



Name.....

Number.....

Cohort.....

Personal Tutor.....

PRACTICE ASSESSMENT DOCUMENT

MENTAL HEALTH NURSING PART 2

**Masters
Combined Programme**

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.

Practice Assessment Document

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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.

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 the 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 mentor/supervisor 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.

Mentor/Supervisor responsibilities

As a Mentor/Supervisor you have an important role in supporting and guiding the student through their learning experience. This includes facilitating any reasonable adjustments the student may need to get maximum benefit from the placement.

As well as undertaking the required assessments, your role also includes identifying relevant learning opportunities and creating learning and development plans with the student. Duty rotas should support the development of the student/mentor relationship and allow the facilitation of learning. To enable this, 40% of the student's time spent in practice must be under your direct or indirect supervision.

When assessing the student, 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 with a specified timeframe. In the event of this, seek guidance from the university representative and/or senior practice representative.

Sign-Off Mentor responsibilities

Sign-off Mentors must allocate time with the student to reflect, give feedback and keep a record of the student's progress in their final period of practice learning. In accordance with 'Due Regard', the assessor must be registered on the same part of the NMC register.

Guidance for using the PAD

The practice assessment document (PAD) is designed to facilitate and guide practice learning throughout the programme.

Assessment criteria are based on the NMC Essential skills clusters, progression criteria and standards for competence (NMC 2010)

All mentors/supervisors/other professionals who comment in this document should sign and give their details on the record page.

Components of Assessment

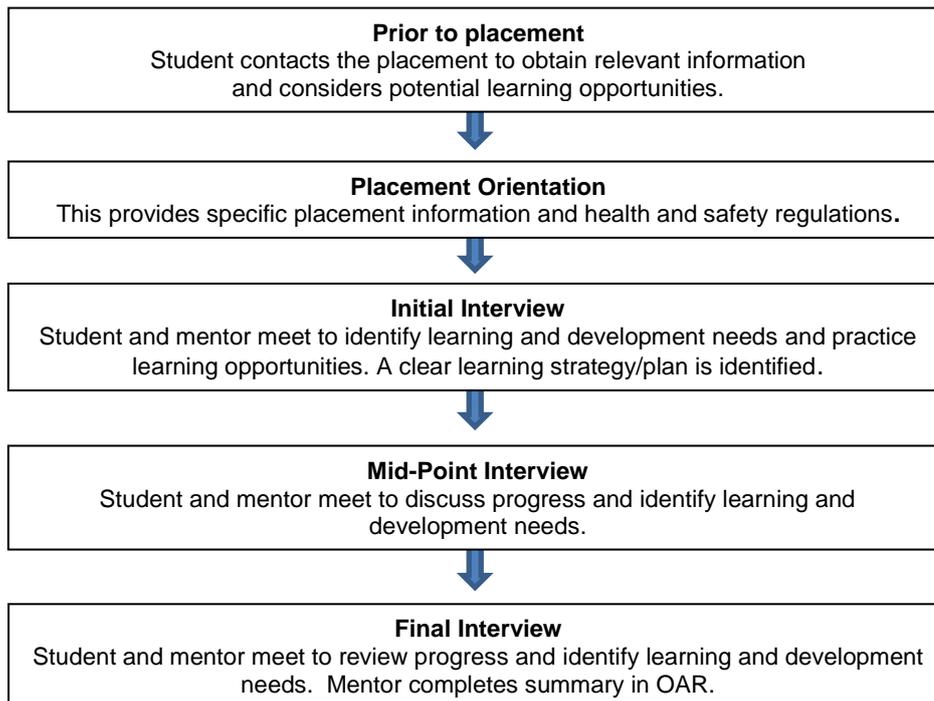
Professional values: These are assessed and must be achieved *by the end of each placement*.

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*.

Assessment of an episode of care: This assesses the student's progress towards competency and must be achieved *by the end of the Part*.

Patient/Service User/Carer Feedback Form: The mentor/supervisor must give permission before the person receiving care is approached for feedback on the student's performance. This is not formally assessed but may contribute to the mentor/supervisor's overall feedback.

Process of practice assessment



Action Plans: Action Plans are instigated when there is a cause for concern or fitness for practice issue that requires prompt action. An Action Plan must involve the Mentor/Supervisor and an academic representative. Refer to page 51.



Guidelines for Assessment and Progression

This document has been based on the PLPAD, this section outlines the process for assessment and progression for students in City, University of London nursing programmes.

Placement

Each 'placement' is an organised practice experience which enables the student to observe, participate and practise their skills in a variety of real life contexts. The experience enables the student to relate theory to the practice of caring and enables their skills and knowledge to develop through supervised practice. The student's practice experience will take place within a distinct Community of Practice or with an allocated group of service users (client attachment) so that the student works consistently within an established team of health and social care professionals. The student's practice experience will take place in a variety of settings such as specialist units, hospital wards and primary care settings such as Health Centres and service user's homes.

There will be opportunities across a range of practice placement experiences to be assessed in the NMC Essential Skills and Professional Values in Practice in order to achieve the Progression Points (1 and 2) and completion of practice learning for entry to the NMC Register on successful completion of the Programme.

If the student's placement is less than 4 weeks there may be occasions when it is not necessary to complete an interim interview.

It is expected that a student passes each placement. In the event of a failed placement a student may be offered the opportunity for an additional placement. Refer to the flow chart *Process to Address Issues of Competence / Professional Conduct in Practice* for further information.

Absence

If a student is unable to attend placement they must inform the clinical area of this directly, text the university sick line on 07860018968 stating name, student ID, cohort and dates of sickness / absence. Any student absent for more than one week must also inform the Programme Director/Practice Lead via email. Failure to comply with this requirement will result in this being documented as unauthorised absence.

Assessment of Essential Skills

The four opportunities for assessment of essential skills in the PAD could be undertaken during the Student's Engaging in Practice Modules as appropriate for the relevant Part of the programme (Parts 1, 2 and 3).

The student **ONLY** needs to achieve each essential skill **ONCE** across the Part (1, 2 or 3) and **NOT** in every practice placement period or practice learning experience unless there is a change in the student's performance.

If an essential skill is assessed as achieved early in a Part (1, 2, and 3), it is expected that the student will maintain that level of competence. When this does not occur a student will not achieve statement 7 of the Professional Values in Practice Statements (*the student makes consistent effort to engage in the requisite standards of care and learning*) and will require an action plan to address this.

Assessment of Professional Values in Practice

Assessment of Professional Values in Practice will be completed in each placement at mid-point and end-point.

Practice Assessment – Episode of Care

The practice assessment – episode of care will be completed **ONCE** in each Part of the Programme (1, 2 and 3). Prior to the **summative** assessment the student needs to agree with their mentor a **formative** attempt with feedback.

Submission and Progression

At the **END** of each **PART** of the Programme (1, 2 and 3), the student will submit the PAD, using University procedures, with all the essential skills, Professional Values in Practice, and Episode of Care achieved in order to Progress from Part 1, 2 or for completion. It is an NMC requirement that to pass each part of the programme, the student must successfully complete both the theoretical and practice elements of the programme by the end of each part (NMC 2010). The programme is therefore comprised of three sequential parts as required by the NMC. Students are required to complete and pass each part in order to be eligible to continue into the next part of the programme. If a student has not completed all outstanding assessments, please note the following:

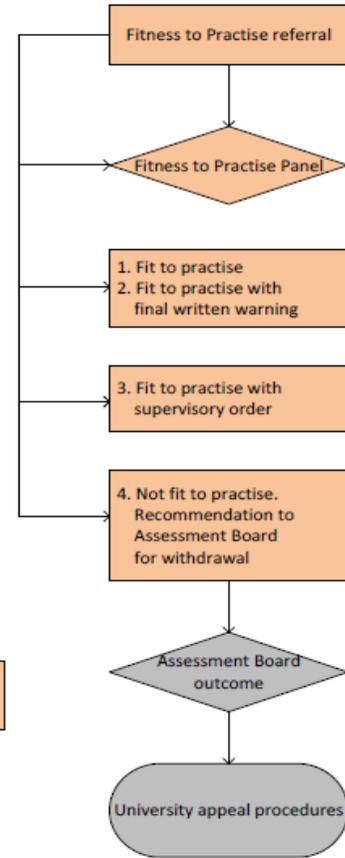
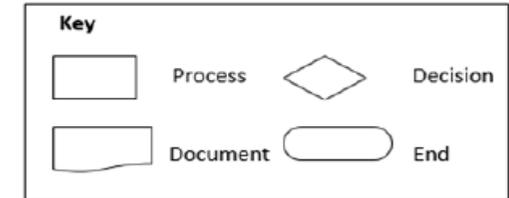
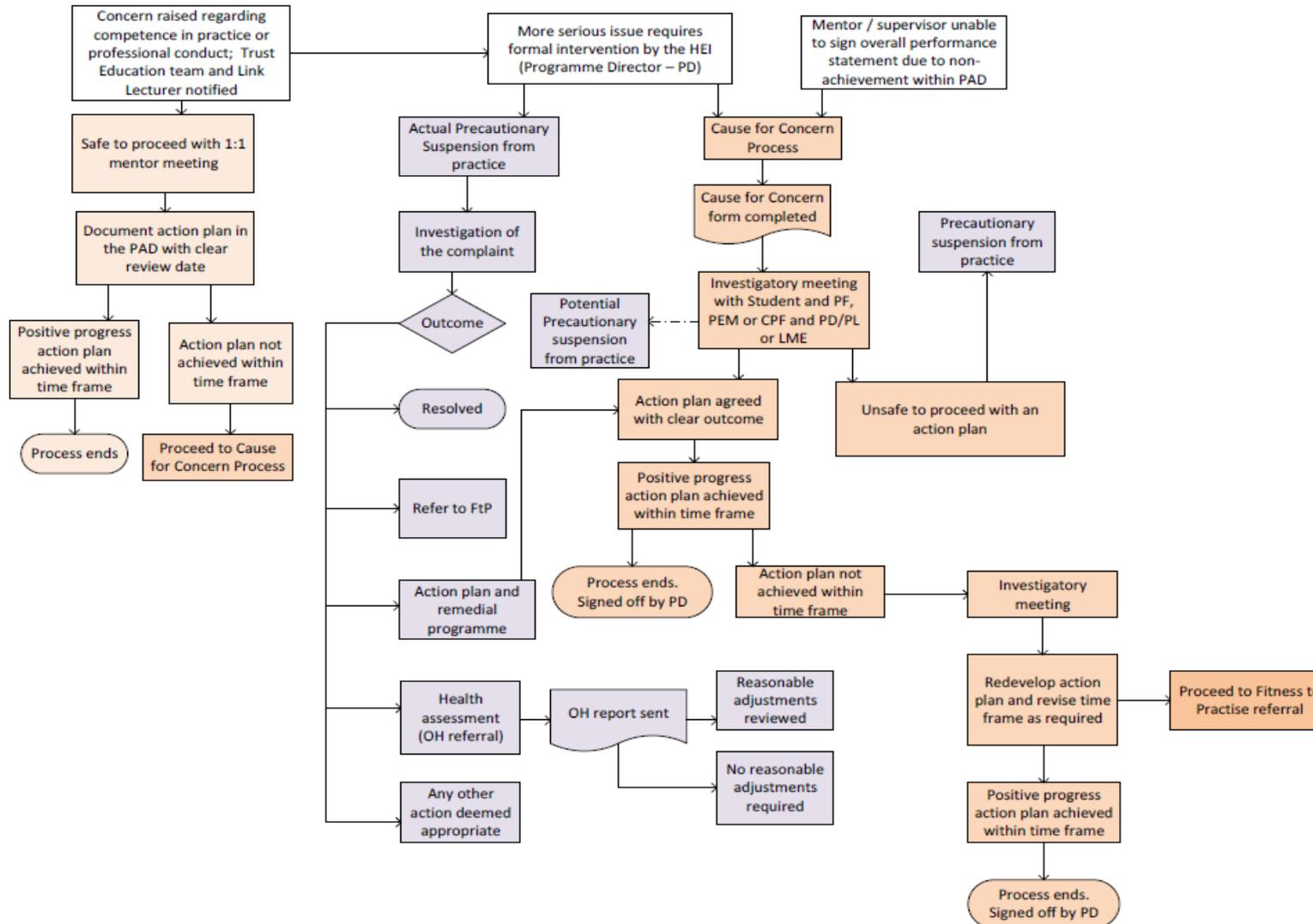
If by the end of the Part (1 or 2 or 3) the Essential Skills, Episode of Care and Professional Values in Practice have **NOT BEEN ACHIEVED** then the student will have failed practice. This will be reported to the Assessment Board who will make recommendations including the ratification of extenuating circumstances. Recommendations could be:

- 1) If a progression break is required due to NMC requirements between part 1 and part 2 or between part 2 and part 3
- 2) or withdrawal from the programme.
- 3) A lower award may be recommended, without eligibility to register with the NMC.

If Extenuating Circumstances are accepted, completion of the PAD would need to be successfully completed by week 12 of the next part (without impact on academic commitments). In the event of a progression break or discontinuation of study the relevant funding bodies, e.g. NHS Student Bursaries or Student Finance England will be notified and bursary payments will stop. For further information please consult the Programme Handbook.

Practice Assessment Document

Process to Address Issues of Competence / Professional Conduct in Practice



Glossary

PAD –	Practice Assessment Document
PF –	Practice Facilitator (Trust)
PEM –	Practice Experience Manager (Trust)
CPF –	Clinical Placement Facilitator (Trust)
PL –	Practice Lead (University)
LME –	Lead Midwife for Education (University)
PD –	Programme Director (University)

Descriptors for Assessing Students in Practice

The NMC has identified skills and professional behaviours that a student must demonstrate by the second 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).

Mentors 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 Professional Values, Essential Skills, and Episode of Care Assessment

‘Achieved’ must be obtained in all three domains by the student

Achieved	Knowledge and understanding	Professional attitude	Participation in care and practical skill
YES	Has a good knowledge-base and understanding is evident to support safe and effective practice. Can provide explanations to others, justifying decisions & actions using a sound evidence-base.	Is able to demonstrate positive engagement with learning and is able to respond proactively and flexibly to situations.	Is able to safely, confidently and competently focus on the patient in both predictable and less well recognised situations of care.
NO	Is only able to identify the essential knowledge-base and needs to develop further understanding and/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 minimal supervision is not able to demonstrate safe practice and is unable to perform the activity independently.

Placement 1

Placement Provider: (e.g. Trust)
Name of Practice Area:
Type of Experience: (e.g. Community/Ward based)
Telephone/Email contacts:
Start Date..... End Date..... No. of Hours.....

Mentor/Co-Mentor/Supervisor Details:	
Name:	Designation:
Name:	Designation:
Other Practice Staff/Key Contacts:	
Name:	Designation:

Academic Contact Details: (e.g. Link Lecturer)	
Name:	Designation:
Name:	Designation:

I have seen and discussed the purpose of the student's Ongoing Achievement Record	
Mentor's signature:	Date:

Placement 1: Orientation

	Sign/Date (Student)	Sign/Date (Mentor)
Placement Provider induction/update complete, if applicable		
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 1: Initial Interview

This interview takes place within the first week of the placement

Student to identify learning and development needs

Mentor to identify learning opportunities to enable the student to meet their learning and development needs and assessments

Mentor and student to negotiate and agree a learning plan

Student's signature:

Date:

Mentor's signature:

Date:

Professional Values in Practice

You are required to demonstrate high standards of professional conduct at all times during your placements. As a student you should work within legal frameworks, and be able to articulate the underpinning values of the *NMC Code of professional conduct: standards for conduct, performance and ethics (2010)*. Professional values expectations are reflected in the statements below.

A = Achieved, N A = Not Achieved (Refer to Grade Descriptors on Page 5)

Professional attitude, behaviour and responsibility				
	Mid-Point	Final	Evidence/Comments	Final Sign/Date
7. 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.				

At the Mid-Point Interview, the Professional Values assessment is signed and dated at the end of the Mid-Point Interview. At the Final Interview signed and dated here.

Safe and compassionate care				
	Mid-Point	Final	Evidence/Comments	Final Sign/Date
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.				

By the end of placement, 'Not Achieved' must trigger an Action Plan at the time of assessment and should be documented. The Action Plan template can be found on page 51

Placement 1: Mid-Point Interview

This interview takes 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.

Mentor's comments

Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.

Knowledge and Understanding:

Professional Attitude:

Participation in Care and Practical Skill:

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

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

<p>Identify learning and development needs Refer to progress in achieving personal learning needs, professional values and essential skills.</p>	<p>Identify the learning opportunities/support to enable the student to meet their needs</p>
<p>Review Date:</p> <p>Student's Signature:</p> <p>Mentor's Signature:</p>	<p>Sign when reviewed:</p> <p>Date:</p> <p>Date:</p> <p><i>Any outstanding learning and development needs are to be discussed and documented at the final interview.</i></p>

If specific concerns have been raised about the student's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on page 51

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.

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Mentor's comments
Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.

Knowledge and Understanding:

--

Professional Attitude:

--

Participation in Care and Practical Skill:

--

Learning and Development Needs

To be agreed between the Mentor and Student

Review learning and development needs identified at the Mid-Point Interview and those to take forward to the next placement

Was an Action Plan required to support the student?	YES / NO
If Yes, was the Academic Representative informed?	YES / NO
The Action Plan can be found on page 56	

Mentor's checklist for assessed documents	Tick
I have signed the professional value statements the student has achieved in this area	
I have signed the relevant skills the student has achieved in this area	
I have completed and signed the grading of practice document (where applicable)	
The student and I have checked and signed the practice placement hours (depending on university requirements)	
I have completed all the interview records and development plans	
I have printed and signed my name on the List of Mentors/Supervisors Record	
I have completed the Ongoing Achievement Record (OAR)	

Student's signature:	Date:
Mentor's signature:	Date:

Patient/Service User Feedback Form

Mentors should obtain consent from patients/service users 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?

Mentor Signature:	Date:
Student Signature:	Date:

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

Placement 2: Orientation

	Sign/Date (Student)	Sign/Date (Mentor)
Placement Provider induction/update complete, if applicable		
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 2: Initial Interview

This interview takes place within the first week of the placement

Student to identify learning and development needs

Mentor to identify learning opportunities to enable the student to meet their learning and development needs and assessments

Mentor and student to negotiate and agree a learning plan

Student's signature:

Date:

Mentor's signature:

Date:

Professional Values in Practice

You are required to demonstrate high standards of professional conduct at all times during your placements. As a student you should work within legal frameworks, and be able to articulate the underpinning values of the *NMC Code of professional conduct: standards for conduct, performance and ethics (2010)*. Professional values expectations are reflected in the statements below.

A = Achieved, N A = Not Achieved (Refer to Grade Descriptors on Page 5)

Professional attitude, behaviour and responsibility				
	Mid-Point	Final	Evidence/Comments	Final Sign/Date
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.				

At the Mid-Point Interview, the Professional Values assessment is signed and dated at the end of the Mid-Point Interview. At the Final Interview signed and dated here.

Safe and compassionate care				
	Mid-Point	Final	Evidence/Comments	Final Sign/Date
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.				

By the end of placement, 'Not Achieved' must trigger an Action Plan at the time of assessment and should be documented. The Action Plan template can be found on page 51

Placement 2: Mid-Point Interview

This interview takes 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.

Mentor's comments

Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.

Knowledge and Understanding:

Professional Attitude:

Participation in Care and Practical Skill:

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

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

<p>Identify learning and development needs Refer to progress in achieving personal learning needs, professional values and essential skills.</p>	<p>Identify the learning opportunities/support to enable the student to meet their needs</p>
<p>Review Date:</p> <p>Student's Signature:</p> <p>Mentor's Signature:</p>	<p>Sign when reviewed:</p> <p>Date:</p> <p>Date:</p> <p><i>Any outstanding learning and development needs are to be discussed and documented at the final interview.</i></p>

If specific concerns have been raised about the student's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on page 51

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.

Mentor's comments

Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.

Knowledge and Understanding:

Professional Attitude:

Participation in Care and Practical Skill:

Learning and Development Needs

To be agreed between the Mentor and Student

Review learning and development needs identified at the Mid-Point Interview and those to take forward to the next placement

Was an Action Plan required to support the student?	YES / NO
If Yes, was the Academic Representative informed?	YES / NO
The Action Plan can be found on page 56	

Mentor's checklist for assessed documents	Tick
I have signed the professional value statements the student has achieved in this area	
I have signed the relevant skills the student has achieved in this area	
I have completed and signed the grading of practice document (where applicable)	
The student and I have checked and signed the practice placement hours (depending on university requirements)	
I have completed all the interview records and development plans	
I have printed and signed my name on the List of Mentors/Supervisors Record	
I have completed the Ongoing Achievement Record (OAR)	

Student's signature:	Date:
Mentor's signature:	Date:

Patient/Service User Feedback Form

Mentors should obtain consent from patients/service users 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?

Mentor Signature:	Date:
Student Signature:	Date:

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

Placement 3

Placement Provider: (e.g. Trust)
Name of Practice Area:
Type of Experience: (e.g. Community/Ward based)
Telephone/Email contacts:
Start Date..... End Date..... No. of Hours.....

Mentor/Co-Mentor/Supervisor Details:	
Name:	Designation:
Name:	Designation:
Other Practice Staff/Key Contacts:	
Name:	Designation:

Academic Contact Details: (e.g. Link Lecturer)	
Name:	Designation:
Name:	Designation:

I have seen and discussed the purpose of the student's Ongoing Achievement Record	
Mentor's signature:	Date:

Placement 3: Orientation

	Sign/Date (Student)	Sign/Date (Mentor)
Placement Provider induction/update complete, if applicable		
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 3: Initial Interview

This interview takes place within the first week of the placement

Student to identify learning and development needs

Mentor to identify learning opportunities to enable the student to meet their learning and development needs and assessments

Mentor and student to negotiate and agree a learning plan

Student's signature:

Date:

Mentor's signature:

Date:

Professional Values in Practice

You are required to demonstrate high standards of professional conduct at all times during your placements. As a student you should work within legal frameworks, and be able to articulate the underpinning values of the *NMC Code of professional conduct: standards for conduct, performance and ethics (2010)*. Professional values expectations are reflected in the statements below.

A = Achieved, N A = Not Achieved (Refer to Grade Descriptors on Page 5)

Professional attitude, behaviour and responsibility				
	Mid-Point	Final	Evidence/Comments	Final Sign/Date
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.				

At the Mid-Point Interview, the Professional Values assessment is signed and dated at the end of the Mid-Point Interview. At the Final Interview signed and dated here.

Safe and compassionate care				
	Mid-Point	Final	Evidence/Comments	Final Sign/Date
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.				

By the end of placement, 'Not Achieved' must trigger an Action Plan at the time of assessment and should be documented. The Action Plan template can be found on page 51

Placement 3: Mid-Point Interview

This interview takes 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.

Mentor's comments

Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.

Knowledge and Understanding:

Professional Attitude:

Participation in Care and Practical Skill:

Placement 3: Mid-Point Interview
Ongoing learning and development needs

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

<p>Identify learning and development needs Refer to progress in achieving personal learning needs, professional values and essential skills.</p>	<p>Identify the learning opportunities/support to enable the student to meet their needs</p>
<p>Review Date:</p> <p>Student's Signature:</p> <p>Mentor's Signature:</p>	<p>Sign when reviewed:</p> <p>Date:</p> <p>Date:</p> <p><i>Any outstanding learning and development needs are to be discussed and documented at the final interview.</i></p>

If specific concerns have been raised about the student's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on page 51

Placement 3: 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.

Mentor's comments

Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.

Knowledge and Understanding:

Professional Attitude:

Participation in Care and Practical Skill:

Learning and Development Needs

To be agreed between the Mentor and Student

Review learning and development needs identified at the Mid-Point Interview and those to take forward to the next placement

Was an Action Plan required to support the student?	YES / NO
If Yes, was the Academic Representative informed?	YES / NO
The Action Plan can be found on page 56	

Mentor's checklist for assessed documents	Tick
I have signed the professional value statements the student has achieved in this area	
I have signed the relevant skills the student has achieved in this area	
I have completed and signed the grading of practice document (where applicable)	
The student and I have checked and signed the practice placement hours (depending on university requirements)	
I have completed all the interview records and development plans	
I have printed and signed my name on the List of Mentors/Supervisors Record	
I have completed the Ongoing Achievement Record (OAR)	

Student's signature:	Date:
Mentor's signature:	Date:

Patient/Service User Feedback Form

Mentors should obtain consent from patients/service users 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?

Mentor Signature:	Date:
Student Signature:	Date:

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

Record of Additional Learning Opportunities

Record reflections on your learning in outreach/short practice placements or with members of the multi-disciplinary team.

Date	Time spent	Reflections on your learning
Details of experience		
Supervisor's comments and Signature		

Date	Time spent	Reflections on your learning
Details of experience		
Supervisor's comments and Signature		

More pages can be downloaded as per University guidelines

Record of Additional Learning Opportunities

Record reflections on your learning in outreach/short practice placements or with members of the multi-disciplinary team.

Date	Time spent	Reflections on your learning
Details of experience		
Supervisor's comments and Signature		

Date	Time spent	Reflections on your learning
Details of experience		
Supervisor's comments and Signature		

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 (A) at least once by the end of the Part. If an Essential Skill is assessed as Achieved (A) early in the Part it is expected that the student maintains that level of competence and can be re-assessed in subsequent placements at the mentor's discretion.

The Grade Descriptors are 'Achieved', 'Not Achieved'. Refer to Grade Descriptors on page 6 for further details.

Assessment of Essential Skills								
	A= Achieved, N A= Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Level	Sign/Date	Level	Sign/Date	Level	Sign/Date	Level	Sign/Date
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.								
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 with them in a warm, sensitive and compassionate way.								
3. Considers with the person and their Carers their capability for self-care.								
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.								
4. 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.								

Practice Assessment Document

	A= Achieved, N A= Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Level	Sign/Date	Level	Sign/Date	Level	Sign/Date	Level	Sign/Date
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.								
5. 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.								
6. 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.								
7. 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.								
8. Where relevant, applies knowledge of age and condition-related anatomy, physiology, psychology and development when caring for all people and their needs.								

Practice Assessment Document

	A= Achieved, N A= Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Level	Sign/Date	Level	Sign/Date	Level	Sign/Date	Level	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.								
9. 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.								
10. 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.								
11. 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.								

Practice Assessment Document

	A= Achieved, N A= Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Level	Sign/Date	Level	Sign/Date	Level	Sign/Date	Level	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.								
12. 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.								
13. 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 work safely under pressure and maintain the safety of service users at all times.								
14. 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.								
15. 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.								

Practice Assessment Document

	A= Achieved, N A= Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Level	Sign/Date	Level	Sign/Date	Level	Sign/Date	Level	Sign/Date
16. 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.								
17. Aware of the role of the Infection Control Team and Infection Control Nurse Specialist, and local guidelines for referral.								
18. 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.								
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.								
19. Under supervision helps people to choose healthy food and fluids in keeping with their personal preferences, circumstances and cultural needs.								
20. Accurately monitors dietary and fluid intakes and completes relevant documentation.								
21. Supports people who need to adhere to specific dietary and fluid regimes maintaining independence and dignity when possible.								
22. 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.								

Practice Assessment Document

	A= Achieved, N A= Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Level	Sign/Date	Level	Sign/Date	Level	Sign/Date	Level	Sign/Date
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.								
23. Applies knowledge of fluid requirements needed for health and during illness and recovery so that appropriate fluids can be provided.								
24. Accurately monitors and records fluid intake and output. Recognises and reports abnormal findings.								
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.								
25. Fully understands all methods of supplying medicines, for example, Medicines act exemptions, patient group directions (PGDs) clinical management plans and other forms of prescribing.								
26. With regards to ethical and legal frameworks, demonstrates an understanding of types of prescribing, types of prescribers and methods of supply.								
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.								
27. 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.								

Practice Assessment Document

	A= Achieved, N A= Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Level	Sign/Date	Level	Sign/Date	Level	Sign/Date	Level	Sign/Date
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.								
28. Uses knowledge of commonly administered medicines in order to act promptly in cases where side effects and adverse reactions occur.								
29. Uses prescription charts correctly and maintains accurate records.								
30. Utilises and safely disposes of equipment needed to draw up and administer medication, for example, needles, syringes, gloves.								
31. 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.								
32. 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.								
People can trust the mental health nursing student to work in partnership with people receiving medical treatments and their carers.								
33. 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.								
34. Accesses commonly used evidence based sources relating to the safe and effective management of medicine.								

Record of Additional Clinical Skills

This is an opportunity for the nursing student to record additional skills they have practised under supervision

Date	Clinical Skill	Comments	Signature

Part 2 Practice Assessment – Episode of Care

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

Guidelines

The mentor and student will identify an appropriate episode of direct care involving meeting the needs of 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.

Integrated Care: Please choose an episode of care where you can demonstrate how you have managed both the physical and mental health/emotional needs of the patient/service user.

Student reflection on an episode of care	
<p>Within your reflection, demonstrate how you have achieved learning outcomes 1 – 3</p> <p>Describe the episode of care and how you assessed, planned, delivered and evaluated patient care.</p>	<p>What did you do well?</p> <p>What would you have done differently?</p> <p>What learning from this episode of care could be transferred to other areas of practice?</p>

Practice Assessment Document

Mentor feedback Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following: A = Achieved NA= Not Achieved (Refer to Grade Descriptors on Page 6)		
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 representative must be informed		
Student's signature:		Date:
Mentor's signature:		Date:

Action Plan

**An action plan is required when a student's performance causes concern
The mentor/supervisor must liaise with the academic representative and senior practice representative**

Placement	Area of Concern Note professional value or Essential Skill number if appropriate	Support Available	Criteria for Success	Time Frame/ Review Date

Signed (Mentor).....	Date.....	Mentor's Name (please print)
Signed (Student)	Date
Signed (Academic Representative).....	Date.....	

Action Plan

**An Action Plan is required when a student's performance causes concern
The mentor/supervisor must liaise with the academic representative and senior practice representative**

Placement	Area of Concern Note professional value or Essential Skill number if appropriate	Support Available	Criteria for Success	Time Frame/ Review Date

Signed (Mentor)	Date	Mentors Name (please print)
Signed (Student)	Date
Signed (Academic Representative)	Date	

Records of meetings/Additional Feedback

Date/ time	Signature/ Designation	Purpose of Meeting/Comments

Records of meetings/Additional Feedback

Date/ time	Signature/ Designation	Purpose of Meeting/Comments

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 alterations and totals should be initialled by Mentor/Supervisor

Date	Placement	Total Hrs	Initials	Shift Type	Date	Placement	Total Hrs	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					
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Sat					Sat					
Sun					Sun					
Weekly Total =					Weekly Total =					

Total hours completed on this page....	Figures	Words
Signed: _____	(Mentor)	Name (print): _____
Verification by Mentor: 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
E = Early L = Late TW= Twilight Shift LD = Long Day ND = Night Duty S = Sickness A= Absent

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 alterations and totals should be initialled by Mentor/Supervisor

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Signed: _____	(Mentor)	Name (print): _____
Verification by Mentor: 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

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<p>Total hours completed on this page.... Figures</p> <p>Signed: _____ (Mentor)</p> <p>Verification by Mentor: I have checked the hours of experience recorded by the student,</p> <p>Clinical Area: _____ Date: _____</p> <p>Declaration by Student: I confirm that the hours recorded on this sheet are a true and accurate account of the shifts I have worked.</p> <p>Signed: _____ (Student)</p>	<p>Words</p> <p>Name (print): _____</p>
--	--

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

<p>Shift Codes</p> <p>E = Early L = Late TW= Twilight Shift LD = Long Day ND = Night Duty S = Sickness A= Absent</p>
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This original PAD document was developed by the Pan London Steering Group in collaboration with practice partners, mentors, academic staff, students and service users across the London Region. We have adapted the PLPAD to create this PAD and acknowledge and thank the PLPLG for their hard work on this.

Universities involved in the PLPAD:

- Buckinghamshire New University
- London South Bank University
- Kingston University and St George's
- Middlesex University
- King's College London
- City University London
- University of Greenwich
- University of Hertfordshire
- University of West London

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