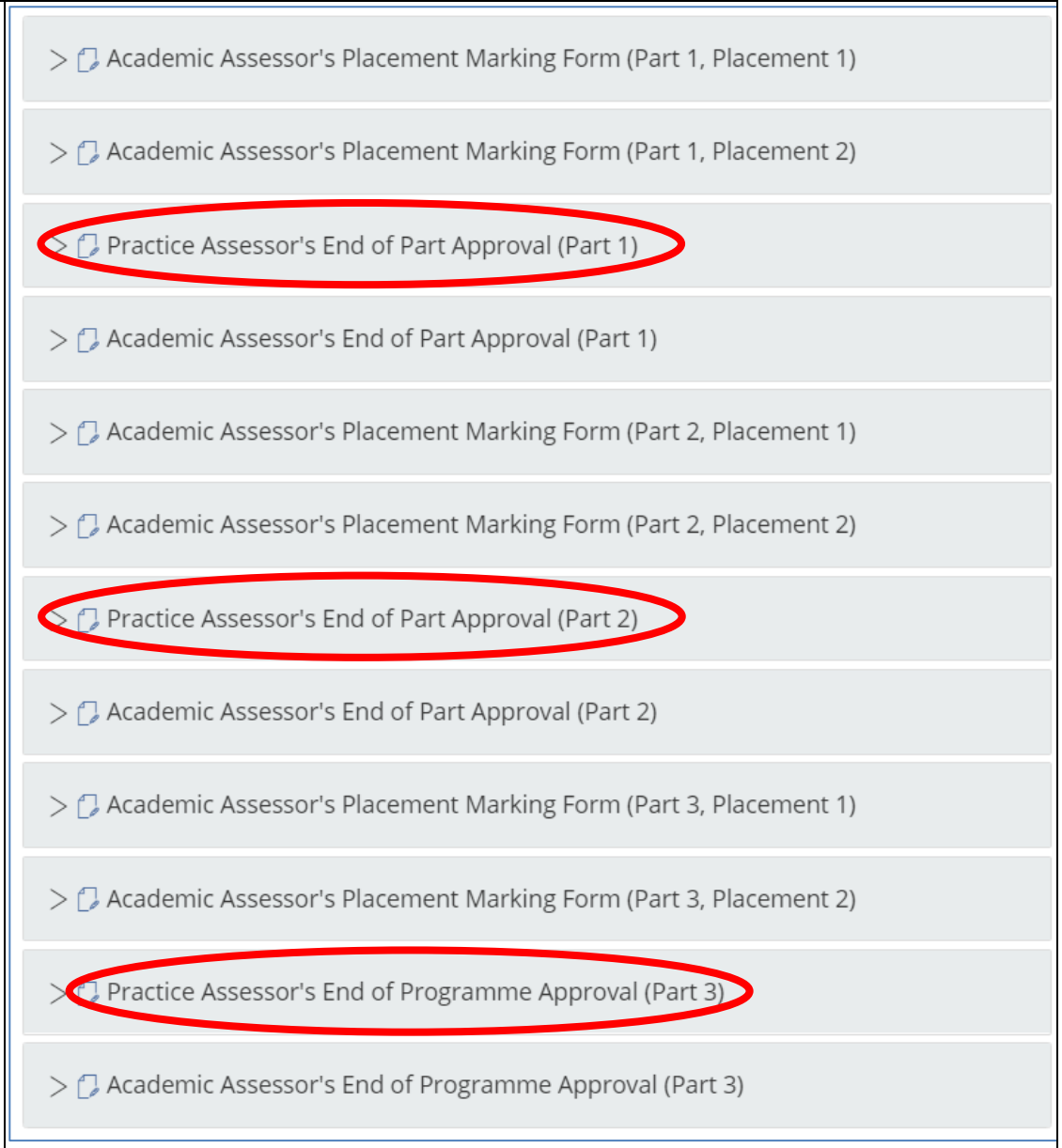
The Ongoing Achievement Record (OAR) contains the university's placement marking forms and the forms required for student progression between Parts and to registration at the end of the programme.

The Practice Assessor completes the final interview at the end of each placement summarising the student's progress and at the end of each Part completes the Practice Assessor's End of Part Approval form (End of Programme Approval for final placement).

The Academic Assessor confirms the completion of each placement using the Placement Marking Form and at the end of each Part, having received confirmation of the Practice Assessor's approval, completes the Academic Assessor's End of Part Approval form (End of Programme Approval for final placement).

Q: Should the Academic Assessor be present when the Practice Assessor completes their approval form?
A: The Academic Assessor liaises with the Practice Assessor to confirm progression at the end of each Part. Communication must be scheduled for this to occur and may be face to face or though other communication methods.

Q: What happens if the student has not satisfied the criteria for progression?
A: The Practice Assessor and Academic Assessor will liaise and complete an action plan and escalate as appropriate in line with the local university processes.



How does the Practice Assessment Document relate to different fields of practice?

The *Future Nurse: Standards of proficiency for registered nurses* (NMC 2018) form the content of all the assessment items of the EPAD.

The NMC standards specify the knowledge and skills that Registered Nurses must demonstrate when caring for people of all ages and across all care settings. The role of the nurse in the 21st century is to provide care for people who have complex mental, physical, cognitive and behavioural care needs across a range of settings including people's own home, in the community or hospital or any health and social care setting.

The outcome statements within the standards of proficiency apply across all fields of Nursing practice (adult, children, learning disabilities and mental health) and all care settings as Registered Nurses must be able to meet the person-centred, holistic needs of the people they encounter in their practice who may be at any stage of their life and who may have a range of mental, physical, cognitive or behavioural health challenges.

The annexes within the standards of proficiency also apply across all fields and demonstrate what Registered Nurses should be able to demonstrate at the point of registration. Annex A specifies the communication and relationship management skills required and Annex B specifies the nursing procedures that Registered Nurses must demonstrate safely. *The level of expertise and knowledge required for both annexes will vary dependent on the chosen field(s) of practice. Registered Nurses must be able to demonstrate the ability to undertake these skills and procedures at an appropriate level for their intended field(s) of practice.*

Assessment items and guidance for fields:

1. ***Professional Values*** – all professional values are of relevance to all fields equally and are assessed using the same approaches to the demonstration of these values in practice.

2. ***Proficiencies, including skills and procedures*** – these should be assessed within the field of practice that the student is undertaking. However, when considering the person's age and a range of mental, physical, cognitive and behavioural health challenges, the student can learn and be assessed across different health and social care settings. Simulation in practice can also be used as a strategy for learning and assessment.

Examples Part 1: *'Demonstrates an understanding of the importance of therapeutic relationships in providing an appropriate level of care to support people with mental health, behavioural, cognitive and learning challenges.'*
Adult Nursing – a person with dementia receiving nursing care in a surgical ward
Mental Health Nursing – a person with anxiety receiving nursing care in their own home
Learning Disabilities Nursing – a person with moderate learning disabilities and depression receiving nursing care in an in-patient service
Children's Nursing – a child or young person who is responding to the pain that they are experiencing from a surgical procedure in a day surgery unit

Examples Part 1: '*7. Takes appropriate action in responding promptly to signs of deterioration or distress considering mental, physical, cognitive and behavioural health'*
Adult Nursing – a person with anxiety and depression who has self-harmed receiving nursing care in an in-patient ward (e.g. mental health placement)
Mental Health Nursing – a person with psychosis who is threatening physical harm to others and has hand injuries receiving nursing care in their own home
Learning Disabilities Nursing – a person with severe learning disabilities who is having a tonic clonic seizure receiving nursing care in a specialist day service
Children's Nursing – a child or young person who has self-harmed receiving nursing care in an in-patient service

Examples Part 1: *'15. Selects and uses appropriate continence and feminine hygiene products, for example ePADs, sheaths and appliances as appropriate.''*
Adult Nursing – a person who has undergone medical procedures requiring the person to remain prone receiving nursing care
Mental Health Nursing – an older adult with depression receiving nursing care in an in-patient ward
Learning Disabilities Nursing – a person with profound learning disabilities who is fully dependent for all needs to be met receiving nursing care by a community nurse
Children's Nursing – a young person who is recovering from bi-lateral fractured femurs receiving nursing care in a ward

Examples Part 2: *'3. Recognise people at risk of self-harm and/or suicidal ideation and demonstrate knowledge and skills required to support person-centred evidence-based practice using appropriate risk assessment tools as needed'*
Adult Nursing – a person with wounds to face and hands and suspected fractured arm who has taken alcohol and/or drugs receiving nursing care in A&E
Mental Health Nursing – a person with psychosis who is responding to voices to kill themselves receiving nursing care in psychiatric intensive care
Learning Disabilities Nursing – a person with severe learning disabilities who hits themselves on the head/face to gain staff response receiving nursing care by a community nurse
Children's Nursing – a child or young person who is repeatedly attempting to pull out their PEG button receiving nursing care in their own home

Examples Part 2: '*27. Manage and monitor blood component transfusions in line with local policy and evidence based practice'*
Adult Nursing – a person with severe stab wounds post-surgery receiving nursing care in intensive care
Mental Health Nursing – a person who is older with anaemia who is receiving nursing care in a medical ward
Learning Disabilities Nursing – a person with cancer receiving nursing care in an outpatient's oncology service
Children's Nursing –a child or young person who has sickle cell disease who is receiving nursing care in a ward

Examples Part 2: '30. *Demonstrates awareness of strategies that develop resilience in themselves and others and applies these in practice e.g. solution focused therapies or talking therapies'*
Adult Nursing – a person with dementia who is spending a lot of time looking for their baby receiving nursing care in a nursing home
Mental Health Nursing – a person with depression who has had abdominal surgery who is very upset receiving nursing care
Learning Disabilities Nursing – a person with long term anxiety who has stopped taking medication receiving nursing care in their own home
Children's Nursing – a young person who is a single mother who is extremely distressed as her first baby who is four weeks old has severe vomiting requiring medical intervention receiving nursing care

Examples Part 3: '9. *Is able to support people distressed by hearing voices or experiencing distressing thoughts or perceptions'*
Adult Nursing – a person with psychosis who is actively responding to voices they are hearing by shouting at the television receiving nursing care in an in-patient service
Mental Health Nursing – a person who is a young person who has anorexia and is distressed about their weight gain receiving nursing care in an in-patient service
Learning Disabilities Nursing – a person with mild learning disabilities who has depression who is upset about their lack of family and friendships receiving nursing care by a community nurse
Children's Nursing – a young person who has ADHD and anxiety and is experiencing a panic attack receiving nursing care by a community nurse

Examples Part 3: '*12. Manages the care of people who are receiving IV fluids and accurately records fluid intake and output, demonstrating understanding of potential complications'*
Adult Nursing – a person who is older and admitted due to dehydration receiving nursing care
Mental Health Nursing – a person who has contracted e-coli receiving nursing care on an inpatient ward
Learning Disabilities Nursing – a person with unstable diabetes receiving nursing care on an inpatient ward
Children's Nursing – a person who is young person who has cancer and is receiving nursing care

Examples Part 3: '*26. Evaluates the quality of peoples' experience of complex care, maintains optimal independence and avoids unnecessary interventions and disruptions to their lifestyle'*
Adult Nursing – a person with diabetes and cancer receiving nursing care in a joint out-patient appointment to establish the best approach to least invasive treatment
Mental Health Nursing – a person with long-term anxiety and depression receiving nursing care in a group therapy model focussing on solution –focused therapy
Learning Disabilities Nursing – a person with mild learning disabilities who lives alone and has epilepsy, depression and hypertension due to obesity receiving nursing care in a multi-agency approach to ensuring on-going support and intervention
Children's Nursing – a child or young person who has a life-limiting condition that is deteriorating and is receiving nursing care in a hospice

3. ***Episode of Care*** – these must be undertaken in the field of practice which the student is undertaking. These episodes of care relate to; a person receiving care, a group of people receiving care, people with complex needs receiving care, junior learners in practice and a group/caseload of people with complex needs receiving care. The student and Practice Assessor will discuss the episodes of care and agree what the assessment will consist of and when this should be undertaken.

4. ***Medicines Management*** – these assessments can be carried out in any setting where there is regular dispensing and administrating of medicines to individuals or groups, either in the field of practice the student is undertaking or in any other experiential placement. The level of complexity is enhanced each year. The student and Practice Assessor will agree when this should be undertaken.