



Name.....

Number.....

Cohort.....

Personal Tutor.....

PRACTICE ASSESSMENT DOCUMENT

MENTAL HEALTH NURSING PART 3

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.

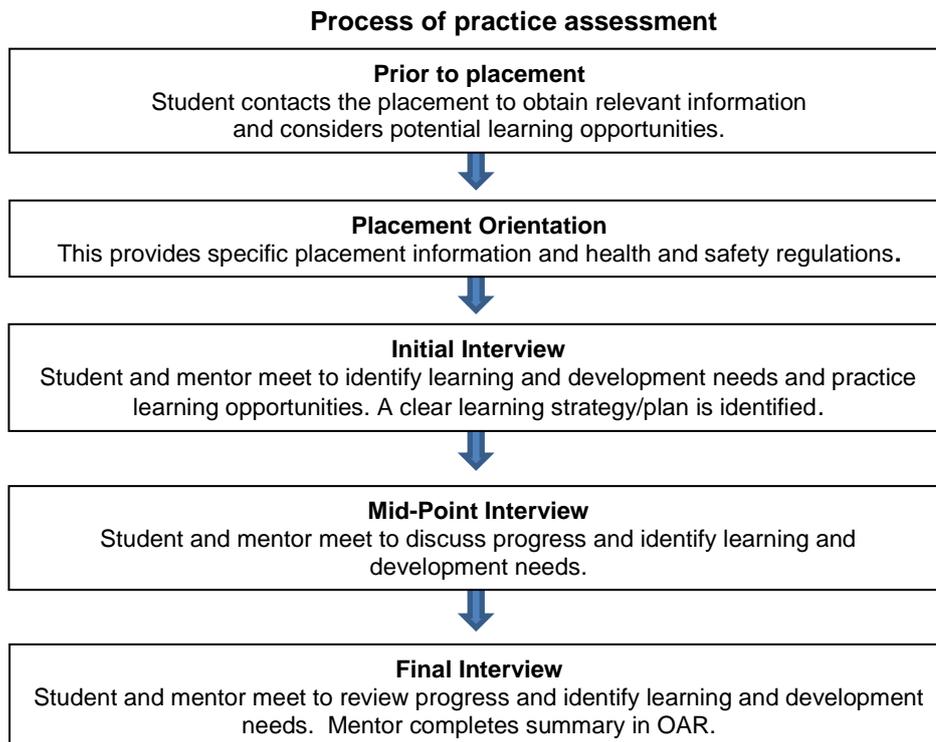
Components of Assessment

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.



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 66.



Guidelines for Assessment and Progression

This document has been designed for use across nine Universities, this section outlines the process for assessment and progression for students in City University 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 adult nursing student's practice experience will take place within a distinct geographically based Community of Practice. In mental health nursing practice experience may also take place with an allocated group of service users (client attachment). Both of these approaches are organised 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. For children's nursing students the student will be given a range of placements which encompasses a child community of practice across multiple Trusts or placement providers. This will also include nurseries, special schools, health visiting as well as wards and primary care.

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 and 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:

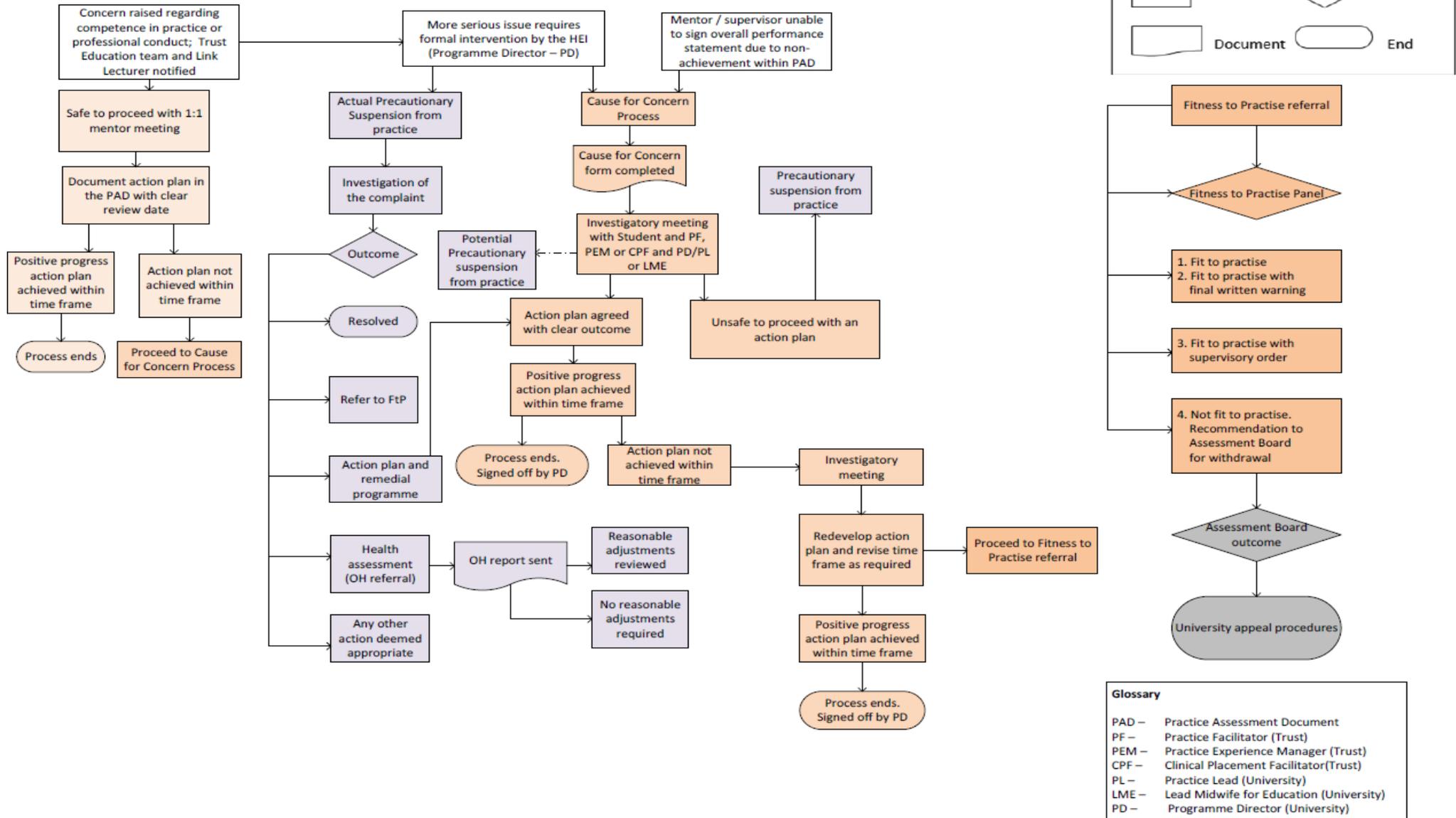
If by the end of the Part (1 or 2 or 3) the Essential Skills, Episode of Care and Professional Values in Practice have **NOT BEEN ACHIEVED** then the student will have failed practice. This will be reported to the Assessment Board who will make recommendations including the ratification of extenuating 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/loan payments will stop. For further information please consult the Programme Handbook.

Practice Assessment Document

Process to Address Issues of Competence / Professional Conduct in Practice



Descriptors for Assessing Students in Practice

The NMC (2010) has identified skills and professional behaviours that a student must demonstrate by entry to the register:

These criteria cover:

- Works independently, with minimal direct supervision, in a safe and confident manner.
- Demonstrates the ability to work as an autonomous practitioner by the point of registration.

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 and Essential Skills, the Episode of Care and Medicines Management Assessment.

By the end of Part 3 the student needs to achieve all the Essential Skills, Professional Values, Episode of Care and Medicines Management Assessment

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

Level	Knowledge and understanding	Professional attitude	Participation in care and practical skill
Achieved	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.
Not Achieved	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:

Practice Assessment Document

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 8)

Professional attitude, behaviour and responsibility				
	Mid-Point	Final	Evidence/Comments	Final Sign/Date
1. The student maintains confidentiality in accordance with the NMC code and recognises limits to confidentiality for example public interest and protection from harm.				
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/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 acts as a role model in promoting a professional image.				
6. The student is proactive in promoting and maintaining the person's privacy and dignity.				
7. The student demonstrates openness, trustworthiness and integrity				

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.

	Mid-Point	Final	Evidence/Comments	Final Sign/Date
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Practice Assessment Document

8. The student makes consistent effort to engage in and reflect on the requisite standards of evidence based care and learning to enhance care and their own professional development.				
Safe and compassionate care				
9. The student is attentive, kind, compassionate and sensitive to the needs of others.				
10. The student maintains consistent person-centred practice and empowers people to meet their own needs and make choices.				
11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding.				
12. The student demonstrates the potential to lead and work autonomously and to listen and seek clarity where appropriate.				
13. The student is self-aware and self-confident and is able to work within the limitations of own knowledge, skills and professional boundaries and to take appropriate action.				
14. The student manages appropriate and constructive relationships with the multidisciplinary team, patients/service users, families and other carers, with the intent of building professional, caring relationships ensuring that decisions about care are shared.				

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 66

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

Identify learning and development needs Refer to progress in achieving personal learning needs, professional values and essential skills.	Identify the learning opportunities/support to enable the student to meet their needs

Review Date:	Sign when reviewed:
Student's Signature:	Date:
Mentor's Signature:	Date:

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

If specific concerns have been raised about the student's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on page 66

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.
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
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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 66	

Practice Assessment Document

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)									
<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Student's signature:</td> <td style="width: 40%;">Date:</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Mentor's signature:</td> <td>Date:</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>		Student's signature:	Date:	 	 	Mentor's signature:	Date:	 	
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

Practice Assessment Document

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 8)

Professional attitude, behaviour and responsibility				
	Mid-Point	Final	Evidence/Comments	Final Sign/Date
1. The student maintains confidentiality in accordance with the NMC code and recognises limits to confidentiality for example public interest and protection from harm.				
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/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 acts as a role model in promoting a professional image.				
6. The student is proactive in promoting and maintaining the person's privacy and dignity.				
7. The student demonstrates openness, trustworthiness and integrity				

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.

	Mid-Point	Final	Evidence/Comments	Final Sign/Date
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Practice Assessment Document

8. The student makes consistent effort to engage in and reflect on the requisite standards of evidence based care and learning to enhance care and their own professional development.				
Safe and compassionate care				
9. The student is attentive, kind, compassionate and sensitive to the needs of others.				
10. The student maintains consistent person-centred practice and empowers people to meet their own needs and make choices.				
11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding.				
12. The student demonstrates the potential to lead and work autonomously and to listen and seek clarity where appropriate.				
13. The student is self-aware and self-confident and is able to work within the limitations of own knowledge, skills and professional boundaries and to take appropriate action.				
14. The student manages appropriate and constructive relationships with the multidisciplinary team, patients/service users, families and other carers, with the intent of building professional, caring relationships ensuring that decisions about care are shared.				

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 66

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 66

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 66	

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: 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 8)

Professional attitude, behaviour and responsibility				
	Mid-Point	Final	Evidence/Comments	Final Sign/Date
1. The student maintains confidentiality in accordance with the NMC code and recognises limits to confidentiality for example public interest and protection from harm.				
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/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 acts as a role model in promoting a professional image.				
6. The student is proactive in promoting and maintaining the person's privacy and dignity.				
7. The student demonstrates openness, trustworthiness and integrity				

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.

	Mid-Point	Final	Evidence/Comments	Final Sign/Date
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Practice Assessment Document

8. The student makes consistent effort to engage in and reflect on the requisite standards of evidence based care and learning to enhance care and their own professional development.				
Safe and compassionate care				
9. The student is attentive, kind, compassionate and sensitive to the needs of others.				
10. The student maintains consistent person-centred practice and empowers people to meet their own needs and make choices.				
11. The student reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding.				
12. The student demonstrates the potential to lead and work autonomously and to listen and seek clarity where appropriate.				
13. The student is self-aware and self-confident and is able to work within the limitations of own knowledge, skills and professional boundaries and to take appropriate action.				
14. The student manages appropriate and constructive relationships with the multidisciplinary team, patients/service users, families and other carers, with the intent of building professional, caring relationships ensuring that decisions about care are shared.				

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 66

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 66

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 66	

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 8 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
Skills Cluster I: Care, Compassion and Communication:								
People can trust the mental health nurse to provide collaborative care based on the highest standards, knowledge and competence.								
1. Demonstrates clinical confidence through sound knowledge, skills and understanding relevant to field.								
2. Is self-aware and self-confident, knows own limitations and is able to take appropriate action and has an awareness of own mental health and exploring the impact on self of working in mental health.								
3. Recognises and acts to overcome barriers in developing effective professional relationships with service users and carers.								
4. Uses professional support structures to develop self-awareness, challenge own prejudices and enable professional relationships, so that care is delivered without compromise.								
People can trust the mental health nurse to engage in person-centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves.								
5. Recognises situations and acts appropriately when a person's choice may compromise their safety or the safety of others.								

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

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
6. Uses strategies to manage situations where a person's wishes conflict with the nursing interventions necessary for the person's safety. Facilitates access to independent advocacy and addresses the potential power imbalances, including situations when compulsory measures are used, through upholding safeguards.								
7. Acts with dignity and respect to ensure that people who are unable to meet their activities of living have choices about how these are met and feel empowered to do as much as possible for themselves.								
8. Works autonomously, confidently and in partnership with people, their families and carers to ensure that needs are met through care planning and delivery including strategies for self-care and support including enabling psychosocial education and intervention.								
9. Actively helps people to identify and use their strengths to achieve their goals and aspirations through providing person-centred and recovery-focused care that respects the lived experience of mental health problems.								

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

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 nurse to respect them as individuals and strive to help them to preserve their dignity at all times.								
10. Acts autonomously to challenge situations or others when someone's dignity may be compromised empowering and supporting choice by promoting mental health and challenging inequalities and discrimination.								
People can trust the mental health nurse to engage with them and their family or carers within their cultural environments in an acceptant and anti- discriminatory manner free from harassment and exploitation.								
11. Is accepting of differing cultural traditions, beliefs, UK legal frameworks and professional ethics when planning care with people and their families and carers.								
12. Manages and diffuses challenging situations effectively.								
People can trust the mental health nurse to engage with them in a warm, sensitive and compassionate way.								
13. Listens to, watches for, and responds to verbal and non-verbal cues including being sensitive to and taking into account the impact of trauma and abuse on the development of mental health problems.								
14. Recognises and acts autonomously to respond to own emotional discomfort and distress in self and others.								
15. Through reflection and evaluation demonstrates commitment to personal and professional development in lifelong learning.								

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

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 nurse to engage therapeutically and actively listen to their needs and concerns, responding using skills that are helpful, providing information that is clear, accurate, meaningful and free from jargon.								
16. Communicates effectively and sensitively in different settings, using a range of methods and skills reducing barriers including facilitating therapeutic groups for service-users and carers.								
17. Provides accurate and comprehensive written and verbal reports based on best available evidence.								
18. Uses skills of active listening, questioning, paraphrasing, and reflection to support a therapeutic intervention and is able to support people distressed by hearing voices or experiencing distressing thoughts or perceptions.								
19. Uses appropriate and relevant communication skills to deal with difficult and challenging circumstances, for example, responding to emergencies, unexpected occurrences, saying “no”, dealing with complaints, resolving disputes, de-escalating aggression, conveying ‘unwelcome news’.								
People can trust the mental health nurse to protect and keep as confidential all information relating to them.								
20. Acts appropriately and within the law in sharing information to enable and enhance care. (Carers, MDT and across agency boundaries)								

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

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
21. Works within the legal frameworks for data protection including access to and storage of records.								
People can trust the mental health nurse to gain their consent based on sound understanding in order to allow an informed choice prior to any intervention and that their rights in decision-making and consent will be respected and upheld.								
22. Works within legal frameworks and assesses and responds to the needs and wishes of carers and relatives in relation to information and consent specifically those related to mental health care.								
Skills Cluster II: Organisational Aspects of Care								
People can trust the mental health nurse to treat them as partners and work with them to make a holistic and systematic assessment of their needs: to develop a personalised plan that is based on mutual understanding and respect for their individual situation promoting health and well-being, minimising risk of harm and promoting their safety at all times.								
23. In partnership with the person, their carers and families, makes an holistic, person-centred and systematic assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk, and together, develops a comprehensive personalised plan of evidence-based nursing care including individual and group psychological and psychosocial interventions.								
24. Works within the context of a multi-professional team and works collaboratively with other agencies when required.								

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

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
25. Promotes the health and well-being, self-care, independence, self-determination and expertise of people with mental health problems. Teaches and empowers people and carers to make choices when coping with the effects of treatment and the ongoing nature of a condition, to aid recovery, enable self-care or deal with chronic pain and death and dying.								
26. Discusses sensitive issues in relation to public health and preventing mental health problems in at-risk groups. Assesses needs and plans care and provides appropriate advice and guidance to individuals, communities and populations.								
27. Measures, documents and interprets vital signs and acts autonomously and appropriately on findings.								
People can trust the mental health nurse to deliver nursing interventions and evaluate their effectiveness against the agreed assessment and care plan.								
28. Prioritises the needs of groups of people and individuals in order to provide care effectively and efficiently within the context of age condition and developmental stage.								
29. Detects, records and reports deterioration or improvement and takes appropriate action and evaluates care autonomously including evaluating outcomes of psychological and psychosocial interventions for mental health problems.								

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

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 nurse to safeguard children and adults from vulnerable situations and support and protect them from harm.								
30. Supports people in asserting their human rights and challenges practices which do not safeguard vulnerable people in need of support and protection.								
31. Shares information across agency boundaries and makes effective referrals to safeguard and protect children and adults requiring support and protection.								
People can trust the mental health nurse to respond to their feedback and a wide range of other sources to learn, develop and improve services.								
32. Working within legal frameworks, actively responds to feedback, supporting people who wish to complain in order to improve care.								
33. As an individual team member and team leader, actively seeks and learns from feedback, to enhance care and own and others' professional development. Also participates in clinical supervision within a mental health framework, exploring self in relation to mental health work.								
People can trust the mental health nurse to be an autonomous and confident member of the multidisciplinary or multiagency team and to inspire confidence in others.								
34. Takes effective role within the team, adopting the leadership role when appropriate. Actively consults and challenges practice of self and others to enhance care.								
35. Act as an effective role model in decision-making, taking action and supporting others.								

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

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 nurse to safely delegate to others and to respond appropriately when a task is delegated to them.								
36. Works within the requirements of the code (NMC 2015) when care is delegated and takes responsibility and accountability for delegating care.								
37. Prepares, supports and supervises those to whom care has been delegated and recognises and addresses any deficits in knowledge and skill.								
People can trust the mental health nurse to work safely, lead, co-ordinate and manage care.								
38. Inspires confidence, provides clear direction to others and acts as a positive role model.								
39. Takes decisions based on evidence and experience and is able to answer for these decisions when required.								
40. Negotiates with others in relation to balancing competing and conflicting priorities.								
People can trust the mental health nurse to work safely under pressure and maintain patient safety at all times.								
41. Prioritises own workload and manages competing and conflicting priorities, demonstrating effective time management through providing support and therapeutic interventions for people experiencing critical and acute mental health problems, recognising factors that contribute to crisis and relapse.								

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

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
42. Appropriately reports concerns regarding staffing and skill-mix and acts to resolve issues that may impact on the safety of patients/service users within local policy frameworks								
43. Recognises stress in others and provides appropriate support or guidance ensuring safety to people at all times								
People can trust the mental health nurse to enhance the safety of service users and identify and actively manage risk and uncertainty in relation to people, the environment, self and others.								
44. Reflects on and learns from safety incidents as an autonomous individual and as a team member. Contributes to team learning in relation to assessing and managing risk, through contributing to the management of mental health environments and by prioritising actions which enhance safety, psychological security, therapeutic outcomes, positive risk-management and continuity of care across services.								
45. Participates in clinical audit to improve the safety of service users, raises awareness of mental health and provides advice and support in best practice in mental health.								
46. Works within legal and ethical frameworks to promote safety and positive risk taking and works proactively with people at risk of suicide or self-harm using evidence-based models of suicide prevention.								

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

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
47. Works within policies to protect self and others in all care settings, including in the home care setting, and uses recovery-focused approaches to care within potentially challenging situations such as acute distress, when compulsory measures are used and in forensic settings.								
People can trust the mental health nurse to work to prevent and resolve conflict and maintain a safe environment.								
48. Selects and applies appropriate strategies and techniques for conflict resolution, de-escalation and physical intervention in the management of potential violence and aggression.								
People can trust the mental health nurse to select and manage medical devices safely.								
49. Works within legal frameworks and safely selects, uses and maintains a range of medical devices appropriate to the area of work. Ensuring regular servicing, maintenance and calibration including reporting adverse incidents relating to medical devices.								
50. Keeps appropriate records in relation to use and maintenance of medical devices and the decontamination processes required as per local and national guidelines.								
51. Explains the devices to people and carers and checks understanding.								

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

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
Skills Cluster III: Infection Prevention and Control								
People can trust the mental health nurse to identify and take effective measures to prevent and control infection in accordance with local and national policy.								
52. Works within the code (NMC 2015) and in keeping with the Guidance on professional conduct for nursing and midwifery students (NMC 2010) and in collaboration with people and their carers to meet responsibilities for prevention and control of infection.								
53. In partnership with people and their carers, plans, delivers and documents care that demonstrates effective risk-assessment, infection-prevention and control.								
54. Identifies, recognises and refers to the appropriate clinical expert.								
55. Recognises infection risk and reports and acts in situations where there is need for health promotion and protection and public health strategies.								
People can trust the mental health nurse to maintain effective standard infection control precautions and apply and adapt these to needs and limitations in all environments.								
56. Initiates and maintains appropriate measures to prevent and control infection according to the route of transmission of micro-organisms, in order to protect service users, members of the public and other staff.								
57. Manages overall environment to minimise risk and challenges the practice of other care workers who put themselves and others at risk of infection, within legal frameworks and local policies.								

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

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 nurse to provide effective care for someone who has an infectious disease including, where required, the use of standard isolation techniques fully complying with hygiene, uniform and dress codes.								
58. Adheres to local policies, assesses the needs of the infectious person, or people and applies appropriate isolation techniques wearing the appropriate clothing. Consults with specialist advisers as appropriate.								
People can trust the mental health nurse to safely apply the principles of asepsis when performing invasive procedures and be competent in aseptic technique in a variety of settings.								
59. Applies a range of appropriate measures to prevent infection including application of safe and effective aseptic techniques.								
60. Safely performs non-touch or aseptic techniques in a variety of settings.								
61. Is able to communicate potential risks to others and advise people on the management of their device, site or wound to prevent and control infection and to promote healing.								
People can trust the mental health nurse to act in a variety of environments including the care setting, to reduce risk when handling waste, including sharps, contaminated linen and when dealing with spillages of blood and other body fluids.								
62. Manages hazardous waste and spillages in accordance with local health and safety policies and instructs others to do the same.								

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

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
Skills Cluster IV: Nutrition and Fluid Management								
People can trust the mental health nurse to assist them to choose a diet that provides adequate nutritional and fluid intake.								
63. Supports people and carers to make appropriate choices and changes to eating patterns, taking account of dietary preferences, religious and cultural requirements, treatment requirements and special diets needed for health reasons.								
64. Refers to specialist members of the multidisciplinary team for additional or specialist advice.								
People can trust the mental health nurse to assess and monitor their nutritional status and in partnership formulate an effective plan of care.								
65. Makes a comprehensive assessment of people's needs in relation to nutrition identifying, documenting and communicating level of risk.								
66. Formulates an appropriate care plan, seeking specialist advice where required and monitors and records progress against the plan.								
67. Acts autonomously to initiate appropriate action when malnutrition is identified or where a person's nutritional status worsens, and reports this as an adverse event, informing carers and multidisciplinary team as appropriate.								
People can trust the mental health nurse to assess and monitor fluid status and in partnership with them formulate an effective plan of care.								
68. Identifies signs of dehydration and uses negotiating and other skills to encourage people who might be reluctant to drink to take adequate fluids.								

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

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
69. Works collaboratively with the person their carers and the multidisciplinary team to ensure an adequate fluid intake and output.								
People can trust the mental health nurse to assist them in creating an environment that is conducive to eating and drinking.								
70. Ensures appropriate assistance and support is available to enable people to eat.								
71. Ensures that appropriate food and fluid are available and provision is made for replacement meals for anyone who is unable to eat at the usual time, or unable to prepare their own meals.								
People can trust the mental health nurse to ensure that those unable to take food by mouth receive adequate fluid and nutrition to meet their needs.								
72. Takes action to ensure that, where there are problems with eating and swallowing, nutritional status is not compromised and an understanding of alternative routes is demonstrated								
People can trust the mental health nurse to administer fluids when fluids cannot be taken independently.								
73. Through simulation, practice or discussion understands, applies knowledge of and monitors prescription, administration and documentation of intravenous fluids including markers of hydration and dehydration in accordance with local policy.								

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

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
Skills Cluster V: Medicines Management								
People can trust the mental health nurse to correctly and safely undertake medicines calculations.								
74. Is competent in the process of medication-related calculation in nursing field involving: <ul style="list-style-type: none"> • Tablets and capsules • Liquid medicines • Injections: • Complex calculations 								
People can trust the mental health nurse to work within the legal and ethical frameworks that underpin safe and effective medicines management and work within national and local policies.								
75. Applies legislation practice to safe and effective ordering, receiving, storing, administering and disposal of medicines and drugs in both primary and secondary care settings and ensures others do the same.								
76. Fully understands all methods of supplying medicines, for example, Medicines Act exemptions, patient group directions. (PGD's), clinical management plans and other forms of prescribing e.g. nurse prescribing.								
People can trust the mental health nurse to work as part of a team to offer holistic care and a range of treatment options of which medicines may form a part.								
77. Questions, critically appraises, takes into account ethical considerations and the preferences of the person receiving care and uses evidence to support an argument in determining when medicines or physical treatments may or may not be an appropriate choice of treatment for people with mental health problems based on benefits and unwanted effects, offering choices and alternatives.								

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

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 nurse to ensure safe and effective practice in medicines management through comprehensive knowledge of medicines, their actions, risks and benefits.								
78. Applies knowledge of basic pharmacology, how medicines act and interact in the systems of the body, and their therapeutic action.								
79. Understands common routes and techniques of medicine administration including absorption, metabolism, adverse reactions and interactions.								
80. Safely manages drug administration and monitors effects including anaphylaxis.								
81. Reports adverse incidents and near misses.								
People can trust the mental health nurse to safely order, receive, store and dispose of medicines (including controlled drugs) in any setting.								
82. Orders, receives, stores and disposes of medicines safely (including controlled drugs).								
People can trust the mental health nurse administer medicines safely in a timely manner, including controlled drugs.								
83. Safely and effectively administers and, where necessary, prepares medicines via routes and methods commonly used and maintains accurate records. Supervises and teaches others to do the same.								
People can trust the mental health nurse to keep and maintain accurate records using information technology.								
84. Effectively keep records of medication administered and omitted, in a variety of care settings, including controlled drugs and ensures others do the same.								

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

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 nurse to work in partnership with people receiving medical treatments and their carers.								
85. Works with people and carers to provide clear and accurate information about their medicines to assist them to make informed choices about their medicines.								
86. Assesses the person's ability to safely self-administer their medicines.								
People can trust the mental health nurse to demonstrate understanding and knowledge to supply and administer via a Patient Group Direction. (PGD)								
87. Through simulation and course work (or through discussion in practice) demonstrates knowledge and application of the principles required for safe and effective supply and administration via a Patient Group Direction including an understanding of the role and accountability.								

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

Record of Additional Clinical Skills

This is an opportunity for the nursing student to record additional clinical skills that they have practised

Date	Clinical Skill	Comments	Signature

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 3 Practice Assessment – Episode of Care

This assessment must be completed by the end of Part 3 during a specific episode of care, managing care for a group of patients/service users or a complex patient. This should be for a minimum of 6 hours including a handover of care.

Guidelines

In discussion with the student, the mentor will identify an appropriate episode of care involving organising and managing the care for a group of patients/service users or a complex patient scenario.

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 plans, organises and manages patient-centred care within an appropriate timeframe with minimal supervision from the mentor.
2. The student uses effective management skills to organise work efficiently. Prioritises and organises workload and appropriately delegates to others.
3. The student is able to handover information delivering accurate verbal and written reports in relation to person-centred care.
4. The student has maintained appropriate professional values, expected attitudes and behaviours during the episode of care.
5. The student must demonstrate that they have maintained safety and safeguarding for the patient and carers or family.

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.

Please ensure that you reference the above 5 learning outcomes in your reflection on the next page

Student reflection on the Episode of Care	
<p>Briefly outline how you have delivered high quality, complex care and give the rationale for the decisions you made.</p>	<p>Reflect on how you have worked in partnership with health and social care professionals, service users, carer and families ensuring that decision-making about care is shared.</p>
	<p>What did you do well?</p>
	<p>What would you have done differently?</p>
<p>Reflect on how you used leadership skills to supervise and manage others.</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 8)		
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. The student acts as a role model in promoting a professional image.		
Communication and interpersonal skills Demonstrates effective communication and interpersonal skills with patients/service users/carers. Communicates with the multi-disciplinary team and staff when delegating care, giving clear instructions and providing accurate and comprehensive written and verbal reports.		
Nursing practice and decision-making Delivers care which is person-centred and meets essential and complex physical and psychological needs, within an appropriate timeframe. Practice is based on the use of up-to-date knowledge and evidence when assessing, planning, delivering and evaluating care		
Leadership, management, team working Acts in a way that values the roles and responsibilities in the team and interacts appropriately. 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:

Part 3 Practice Assessment - Medicines Management

This assessment must be completed by the end of Part 3 where the student safely administers medicines to a group of patients/service users or a caseload of patients/service users in community settings under the supervision of the mentor.

During Part 3 the student should be consolidating their knowledge, skills and competencies in relation to the safe administration of medicines. This assessment should normally be undertaken with a small group of patients/service users whose care the student is usually responsible for.

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

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

Regulatory requirements: Standards for medicines management (NMC, 2007).the code (NMC 2008)

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

Learning outcomes

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

Practice Assessment Document

A = Achieved, NA = Not Achieved			
Competency	Level	Competency	Level
1. Is aware of the patient/service user's plan of care and the reason for medication. Explains to the assessor.		7. Prepares medication safely. Checks expiry date. Notes any special instructions/contraindications.	
2. Communicates appropriately with the patient/service user. Provides clear and accurate information and checks understanding.		8. Calculates doses accurately and safely. <ul style="list-style-type: none"> • Demonstrates to assessor the component parts of the calculation. • Minimum of 3 calculations undertaken. 	
3. Understands safe storage of medications in the care environment.		9. Checks and confirms the patient/service user's identity. (ID band or other confirmation if in own home)	
4. Maintains effective hygiene/infection control throughout.		10. Administers or supervises self-administration safely under direct supervision. Verifies that oral medication has been swallowed.	
5. Checks prescription thoroughly. <ul style="list-style-type: none"> • Right patient/service user • Right medication • Right time/Date/Valid period • Right dose/last dose • Right route/method • Special instructions 		11. Describes/demonstrates the procedure in the event of non-compliance.	
		12. Safely utilises and disposes of equipment.	
		13. Maintains accurate records. <ul style="list-style-type: none"> • Records, signs and dates when safely administered 	
		14. Monitors effects and is aware of common side effects and how these are managed.	
6. Checks for allergies <ul style="list-style-type: none"> • Asks patient/service user. • Checks prescription chart or identification band 		15. Uses appropriate sources of information e.g. British National Formulary	
		16. Offers patient /service user further support/advice.	
Comments			
Student's signature:		Date:	
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.....	Mentors Name (please print)
Signed (Student)	Date
Signed (Academic Representative).....	Date.....	

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**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

Sign-off mentor record sheet

The NMC identify that sign off mentors must have time allocated to reflect, give feedback and keep records of student achievements in their final period of practice learning. This will be equivalent to an hour per student per week. The time allocated may need to be greater earlier in the practice experience and reduced as the student becomes more confident and competent, (NMC 2007). The first meeting should include a discussion of the student's Ongoing Achievement Record (OAR).

Name of Sign Off Mentor:

Designation:

Date and time of meeting	During meeting review evidence, documentation and record key points from discussions	Signatures
		Mentor: Student:

Sign off declaration statement should be completed in the Ongoing Achievement Record

Practice Assessment Document

Date and time of meeting	During meeting review evidence, documentation and record key points from discussions	Signatures
		Mentor: Student:
<p>I certify this student as fit to practise safely and effectively without supervision and practises at the level of competence required for entry on to the Nursing and Midwifery Council register for the United Kingdom.</p> <p>Sign Off Mentor Name (please print): _____ NMC PIN Number: _____</p> <p>Signature: _____ Date: _____</p>		

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	
<i>Example of hours confirmation</i>					Sun	1/7/13	Pixie Ward	7.5	FF	E
Mon					Mon					
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Sat					Sat					
Sun					Sun					
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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

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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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