

Name.....

Number.....

Cohort.....

Field.....

Personal Tutor.....



PRACTICE ASSESSMENT DOCUMENT 2.0

NURSING

PART 2

MSc combined: Adult & Mental Health

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



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

This Practice Assessment Document has been developed by the Pan London Practice Learning Group in collaboration with practice partners, mentors, academic staff, students and service users across the London Region. This work has been led by Jane Fish as Project Manager.

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Statement regarding the use of the term “Parts”

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

Welcome to the 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 *Future nurse: Standards of proficiency for registered nurses and Standards for education and training* (NMC 2018).

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

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

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

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

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

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

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

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

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

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

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

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

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

Practice Assessor responsibilities (Registered Nurse)

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

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

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

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

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

Academic Assessor responsibilities

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

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

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

Assessment criteria in the PAD are based on the NMC *Future nurse: Standards of proficiency for registered nurses* and *Standards for education and training* (NMC 2018). The outcome statements have been designed by the NMC to apply across all four fields of nursing practice and all care settings (NMC 2018). *Students must be able to demonstrate a greater depth of knowledge and the additional more advanced skills required to meet the specific care needs of people in their chosen fields of nursing practice* (NMC, 2018, p6). **This Practice Assessment Document can be used in any field of practice.**

Components of Assessment and Feedback (see individual university guidance/regulations)

Professional Values: Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code (NMC 2018). All must be achieved *by the end of each placement.*

Proficiencies: These reflect aspects of the 7 Platforms, communication and relationship management skills and nursing procedures (NMC 2018). These can be assessed in a range of placements, but must be achieved at least once *by the end of the Part.*

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

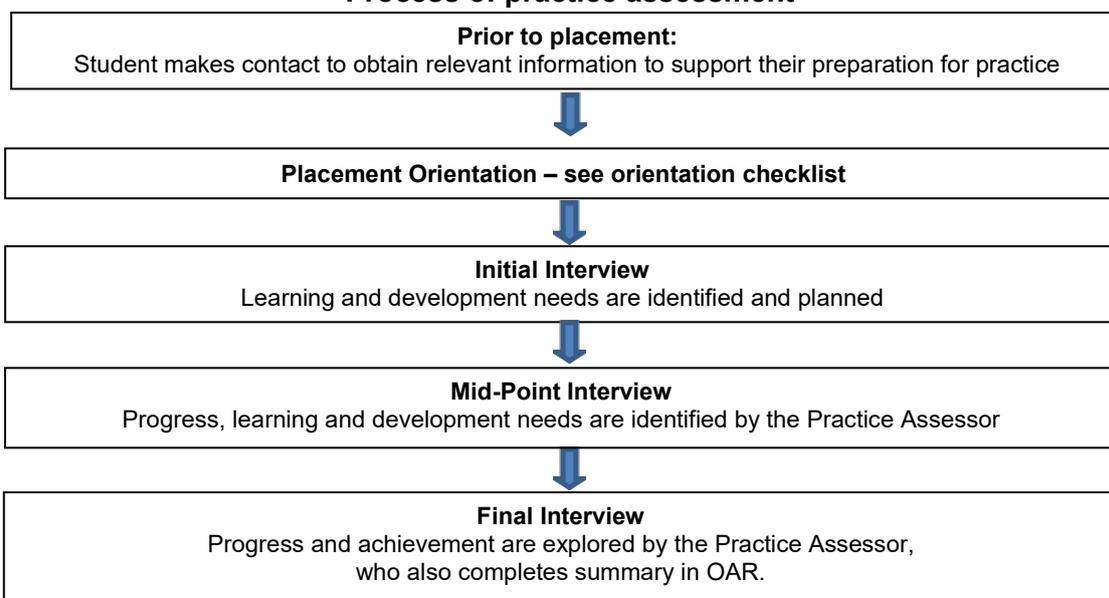
Medicines Management: There is one assessment included in each part and each must be achieved *by the end of the Part.*

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

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

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

Process of practice assessment



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

Guidelines for Practice Assessment

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. In the main, adult nursing student's practice experience will take place within a distinct geographical locality. In mental health nursing the student will experience a range of placements across providers both within East London Foundation Trust and independent and voluntary service providers. Student placements will encompass care delivered in hospital, at home, and close to home for the patient or service user. These approaches are organised so that the student works consistently within an established team of health and social care professionals. Student 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 span multiple Trusts and 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 assess achievement of the NMC Proficiencies and Professional Values in Practice in order to achieve the completion of practice learning for entry to the NMC Register on successful completion of the Programme.

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.

Short Placements

If the student's placement is less than 4 weeks in length, there may be occasions when it is not necessary to complete an interim interview. However, if there is any concern about student practice performance, a mid-point interview will be required.

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 Proficiencies

The four opportunities for assessment of proficiencies in the PAD could be undertaken during the Student's Engaging in Practice Modules as appropriate for the relevant Stage of the programme (Stages 1, 2 and 3). The student **ONLY** needs to achieve each proficiency **ONCE** across the Stages (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 a proficiency is assessed as achieved early in a Stage (1, 2, and 3), it is expected that the student will maintain that level of competence.

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 Document

Practice Assessment - Episode of Care

The practice assessment – episode of care will be completed **ONCE** in each PAD for university Stages (1, 2 and 3). Prior to the **summative** assessment the student needs to agree with their Practice Assessor a **formative** attempt with feedback.

Submission

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

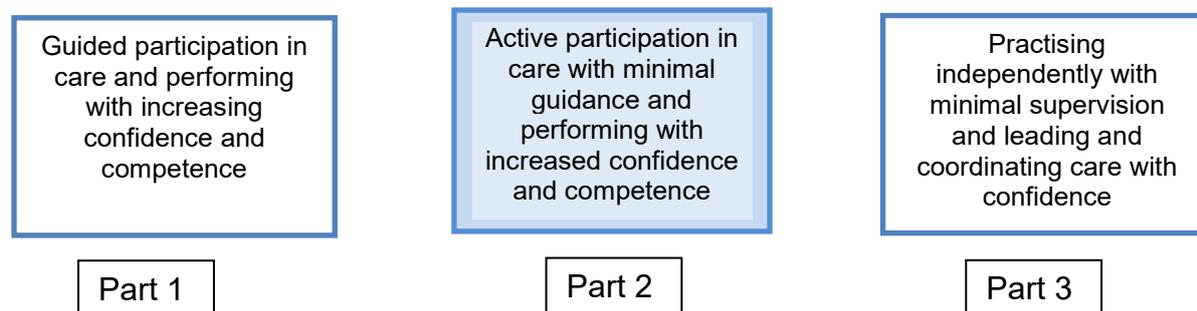
If by the end of the Stage (1 or 2 or 3) the Proficiencies, Episode of Care and Professional Values in Practice have **NOT BEEN ACHIEVED** then the student will have failed practice. This will be reported to the Assessment Board who will make recommendations including the ratification of extenuating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

- 1) If a progression break is required due to university requirements between stage 1 and stage 2 or between stage 2 and stage 3
- 2) 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 stage (without impact on academic commitments). In the event of a progression break or discontinuation of study the relevant funding bodies, e.g. Student Finance England will be notified which will affect your student loan. For further information please consult the Programme Handbook.

Criteria for Assessment in Practice

Overall Framework Parts 1 – 3 to be achieved by the end of the part



The decision on the level of supervision provided for students should be based on the needs of the individual student. The level of supervision can decrease with the student's increasing proficiency and confidence. (NMC, 2018, p 5)

Part 2: Active participation in care with minimal guidance and increasing confidence

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

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

List of Practice Assessors

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

| Name (please print) | Job Title | Signature | Initials | Placement |
|-------------------------------|------------------|------------------|-----------------|------------------|
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List of Academic Assessors

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

| Name (please print) | Job Title | Signature | Initials | Placement |
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List of Practice Assessors

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List of Academic Assessors

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

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Placement 1

Placement Provider:

(e.g. Trust/Organisation)

Name of Placement Area:**Type of Experience:**

(e.g. Community/Ward based)

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

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

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

Placement 1: Orientation

| | Placement Area 1 | | Placement Area 2 (if app.) | |
|--|---------------------------|--------------------------------------|----------------------------|--------------------------------------|
| Name of Placement Area: | | | | |
| Name of Staff Member: | | | | |
| This should be undertaken by a member of staff in the Placement Area | Initial/Date (Student) | Initial/Date (Staff signature) | Initial/Date (Student) | Initial/Date (Staff signature) |
| 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 | | | | |
| The student is aware of his/her professional role in practice | | | | |
| Policy regarding safeguarding has been explained | | | | |
| The student is aware of the policy and process of raising concerns | | | | |
| 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 placement area | | | | |
| The student has been shown and given a demonstration of the medical devices used in the placement area | | | | |

Placement 1: Initial Interview

(This can be completed by a Practice Supervisor or Practice Assessor.
If completed by the PS they must discuss and agree with the PA)
This meeting should take place within the first week of the placement

Placement Area Name:

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

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

| Outline of learning plan | How will this be achieved? |
|--------------------------|----------------------------|
| | |

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

| | | |
|---|-------------------|--------------|
| Student's Name: | Signature: | Date: |
| Practice Supervisor/Assessor's Name: | | |
| Signature: | | Date: |

Professional Values in Practice (Part 2)

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code.

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)

| | Achieved Mid-Point Yes/No | Initial/ Date | Achieved Final Yes/No | Initial/ Date (Final) |
|--|---------------------------------|------------------|-----------------------------|-----------------------------|
| Prioritise people | | | | |
| 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/service users/carers and all colleagues. | | | | |
| 3. The student maintains the person's privacy and dignity, seeks consent prior to care and advocates on their behalf. | | | | |
| 4. The student is caring, compassionate and sensitive to the needs of others. | | | | |
| 5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. | | | | |
| Practise effectively | | | | |
| 6. The student maintains consistent, safe and person-centred practice based on best available evidence. | | | | |
| 7. The student manages appropriate and constructive relationships within the inter-disciplinary team with the intent of building professional relationships. | | | | |
| 8. The student makes consistent effort to engage in and reflect on their learning, contributing to their own professional development and supporting the learning and development of others. | | | | |
| 9. The student demonstrates the potential to lead and work autonomously, seeks support where appropriate and responds positively to feedback. | | | | |
| Preserve safety | | | | |
| 10. The student demonstrates openness (candour), trustworthiness and integrity. | | | | |
| 11. The student reports any concerns to a member of staff when appropriate e.g. safeguarding. | | | | |
| 12. The student demonstrates the appropriate listening skills, seeks clarification where appropriate and carries out instructions safely. | | | | |
| 13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions. | | | | |

| | Achieved Mid-Point Yes/No | Initial/ Date | Achieved Final Yes/No | Initial/ Date (Final) |
|---|---------------------------------|-------------------|-----------------------------|--------------------------|
| Promote professionalism and trust | | | | |
| 14. The student's personal presentation and dress code is in accordance with the local policy. | | | | |
| 15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. | | | | |
| 16. The student demonstrates that they use self-reflection and supervision to gain insight into their own values, taking into consideration the possible impact on the caring relationship and decision making process. | | | | |
| Mid-point assessment | | | | |
| Practice Supervisor Name: | | Signature: | | Date: |
| Reviewed and agreed by Practice Assessor | | Signature: | | Date: |
| Practice Assessor Name: | | Signature: | | Date: |
| End point: Student reflection on meeting Professional Values | | | | |
| Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code of Conduct (<i>ensure confidentiality is maintained</i>). For each placement, please select a different section of The Code to reflect on. | | | | |
| | | | | |
| Student Name: | | Signature: | | Date: |
| Final assessment - please add comments on Final Interview Page | | | | |
| Practice Assessor Name: | | Signature: | | Date: |

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Placement 1: Mid-Point Interview

This discussion must take place half way through the placement

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

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

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

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

| Learning and development needs | How will these be achieved? |
|--------------------------------|-----------------------------|
| | |

Student's Name:

Signature:

Date:

Practice Assessor's Name:

Signature:

Date:

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

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 proficiencies. Identify your strengths and document areas for development. |
| Knowledge: |
| Skills: |
| Attitudes and values: |
| Practice Assessor's comments Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision. |
| Knowledge: |
| Skills: |
| Attitudes and values: |

Please record any further comments on the next page

Patient/Service User/Carer Feedback Form

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

We would like to hear your views about the way the student nurse has supported your care. Your feedback will not change the way you are cared for and will help the student nurse's learning.

| 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 you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...understood the way you felt? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| talked to you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...showed you respect? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What did the student nurse do well?

What could the student nurse have done differently?

Practice Supervisor/Practice Assessor:

Name:

Signature:

Date:

Student Name:

Signature:

Date:

This form has been co-produced by Pan London Service Users across 4 fields of practice, 2013.

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

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

More pages can be downloaded as per University guidelines

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

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

More pages can be downloaded as per University guidelines

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

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

More pages can be downloaded as per University guidelines

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

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

More pages can be downloaded as per University guidelines

Record of communication/additional feedback

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

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

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

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

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

More pages can be downloaded as per University guidelines

Record of peer feedback

Feedback is an essential part of the learning process. Through engaging in peer review and receiving feedback from a number of peers, students are exposed to a greater diversity of perspectives as well as enabling students to develop skills in peer review and feedback.

These records can be completed by peers i.e. other students who have worked alongside you or have had the opportunity to discuss your learning needs with you. If you have facilitated a teaching session on placement you can use the form below to obtain feedback.

| | |
|----------------------|------------------------|
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |

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Record of peer feedback

Feedback is an essential part of the learning process. Through engaging in peer review and receiving feedback from a number of peers, students are exposed to a greater diversity of perspectives as well as enabling students to develop skills in peer review and feedback.

These records can be completed by peers i.e. other students who have worked alongside you or have had the opportunity to discuss your learning needs with you. If you have facilitated a teaching session on placement you can use the form below to obtain feedback.

| | |
|----------------------|------------------------|
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |

More pages can be downloaded as per University guidelines

Placement 2

Placement Provider:

(e.g. Trust/Organisation)

Name of Placement Area:**Type of Experience:**

(e.g. Community/Ward based)

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

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

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

Placement 2: Orientation

| | Placement Area 1 | | Placement Area 2 (if app.) | |
|--|---------------------------|--------------------------------------|----------------------------|--------------------------------------|
| Name of Placement Area: | | | | |
| Name of Staff Member: | | | | |
| This should be undertaken by a member of staff in the Placement Area | Initial/Date (Student) | Initial/Date (Staff signature) | Initial/Date (Student) | Initial/Date (Staff signature) |
| 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 | | | | |
| The student is aware of his/her professional role in practice | | | | |
| Policy regarding safeguarding has been explained | | | | |
| The student is aware of the policy and process of raising concerns | | | | |
| 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 placement area | | | | |
| The student has been shown and given a demonstration of the medical devices used in the placement area | | | | |

Placement 2: Initial Interview

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

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

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

Placement Area Name:

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

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

Outline of learning plan

How will this be achieved?

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

Student's Name:

Signature:

Date:

Practice Supervisor/Assessor's Name:

Signature:

Date:

Professional Values in Practice (Part 2)

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code.

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)

| | Achieved Mid-Point Yes/No | Initial/ Date | Achieved Final Yes/No | Initial/ Date (Final) |
|--|---------------------------------|------------------|-----------------------------|-----------------------------|
| Prioritise people | | | | |
| 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/service users/carers and all colleagues. | | | | |
| 3. The student maintains the person's privacy and dignity, seeks consent prior to care and advocates on their behalf. | | | | |
| 4. The student is caring, compassionate and sensitive to the needs of others. | | | | |
| 5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. | | | | |
| Practise effectively | | | | |
| 6. The student maintains consistent, safe and person-centred practice based on best available evidence. | | | | |
| 7. The student manages appropriate and constructive relationships within the inter-disciplinary team with the intent of building professional relationships. | | | | |
| 8. The student makes consistent effort to engage in and reflect on their learning, contributing to their own professional development and supporting the learning and development of others. | | | | |
| 9. The student demonstrates the potential to lead and work autonomously, seeks support where appropriate and responds positively to feedback. | | | | |
| Preserve safety | | | | |
| 10. The student demonstrates openness (candour), trustworthiness and integrity. | | | | |
| 11. The student reports any concerns to a member of staff when appropriate e.g. safeguarding. | | | | |
| 12. The student demonstrates the appropriate listening skills, seeks clarification where appropriate and carries out instructions safely. | | | | |
| 13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions. | | | | |

| | Achieved Mid-Point Yes/No | Initial/ Date | Achieved Final Yes/No | Initial/ Date (Final) |
|---|---------------------------------|-------------------|-----------------------------|--------------------------|
| Promote professionalism and trust | | | | |
| 14. The student's personal presentation and dress code is in accordance with the local policy. | | | | |
| 15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. | | | | |
| 16. The student demonstrates that they use self-reflection and supervision to gain insight into their own values, taking into consideration the possible impact on the caring relationship and decision making process. | | | | |
| Mid-point assessment | | | | |
| Practice Supervisor Name: | | Signature: | | Date: |
| Reviewed and agreed by Practice Assessor | | Signature: | | Date: |
| Practice Assessor Name: | | Signature: | | Date: |
| End point: Student reflection on meeting Professional Values | | | | |
| Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code of Conduct (<i>ensure confidentiality is maintained</i>). For each placement, please select a different section of The Code to reflect on. | | | | |
| | | | | |
| Student Name: | | Signature: | | Date: |
| Final assessment - please add comments on Final Interview Page | | | | |
| Practice Assessor Name: | | Signature: | | Date: |

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Placement 2: Mid-Point Interview

This discussion must take place half way through the placement

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

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

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

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

| Learning and development needs | How will these be achieved? |
|--------------------------------|-----------------------------|
| | |

Student's Name:

Signature:

Date:

Practice Assessor's Name:

Signature:

Date:

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

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 proficiencies. Identify your strengths and document areas for development. |
| Knowledge: |
| Skills: |
| Attitudes and values: |
| Practice Assessor's comments Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision. |
| Knowledge: |
| Skills: |
| Attitudes and values: |

Please record any further comments on the next page

Patient/Service User/Carer Feedback Form

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

We would like to hear your views about the way the student nurse has supported your care. Your feedback will not change the way you are cared for and will help the student nurse's learning.

| 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 you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...understood the way you felt? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| talked to you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...showed you respect? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What did the student nurse do well?

What could the student nurse have done differently?

Practice Supervisor/Practice Assessor:

Name:

Signature:

Date:

Student Name:

Signature:

Date:

This form has been co-produced by Pan London Service Users across 4 fields of practice, 2013.

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

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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Student Name:

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Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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Record of communication/additional feedback

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

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

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

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Record of peer feedback

Feedback is an essential part of the learning process. Through engaging in peer review and receiving feedback from a number of peers, students are exposed to a greater diversity of perspectives as well as enabling students to develop skills in peer review and feedback.

These records can be completed by peers i.e. other students who have worked alongside you or have had the opportunity to discuss your learning needs with you. If you have facilitated a teaching session on placement you can use the form below to obtain feedback.

| | |
|----------------------|------------------------|
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |

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| | |
|----------------------|------------------------|
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |

More pages can be downloaded as per University guidelines

Placement 3

Placement Provider:

(e.g. Trust/Organisation)

Name of Placement Area:**Type of Experience:**

(e.g. Community/Ward based)

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

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

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

Placement 3: Orientation

| | Placement Area 1 | | Placement Area 2 (if app.) | |
|--|---------------------------|--------------------------------------|----------------------------|--------------------------------------|
| Name of Placement Area: | | | | |
| Name of Staff Member: | | | | |
| This should be undertaken by a member of staff in the Placement Area | Initial/Date (Student) | Initial/Date (Staff signature) | Initial/Date (Student) | Initial/Date (Staff signature) |
| 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 | | | | |
| The student is aware of his/her professional role in practice | | | | |
| Policy regarding safeguarding has been explained | | | | |
| The student is aware of the policy and process of raising concerns | | | | |
| 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 placement area | | | | |
| The student has been shown and given a demonstration of the medical devices used in the placement area | | | | |

Placement 3: Initial Interview

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

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

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

Placement Area Name:

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

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

Outline of learning plan

How will this be achieved?

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

Student's Name:

Signature:

Date:

Practice Supervisor/Assessor's Name:

Signature:

Date:

Professional Values in Practice (Part 2)

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code.

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)

| | Achieved Mid-Point Yes/No | Initial/ Date | Achieved Final Yes/No | Initial/ Date (Final) |
|--|---------------------------------|------------------|-----------------------------|-----------------------------|
| Prioritise people | | | | |
| 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/service users/carers and all colleagues. | | | | |
| 3. The student maintains the person's privacy and dignity, seeks consent prior to care and advocates on their behalf. | | | | |
| 4. The student is caring, compassionate and sensitive to the needs of others. | | | | |
| 5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. | | | | |
| Practise effectively | | | | |
| 6. The student maintains consistent, safe and person-centred practice based on best available evidence. | | | | |
| 7. The student manages appropriate and constructive relationships within the inter-disciplinary team with the intent of building professional relationships. | | | | |
| 8. The student makes consistent effort to engage in and reflect on their learning, contributing to their own professional development and supporting the learning and development of others. | | | | |
| 9. The student demonstrates the potential to lead and work autonomously, seeks support where appropriate and responds positively to feedback. | | | | |
| Preserve safety | | | | |
| 10. The student demonstrates openness (candour), trustworthiness and integrity. | | | | |
| 11. The student reports any concerns to a member of staff when appropriate e.g. safeguarding. | | | | |
| 12. The student demonstrates the appropriate listening skills, seeks clarification where appropriate and carries out instructions safely. | | | | |
| 13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions. | | | | |

| | Achieved Mid-Point Yes/No | Initial/ Date | Achieved Final Yes/No | Initial/ Date (Final) |
|---|---------------------------------|-------------------|-----------------------------|--------------------------|
| Promote professionalism and trust | | | | |
| 14. The student's personal presentation and dress code is in accordance with the local policy. | | | | |
| 15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. | | | | |
| 16. The student demonstrates that they use self-reflection and supervision to gain insight into their own values, taking into consideration the possible impact on the caring relationship and decision making process. | | | | |
| Mid-point assessment | | | | |
| Practice Supervisor Name: | | Signature: | | Date: |
| Reviewed and agreed by Practice Assessor | | Signature: | | Date: |
| Practice Assessor Name: | | Signature: | | Date: |
| End point: Student reflection on meeting Professional Values | | | | |
| Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code of Conduct (<i>ensure confidentiality is maintained</i>). For each placement, please select a different section of The Code to reflect on. | | | | |
| | | | | |
| Student Name: | | Signature: | | Date: |
| Final assessment - please add comments on Final Interview Page | | | | |
| Practice Assessor Name: | | Signature: | | Date: |

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Placement 3: Mid-Point Interview

This discussion must take place half way through the placement

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

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

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

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

| Learning and development needs | How will these be achieved? |
|--------------------------------|-----------------------------|
| | |

Student's Name:

Signature:

Date:

Practice Assessor's Name:

Signature:

Date:

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

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 proficiencies. Identify your strengths and document areas for development. |
| Knowledge: |
| Skills: |
| Attitudes and values: |
| Practice Assessor's comments Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision. |
| Knowledge: |
| Skills: |
| Attitudes and values: |

Please record any further comments on the next page

Patient/Service User/Carer Feedback Form

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

We would like to hear your views about the way the student nurse has supported your care. Your feedback will not change the way you are cared for and will help the student nurse's learning.

| 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 you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...understood the way you felt? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| talked to you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...showed you respect? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What did the student nurse do well?

What could the student nurse have done differently?

Practice Supervisor/Practice Assessor:

Name:

Signature:

Date:

Student Name:

Signature:

Date:

This form has been co-produced by Pan London Service Users across 4 fields of practice, 2013.

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

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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

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Signature:

Date:

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Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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Record of communication/additional feedback

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

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

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

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Record of peer feedback

Feedback is an essential part of the learning process. Through engaging in peer review and receiving feedback from a number of peers, students are exposed to a greater diversity of perspectives as well as enabling students to develop skills in peer review and feedback.

These records can be completed by peers i.e. other students who have worked alongside you or have had the opportunity to discuss your learning needs with you. If you have facilitated a teaching session on placement you can use the form below to obtain feedback.

| | |
|----------------------|------------------------|
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |

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Record of peer feedback

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| | |
|----------------------|------------------------|
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |

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Placement 4

Placement Provider:

(e.g. Trust/Organisation)

Name of Placement Area:**Type of Experience:**

(e.g. Community/Ward based)

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

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

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

Placement 4: Orientation

| | Placement Area 1 | | Placement Area 2 (if app.) | |
|--|---------------------------|--------------------------------------|----------------------------|--------------------------------------|
| Name of Placement Area: | | | | |
| Name of Staff Member: | | | | |
| This should be undertaken by a member of staff in the Placement Area | Initial/Date (Student) | Initial/Date (Staff signature) | Initial/Date (Student) | Initial/Date (Staff signature) |
| 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 | | | | |
| The student is aware of his/her professional role in practice | | | | |
| Policy regarding safeguarding has been explained | | | | |
| The student is aware of the policy and process of raising concerns | | | | |
| 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 placement area | | | | |
| The student has been shown and given a demonstration of the medical devices used in the placement area | | | | |

Placement 4: Initial Interview

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

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

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

Placement Area Name:

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

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

Outline of learning plan

How will this be achieved?

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

Student's Name:

Signature:

Date:

Practice Supervisor/Assessor's Name:

Signature:

Date:

Professional Values in Practice (Part 2)

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code.

The Practice Assessor has responsibility for assessing Professional Values though the Mid-Point review can be completed by a Practice Supervisor in liaison with the Practice Assessor.

Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)

| | Achieved Mid-Point Yes/No | Initial/ Date | Achieved Final Yes/No | Initial/ Date (Final) |
|--|---------------------------------|------------------|-----------------------------|-----------------------------|
| Prioritise people | | | | |
| 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/service users/carers and all colleagues. | | | | |
| 3. The student maintains the person's privacy and dignity, seeks consent prior to care and advocates on their behalf. | | | | |
| 4. The student is caring, compassionate and sensitive to the needs of others. | | | | |
| 5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. | | | | |
| Practise effectively | | | | |
| 6. The student maintains consistent, safe and person-centred practice based on best available evidence. | | | | |
| 7. The student manages appropriate and constructive relationships within the inter-disciplinary team with the intent of building professional relationships. | | | | |
| 8. The student makes consistent effort to engage in and reflect on their learning, contributing to their own professional development and supporting the learning and development of others. | | | | |
| 9. The student demonstrates the potential to lead and work autonomously, seeks support where appropriate and responds positively to feedback. | | | | |
| Preserve safety | | | | |
| 10. The student demonstrates openness (candour), trustworthiness and integrity. | | | | |
| 11. The student reports any concerns to a member of staff when appropriate e.g. safeguarding. | | | | |
| 12. The student demonstrates the appropriate listening skills, seeks clarification where appropriate and carries out instructions safely. | | | | |
| 13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions. | | | | |

| | Achieved Mid-Point Yes/No | Initial/ Date | Achieved Final Yes/No | Initial/ Date (Final) |
|---|---------------------------------|-------------------|-----------------------------|--------------------------|
| Promote professionalism and trust | | | | |
| 14. The student's personal presentation and dress code is in accordance with the local policy. | | | | |
| 15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. | | | | |
| 16. The student demonstrates that they use self-reflection and supervision to gain insight into their own values, taking into consideration the possible impact on the caring relationship and decision making process. | | | | |
| Mid-point assessment | | | | |
| Practice Supervisor Name: | | Signature: | | Date: |
| Reviewed and agreed by Practice Assessor | | Signature: | | Date: |
| Practice Assessor Name: | | Signature: | | Date: |
| End point: Student reflection on meeting Professional Values | | | | |
| Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code of Conduct (<i>ensure confidentiality is maintained</i>). For each placement, please select a different section of The Code to reflect on. | | | | |
| | | | | |
| Student Name: | | Signature: | | Date: |
| Final assessment - please add comments on Final Interview Page | | | | |
| Practice Assessor Name: | | Signature: | | Date: |

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Placement 4: Mid-Point Interview

This discussion must take place half way through the placement

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

Placement 4: Mid-Point Review
Ongoing learning and development needs

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

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

| Learning and development needs | How will these be achieved? |
|--------------------------------|-----------------------------|
| | |

Student's Name:

Signature:

Date:

Practice Assessor's Name:

Signature:

Date:

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

Placement 4: 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 proficiencies. Identify your strengths and document areas for development. |
| Knowledge: |
| Skills: |
| Attitudes and values: |
| Practice Assessor's comments Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision. |
| Knowledge: |
| Skills: |
| Attitudes and values: |

Please record any further comments on the next page

Patient/Service User/Carer Feedback Form

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

We would like to hear your views about the way the student nurse has supported your care. Your feedback will not change the way you are cared for and will help the student nurse's learning.

| 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 you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...understood the way you felt? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| talked to you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...showed you respect? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What did the student nurse do well?

What could the student nurse have done differently?

Practice Supervisor/Practice Assessor:

Name:

Signature:

Date:

Student Name:

Signature:

Date:

This form has been co-produced by Pan London Service Users across 4 fields of practice, 2013.

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

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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

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Practice Supervisor Name:

Signature:

Date:

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Signature:

Date:

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Practice Supervisor Name:

Signature:

Date:

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Record of communication/additional feedback

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

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| Signature: | Date: |
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| Signature: | Date: |
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| | |
| Name: | Designation: |
| Signature: | Date: |

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

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Record of peer feedback

Feedback is an essential part of the learning process. Through engaging in peer review and receiving feedback from a number of peers, students are exposed to a greater diversity of perspectives as well as enabling students to develop skills in peer review and feedback.

These records can be completed by peers i.e. other students who have worked alongside you or have had the opportunity to discuss your learning needs with you. If you have facilitated a teaching session on placement you can use the form below to obtain feedback.

| | |
|----------------------|------------------------|
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |

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| | |
|----------------------|------------------------|
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |

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Retrieval Placement

Placement Provider:

(e.g. Trust/Organisation)

Name of Placement Area:

Type of Experience:

(e.g. Community/Ward based)

Placement Telephone Number:

Placement Contact Email:

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

Nominated person to support student and address concerns

Name:

Designation:

Contact email address:

Practice Assessor Details:

Name:

Designation:

Contact email address:

Academic Assessor Details (for part):

Name:

Designation:

Contact email address:

Retrieval Placement: Orientation

| | Placement Area 1 | | Placement Area 2 (if app.) | |
|--|---------------------------|--------------------------------------|----------------------------|--------------------------------------|
| Name of Placement Area: | | | | |
| Name of Staff Member: | | | | |
| This should be undertaken by a member of staff in the Placement Area | Initial/Date (Student) | Initial/Date (Staff signature) | Initial/Date (Student) | Initial/Date (Staff signature) |
| 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 | | | | |
| The student is aware of his/her professional role in practice | | | | |
| Policy regarding safeguarding has been explained | | | | |
| The student is aware of the policy and process of raising concerns | | | | |
| 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 placement area | | | | |
| The student has been shown and given a demonstration of the medical devices used in the placement area | | | | |

Retrieval Placement: Initial Interview

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

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

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

Placement Area Name:

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

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

Outline of learning plan

How will this be achieved?

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

Student's Name:

Signature:

Date:

Practice Supervisor/Assessor's Name:

Signature:

Date:

Professional Values in Practice (Part 2)

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). Professional Values reflect a number of proficiency statements and are captured under the 4 sections of The Code.

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Yes = Achieved, No = Not Achieved (Refer to Criteria for Assessment in Practice)

| | Achieved Mid-Point Yes/No | Initial/ Date | Achieved Final Yes/No | Initial/ Date (Final) |
|--|---------------------------------|------------------|-----------------------------|-----------------------------|
| Prioritise people | | | | |
| 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/service users/carers and all colleagues. | | | | |
| 3. The student maintains the person's privacy and dignity, seeks consent prior to care and advocates on their behalf. | | | | |
| 4. The student is caring, compassionate and sensitive to the needs of others. | | | | |
| 5. The student understands their professional responsibility in adopting and promoting a healthy lifestyle for the well-being of themselves and others. | | | | |
| Practise effectively | | | | |
| 6. The student maintains consistent, safe and person-centred practice based on best available evidence. | | | | |
| 7. The student manages appropriate and constructive relationships within the inter-disciplinary team with the intent of building professional relationships. | | | | |
| 8. The student makes consistent effort to engage in and reflect on their learning, contributing to their own professional development and supporting the learning and development of others. | | | | |
| 9. The student demonstrates the potential to lead and work autonomously, seeks support where appropriate and responds positively to feedback. | | | | |
| Preserve safety | | | | |
| 10. The student demonstrates openness (candour), trustworthiness and integrity. | | | | |
| 11. The student reports any concerns to a member of staff when appropriate e.g. safeguarding. | | | | |
| 12. The student demonstrates the appropriate listening skills, seeks clarification where appropriate and carries out instructions safely. | | | | |
| 13. The student is able to recognise and work within the limitations of own knowledge, skills and professional boundaries and understand that they are responsible for their own actions. | | | | |

| | Achieved Mid-Point Yes/No | Initial/ Date | Achieved Final Yes/No | Initial/ Date (Final) |
|---|---------------------------------|-------------------|-----------------------------|--------------------------|
| Promote professionalism and trust | | | | |
| 14. The student's personal presentation and dress code is in accordance with the local policy. | | | | |
| 15. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement. | | | | |
| 16. The student demonstrates that they use self-reflection and supervision to gain insight into their own values, taking into consideration the possible impact on the caring relationship and decision making process. | | | | |
| Mid-point assessment | | | | |
| Practice Supervisor Name: | | Signature: | | Date: |
| Reviewed and agreed by Practice Assessor | | Signature: | | Date: |
| Practice Assessor Name: | | Signature: | | Date: |
| End point: Student reflection on meeting Professional Values | | | | |
| Choose one example from your practice on this placement to demonstrate how you practice within the NMC Code of Conduct (<i>ensure confidentiality is maintained</i>). For each placement, please select a different section of The Code to reflect on. | | | | |
| | | | | |
| Student Name: | | Signature: | | Date: |
| Final assessment - please add comments on Final Interview Page | | | | |
| Practice Assessor Name: | | Signature: | | Date: |

If there are any issues/areas for concern, these must be recorded. 'Not Achieved' must trigger an Action Plan. This must involve the Practice Supervisor and the Practice Assessor (as appropriate) in liaison with the Academic Assessor.

Retrieval Placement: Mid-Point Interview

This discussion must take place half way through the placement

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

Retrieval Placement: Mid-Point Review
Ongoing learning and development needs

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

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

| Learning and development needs | How will these be achieved? |
|--------------------------------|-----------------------------|
| | |

Student's Name:

Signature:

Date:

Practice Assessor's Name:

Signature:

Date:

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

Retrieval Placement: 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 proficiencies. Identify your strengths and document areas for development. |
| Knowledge: |
| Skills: |
| Attitudes and values: |
| Practice Assessor's comments Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision. |
| Knowledge: |
| Skills: |
| Attitudes and values: |

Please record any further comments on the next page

Patient/Service User/Carer Feedback Form

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

We would like to hear your views about the way the student nurse has supported your care. Your feedback will not change the way you are cared for and will help the student nurse's learning.

| 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 you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...understood the way you felt? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| talked to you? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...showed you respect? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What did the student nurse do well?

What could the student nurse have done differently?

Practice Supervisor/Practice Assessor:

Name:

Signature:

Date:

Student Name:

Signature:

Date:

This form has been co-produced by Pan London Service Users across 4 fields of practice, 2013.

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

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

More pages can be downloaded as per University guidelines

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

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

More pages can be downloaded as per University guidelines

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

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

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

Student Name:

Signature:

Date:

Practice Supervisor's Comments:

Practice Supervisor Name:

Signature:

Date:

More pages can be downloaded as per University guidelines

Record of communication/additional feedback

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

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

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

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

More pages can be downloaded as per University guidelines

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

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

More pages can be downloaded as per University guidelines

Record of peer feedback

Feedback is an essential part of the learning process. Through engaging in peer review and receiving feedback from a number of peers, students are exposed to a greater diversity of perspectives as well as enabling students to develop skills in peer review and feedback.

These records can be completed by peers i.e. other students who have worked alongside you or have had the opportunity to discuss your learning needs with you. If you have facilitated a teaching session on placement you can use the form below to obtain feedback.

| | |
|----------------------|------------------------|
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |

More pages can be downloaded as per University guidelines

Record of peer feedback

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These records can be completed by peers i.e. other students who have worked alongside you or have had the opportunity to discuss your learning needs with you. If you have facilitated a teaching session on placement you can use the form below to obtain feedback.

| | |
|----------------------|------------------------|
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |
| Peer feedback | |
| | |
| Name: | Programme/year: |
| Signature: | Date: |

More pages can be downloaded as per University guidelines

Assessment of Proficiencies

Incorporating Platforms 1 – 7

Annexe A: Communication and relationship management skills

Annexe B: Nursing procedures

These proficiencies ***“apply to all registered nurses, but the level of expertise and knowledge required will vary depending on the chosen field(s) of practice”***. (NMC, *Future Nurse, 2018, p22, 26*)

Assessment of Proficiencies are undertaken across the Part. These can be assessed in a range of placements but need to be assessed as Achieved (YES) at least once by the end of the Part. If a proficiency is assessed as Achieved (YES) early in the Part it is expected that the student maintains that level of competence and can be re-assessed in subsequent placements at the Practice Assessor’s discretion.

The Grade Descriptors are ‘Yes’ (this proficiency has been achieved), ‘No’ (this proficiency has not been achieved). Refer to Criteria for Assessment in Practice for further details.

Some of the proficiencies may be met within simulated learning as per the individual university’s policy.

Proficiencies marked with an * can be met in either Part 2 or Part 3 and please refer page 100 and to the OAR to confirm achievement of these.

Part 2 Assessment of Performance: The individual completing the assessment should draw on a range of observed experiences in which the students demonstrates the required knowledge, skills, attitudes and values to achieve high quality person/family-centred care in an increasingly confident manner, ensuring all care is underpinned by effective communication skills.

Those marked with an * can be assessed in Part 2 or Part 3. Please record in OAR as well.

Participates in assessing needs and planning person-centred care with increased confidence

| | YES = Achieved, NO = Not Achieved | | | | | | | |
|---|-----------------------------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|
| | Assessment 1 | | Assessment 2 | | Assessment 3 | | Assessment 4 | |
| | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date |
| 1. Support people to make informed choices to promote their wellbeing and recovery, assessing their motivation and capacity for change using appropriate therapeutic interventions e.g. cognitive behavioural therapy techniques. | | | | | | | | |
| 2. Apply the principles underpinning partnerships in care demonstrating understanding of a person's capacity in shared assessment, planning, decision-making and goal setting. | | | | | | | | |
| * 3. Recognise people at risk of self-harm and/or suicidal ideation and demonstrates the knowledge and skills required to support person-centred evidence-based practice using appropriate risk assessment tools as needed. | | | | | | | | |

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

| Participates in assessing needs and planning person-centred care with increased confidence | | | | | | | | |
|---|--|------------------|---------------------|------------------|---------------------|------------------|---------------------|------------------|
| | YES = Achieved, NO = Not Achieved | | | | | | | |
| | Assessment 1 | | Assessment 2 | | Assessment 3 | | Assessment 4 | |
| | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date |
| * 4. Demonstrates an understanding of the needs of people and families for care at the end of life and contributes to the decision-making relating to treatment and care preferences. | | | | | | | | |
| Participates in delivering and evaluating person centred care with increased confidence | | | | | | | | |
| 5. Provides people, their families and carers with accurate information about their treatment and care, using repetition and positive reinforcement when undergoing a range of interventions and accesses translator services as required. | | | | | | | | |
| 6. Works in partnership with people, families and carers to monitor and evaluate the effectiveness of agreed evidence based care plans and readjust goals as appropriate, utilising appropriate negotiation strategies, drawing on the person's strengths and assets. | | | | | | | | |
| 7. Maintains accurate, clear and legible documentation of all aspects of care delivery, using digital technologies where required. | | | | | | | | |

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

| Participates in delivering and evaluating person centred care with increased confidence | | | | | | | | |
|--|--|------------------|---------------------|------------------|---------------------|------------------|---------------------|------------------|
| | YES = Achieved, NO = Not Achieved | | | | | | | |
| | Assessment 1 | | Assessment 2 | | Assessment 3 | | Assessment 4 | |
| | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date |
| 8. Makes informed judgements and initiates appropriate evidence based interventions in managing a range of commonly encountered presentations. | | | | | | | | |
| Participates in the procedures for the planning, provision and management of person-centred care with increased confidence | | | | | | | | |
| 9. Assesses skin and hygiene status and demonstrates knowledge of appropriate products to prevent and manage skin breakdown. | | | | | | | | |
| * 10. Utilises aseptic techniques when undertaking wound care and in managing wound and drainage processes (including management of sutures and vacuum removal where appropriate). | | | | | | | | |
| 11. Effectively uses evidence based nutritional assessment tools to determine the need for intervention. | | | | | | | | |
| 12. Demonstrates understanding of artificial nutrition and hydration and is able to insert, manage and remove oral/nasal gastric tubes where appropriate. | | | | | | | | |
| 13. Assess level of urinary and bowel continence to determine the need for support, intervention and the person's potential for self-management. | | | | | | | | |

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

| Participates in the procedures for the planning, provision and management of person-centred care with increased confidence | | | | | | | | |
|---|--|------------------|---------------------|------------------|---------------------|------------------|---------------------|------------------|
| | YES = Achieved, NO = Not Achieved | | | | | | | |
| | Assessment 1 | | Assessment 2 | | Assessment 3 | | Assessment 4 | |
| | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date |
| * 14. Insert, manage and remove urinary catheters for all genders and assist with clean, intermittent self-catheterisation where appropriate. Manages bladder drainage where appropriate. | | | | | | | | |
| * 15. Undertakes, responds to and interprets neurological observations and assessments and can recognise and manage seizures (where appropriate). | | | | | | | | |
| 16. Uses contemporary risk assessment tools to determine need for support and intervention with mobilising and the person's potential for self-management. | | | | | | | | |
| 17. Effectively manages the risk of falls using best practice approaches. | | | | | | | | |
| 18. Uses appropriate safety techniques and devices when meeting a person's needs and support with mobility providing evidence based rationale to support decision making. | | | | | | | | |

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

| Participates in the procedures for the planning, provision and management of person-centred care with increased confidence | | | | | | | | |
|--|--|------------------|---------------------|------------------|---------------------|------------------|---------------------|------------------|
| | YES = Achieved, NO = Not Achieved | | | | | | | |
| | Assessment 1 | | Assessment 2 | | Assessment 3 | | Assessment 4 | |
| | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date |
| * 19. Undertakes a comprehensive respiratory assessment including chest auscultation e.g. peak flow and pulse oximetry (where appropriate) and manages the administration of oxygen using a range of routes. | | | | | | | | |
| * 20. Uses best practice approaches to undertake nasal and oral suctioning techniques. | | | | | | | | |
| 21. Effectively uses standard precaution protocols and isolation procedures when required and provides appropriate rationale. | | | | | | | | |
| 22. Provide information and explanation to people, families and carers and responds appropriately to questions about their treatment and care. | | | | | | | | |
| 23. Undertakes assessments using appropriate diagnostic equipment in particular blood glucose monitors and can interpret findings. | | | | | | | | |
| * 24. Undertakes an effective cardiac assessment and demonstrates the ability to undertake an ECG and interpret findings. | | | | | | | | |

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

| Participates in improving safety and quality of person-centred care with increased confidence | | | | | | | | |
|--|--|------------------|---------------------|------------------|---------------------|------------------|---------------------|------------------|
| | YES = Achieved, NO = Not Achieved | | | | | | | |
| | Assessment 1 | | Assessment 2 | | Assessment 3 | | Assessment 4 | |
| | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date |
| * 25. Demonstrates knowledge and skills related to safe and effective venepuncture and can interpret normal and abnormal blood profiles. | | | | | | | | |
| * 26. Demonstrates knowledge and skills related to safe and effective cannulation in line with local policy. | | | | | | | | |
| * 27. Manage and monitor blood component transfusions in line with local policy and evidence based practice. | | | | | | | | |
| * 28. Can identify signs and symptoms of deterioration and sepsis and initiate appropriate interventions as required. | | | | | | | | |
| 29. Applies an understanding of the differences between risk management, positive risk taking and risk aversion to avoid compromising quality of care and health outcomes. | | | | | | | | |
| 30. Demonstrates awareness of strategies that develop resilience in themselves and others and applies these in practice. E.g. solution focused therapies or talking therapies. | | | | | | | | |

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

| Participates in the coordination of person-centred care with increased confidence | | | | | | | | |
|---|--------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|
| YES = Achieved, NO = Not Achieved | | | | | | | | |
| | Assessment 1 | | Assessment 2 | | Assessment 3 | | Assessment 4 | |
| | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date |
| 31. Participates in the planning to ensure safe discharge and transition across services, caseloads and settings demonstrating the application of best practice. | | | | | | | | |
| 32. Negotiates and advocates on behalf of people in their care and makes reasonable adjustments to the assessment, planning and delivery of their care. | | | | | | | | |
| 33. Demonstrates effective persons and team management approaches in dealing with concerns and anxieties using appropriate de-escalation strategies when dealing with conflict. | | | | | | | | |

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

The following proficiencies can be achieved in Part 2 or Part 3. These are currently reflected in the Part 3 document and the OAR. If the student is achieving these proficiencies in Part 2, record achievement below and in the OAR

| | YES = Achieved, NO = Not Achieved | | | | | | | |
|---|-----------------------------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|
| | Assessment 1 | | Assessment 2 | | Assessment 3 | | Assessment 4 | |
| | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date | Yes/No | Sign/Date |
| Part 3, No. 4 Recognises signs of deterioration (mental distress/emotional vulnerability/physical symptoms) and takes prompt and appropriate action to prevent or reduce risk of harm to the person and others using for example positive behavioural therapy or distraction and diversion strategies. | | | | | | | | |
| Part 3, No. 13 Manages the care of people receiving fluid and nutrition via infusion pumps and devices including the administration of medicines as required in line with local policy. | | | | | | | | |

Part 2 Episode of Care 1 - Adult

This assessment must be completed by the end of Part 2
Guidelines

The practice assessor and student will identify an appropriate episode of direct care involving meeting the needs of a group of people receiving care or in caring for an individual with complex health care needs. Within this episode students should demonstrate skills to undertake a comprehensive assessment and understanding of commonly encountered presentations. Professionalism underpins all aspects of the student's performance.

The aim of this assessment is to demonstrate the student's progression in the following 5 platforms within the *Future Nurse: Standards of proficiency (including skills from annexe A and B)* (NMC 2018) **in the context of their intended field(s) of practice:**

- Promoting health and preventing ill health
- Assessing needs and planning care
- Providing and evaluating care
- Leading and managing nursing care and working in teams
- Improving safety and quality of care

Effective communication and relationship management skills underpin all aspects of care.

Students are required to use appropriate therapeutic approaches and techniques considering the person's motivation, capacity and need for reasonable adjustment applying understanding of mental capacity and health legislation as appropriate.

Learning outcomes

The student is able to:

1. Provide safe, person-centred care, evidence based care in an increasingly confident manner, within an appropriate timeframe in partnership with the person receiving care/family and the multidisciplinary team.
2. Identify and use appropriate opportunities and effective communication skills to explore the importance of healthy lifestyle choices in relation to the mental and physical health and wellbeing of the persons receiving care e.g. motivational interview techniques.
3. Demonstrate that they can undertake a '*whole person assessment*' and effectively contribute to the decision making process and provision of safe, person-centred, evidence based care.
4. Demonstrate that they can co-ordinate the nursing care of a small group of people/person with complex care needs, demonstrating understanding of risk assessment and management and can access appropriate support and resources as required using distraction and diversion strategies.
5. Demonstrate their potential to work more independently, making the most of opportunities to extend knowledge, skills and practice.

Student reflection on an episode of care

Within your reflection describe the episode of care and how you assessed, planned, delivered and evaluated person-centred care.

What did you do well?

What would you have done differently?

Describe how you have begun to work more independently in the provision of care and the decision making process.

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

| Practice Assessor feedback | | |
|--|---------------|-----------------|
| Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following: YES = Achieved No = Not Achieved (Refer to Criteria for Assessment in Practice) | | |
| Proficiencies | Yes/No | Comments |
| Promoting health and preventing ill health Applies knowledge of healthy lifestyle choices in relation to the person/persons physical health, mental health and wellbeing. e.g. smoking cessation. | | |
| Assessing needs and planning care Accurately undertakes a comprehensive assessment and identifies need and plans care for a range of health needs. | | |
| Providing and evaluating care Demonstrates safe, compassionate, person-centred, evidence based care that respects and maintains the person/persons dignity and human rights when managing a range of commonly encountered presentations e.g. anxiety, pain, restlessness, confusion. | | |
| Improving safety and quality of care Accurately undertakes risks assessments and demonstrates an understanding of local and national frameworks for managing and reporting risks. | | |
| Leading nursing care and working in teams Uses effective communication skills to manage the care of a small group of people/individuals with complex care needs, demonstrating the ability to prioritise care recognising when and whom to refer/delegate to as appropriate. | | |
| If any of the Standards are 'Not Achieved' this will require a re-assessment and the Academic Assessor must be informed | | |
| Student's signature: | | Date: |
| Practice Assessor's signature: | | Date: |

Part 2 Episode of Care 2 - Adult

This assessment must be completed by the end of Part 2.

Guidelines

The practice assessor and student will identify an appropriate episode of direct care involving caring for people with increasingly complex health and social care needs (may be a single or a group of individuals depending on the care environment). Professionalism underpins all aspects of the student's performance. (BAP 1)

The aim of this assessment is to demonstrate the student's progression in the following six platforms within the *Future Nurse: Standards of proficiency* (including skills from annexe A and B) (NMC 2018) in the context of their field of nursing:

- Promoting Health
- Assessing needs and planning care
- Providing and evaluating care
- Leading nursing care and working in team
- Improving safety and quality of care
- Coordinating care

Effective communication and relationship management skills underpin all aspects of care (Annexe A)

Students are required to use appropriate approaches and techniques considering the person's motivation, capacity and need for reasonable adjustment applying understanding of mental capacity and health legislation as appropriate.

Learning outcomes

The student is able to:

1. Demonstrate and applies knowledge of a range of mental health and physical health conditions in the assessment, planning, implementation and evaluation of person centred, evidence based care.
2. Demonstrate understanding of the contribution of social influences, health literacy, behaviours and lifestyle choices to the mental health and physical health outcomes in people, families and communities.
3. Demonstrate relevant knowledge in the prioritisation of care and is able to identify changes in a person's condition and responds appropriately.
4. Interact and engage confidently with families/carers and members of the multidisciplinary team in coordinating care for a small group of people (or in caring for an individual with complex care needs).
5. Accurately undertake risk assessments demonstrating understanding of risk management and health improvement strategies.

Student reflection on an episode of care

Within your reflection describe the episode of care and how you assessed, planned, delivered and evaluated patient care.

What did you do well?

What would you have done differently?

Describe how you have begun to work more independently in the provision of care and the decision making process.

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

| Practice Assessor feedback | | |
|---|---------------|-----------------|
| Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following: YES = Achieved No = Not Achieved (Refer to Criteria for Assessment in Practice) | | |
| Proficiencies | Yes/No | Comments |
| Promoting health and preventing ill health Discusses the possible influences on the person's/group of people's mental health and physical health and can highlight a range of factors impacting on them and the wider community. | | |
| Assessing needs and planning care Utilises relevant knowledge and skills to undertake a comprehensive assessment, continually monitoring a person's condition, interpret signs of deterioration or distress and escalate appropriately. | | |
| Providing and evaluating care Applies relevant knowledge and skills in the provision of more complex person-centred, evidence based care demonstrating effective communication skills and the ability to document effectively. | | |
| Improving safety and quality of care Undertakes relevant risk assessments, discusses risk management and can propose improvements to enhance the quality of care. | | |
| Coordinating and leading nursing care Supports the person/persons receiving care and their families in maintaining independence and minimising disruption to their lifestyle, demonstrating understanding of the need for multi-agency working. | | |
| If any of the Standards are 'Not Achieved' this will require a re-assessment and the Academic Assessor must be informed | | |
| Student's signature: | | Date: |
| Practice Assessor's signature: | | Date: |

Part 2 Episode of Care 1 - Mental Health

This assessment must be completed by the end of Part 2

Guidelines

The practice assessor and student will identify an appropriate episode of direct care involving meeting the needs of a group of people receiving care or in caring for an individual with complex health care needs. Within this episode students should demonstrate skills to undertake a comprehensive assessment and understanding of commonly encountered presentations. Professionalism underpins all aspects of the student's performance.

The aim of this assessment is to demonstrate the student's progression in the following 5 platforms within the *Future Nurse: Standards of proficiency (including skills from annexe A and B)* (NMC 2018) in the context of their intended field(s) of practice:

- Promoting health and preventing ill health
- Assessing needs and planning care
- Providing and evaluating care
- Leading and managing nursing care and working in teams
- Improving safety and quality of care

Effective communication and relationship management skills underpin all aspects of care.

Students are required to use appropriate therapeutic approaches and techniques considering the person's motivation, capacity and need for reasonable adjustment applying understanding of mental capacity and health legislation as appropriate.

Learning outcomes

The student is able to:

1. Provide safe, person-centred care, evidence based care in an increasingly confident manner, within an appropriate timeframe in partnership with the person receiving care/family and the multidisciplinary team.
2. Identify and use appropriate opportunities and effective communication skills to explore the importance of healthy lifestyle choices in relation to the mental and physical health and wellbeing of the persons receiving care e.g. motivational interview techniques.
3. Demonstrate that they can undertake a '*whole person assessment*' and effectively contribute to the decision making process and provision of safe, person-centred, evidence based care.
4. Demonstrate that they can co-ordinate the nursing care of a small group of people/person with complex care needs, demonstrating understanding of risk assessment and management and can access appropriate support and resources as required using distraction and diversion strategies.
5. Demonstrate their potential to work more independently, making the most of opportunities to extend knowledge, skills and practice.

Student reflection on an episode of care

Within your reflection describe the episode of care and how you assessed, planned, delivered and evaluated person-centred care.

What did you do well?

What would you have done differently?

Describe how you have begun to work more independently in the provision of care and the decision making process.

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

| Practice Assessor feedback | | |
|--|---------------|-----------------|
| Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following: YES = Achieved No = Not Achieved (Refer to Criteria for Assessment in Practice) | | |
| Proficiencies | Yes/No | Comments |
| Promoting health and preventing ill health Applies knowledge of healthy lifestyle choices in relation to the person/persons physical health, mental health and wellbeing. e.g. smoking cessation. | | |
| Assessing needs and planning care Accurately undertakes a comprehensive assessment and identifies need and plans care for a range of health needs. | | |
| Providing and evaluating care Demonstrates safe, compassionate, person-centred, evidence based care that respects and maintains the person/persons dignity and human rights when managing a range of commonly encountered presentations e.g. anxiety, pain, restlessness, confusion. | | |
| Improving safety and quality of care Accurately undertakes risks assessments and demonstrates an understanding of local and national frameworks for managing and reporting risks. | | |
| Leading nursing care and working in teams Uses effective communication skills to manage the care of a small group of people/individuals with complex care needs, demonstrating the ability to prioritise care recognising when and whom to refer/delegate to as appropriate. | | |
| If any of the Standards are 'Not Achieved' this will require a re-assessment and the Academic Assessor must be informed | | |
| Student's signature: | | Date: |
| Practice Assessor's signature: | | Date: |

Part 2 Episode of Care 2 - Mental Health

This assessment must be completed by the end of Part 2.

Guidelines

The practice assessor and student will identify an appropriate episode of direct care involving caring for people with increasingly complex health and social care needs (may be a single or a group of individuals depending on the care environment). Professionalism underpins all aspects of the student's performance. (BAP 1)

The aim of this assessment is to demonstrate the student's progression in the following six platforms within the *Future Nurse: Standards of proficiency* (including skills from annexe A and B) (NMC 2018) in the context of their field of nursing:

- Promoting Health
- Assessing needs and planning care
- Providing and evaluating care
- Leading nursing care and working in team
- Improving safety and quality of care
- Coordinating care

Effective communication and relationship management skills underpin all aspects of care (Annexe A)

Students are required to use appropriate approaches and techniques considering the person's motivation, capacity and need for reasonable adjustment applying understanding of mental capacity and health legislation as appropriate.

Learning outcomes

The student is able to:

1. Demonstrate and applies knowledge of a range of mental health and physical health conditions in the assessment, planning, implementation and evaluation of person centred, evidence based care.
2. Demonstrate understanding of the contribution of social influences, health literacy, behaviours and lifestyle choices to the mental health and physical health outcomes in people, families and communities.
3. Demonstrate relevant knowledge in the prioritisation of care and is able to identify changes in a person's condition and responds appropriately.
4. Interact and engage confidently with families/carers and members of the multidisciplinary team in coordinating care for a small group of people (or in caring for an individual with complex care needs).
5. Accurately undertake risk assessments demonstrating understanding of risk management and health improvement strategies.

Student reflection on an episode of care

Within your reflection describe the episode of care and how you assessed, planned, delivered and evaluated patient care.

What did you do well?

What would you have done differently?

Describe how you have begun to work more independently in the provision of care and the decision making process.

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

| Practice Assessor feedback | | |
|---|---------------|-----------------|
| Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following: YES = Achieved No = Not Achieved (Refer to Criteria for Assessment in Practice) | | |
| Proficiencies | Yes/No | Comments |
| Promoting health and preventing ill health Discusses the possible influences on the person's/group of people's mental health and physical health and can highlight a range of factors impacting on them and the wider community. | | |
| Assessing needs and planning care Utilises relevant knowledge and skills to undertake a comprehensive assessment, continually monitoring a person's condition, interpret signs of deterioration or distress and escalate appropriately. | | |
| Providing and evaluating care Applies relevant knowledge and skills in the provision of more complex person-centred, evidence based care demonstrating effective communication skills and the ability to document effectively. | | |
| Improving safety and quality of care Undertakes relevant risk assessments, discusses risk management and can propose improvements to enhance the quality of care. | | |
| Coordinating and leading nursing care Supports the person/persons receiving care and their families in maintaining independence and minimising disruption to their lifestyle, demonstrating understanding of the need for multi-agency working. | | |
| If any of the Standards are 'Not Achieved' this will require a re-assessment and the Academic Assessor must be informed | | |
| Student's signature: | | Date: |
| Practice Assessor's signature: | | Date: |

Part 2 Medicines Management - Adult

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

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

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: *Future Nurse: Standards of Proficiency for Registered Nurses* (NMC 2018), *The Code* (NMC 2018), *A Competency Framework for all Prescribers* (The Royal Pharmaceutical Society 2016)

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

Learning outcomes

The student is able to:

1. Apply knowledge of pharmacology, how medicines act and interact in the systems of the body, and their therapeutic action.
2. Carry out an initial and continued assessment of people receiving care and their ability to self-administer their own medications.
3. Prepare medications where necessary, safely and effectively administer these via common routes, including all injection routes where appropriate, maintains accurate records and is aware of the laws, policies, regulations and guidance which underpin medicines management.
4. Safely and accurately perform medicines calculations for a range of medications.
5. Coordinate the process and procedures involved in managing the safe discharge, move or transfer between care settings of the person.
6. Maintain safety and safeguard the patient from harm, including non-adherence, demonstrating understanding of the Mental Capacity Act (DH 2005) the Mental Health Act (DH 1983, amended 2007), where appropriate.

| YES = Achieved No = Not Achieved | | | |
|--|--------|---|--------|
| Competency | Yes/No | Competency | Yes/No |
| 1. Is aware of the patient/service user's plan of care and the reason for medication demonstrating knowledge of pharmacology for commonly prescribed medicines within the practice area | | 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 assess 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 and establishes consent. (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 reduced capacity and non-adherence | |
| | | 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 demonstrating an understanding of the risks and managing these as appropriate <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/education, including discharge/safe transfer where appropriate | |

Practice Assessor Feedback

Student reflection on learning and development

Student's Name:

Signature:

Date:

Practice Assessor's Name:

Signature:

Date:

Action Plan

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

The Practice Assessor must liaise with the Academic Assessor and senior practice representative

The **SMART** principles should be used to construct the Action Plan.

| Placement Name | | Date action plan initiated: | | |
|--|--|--|--------------------------------|---|
| Nature of concern Refer to Professional Value(s), Proficiency and/or Episode of Care (Specific) | What does the student need to demonstrate; <i>objectives and measure of success</i> (Measurable, Achievable and Realistic) | Support available and who is responsible | Date for review (Timed) | Review/feedback |
| | | | | Date: Comments: |
| Student's Name: _____ | | | Signature: _____ | Date: _____ |
| Practice Assessor's Name: _____ | | | Signature: _____ | Date: _____ |
| Academic Assessor's Name: _____ | | | Signature: _____ | Date: _____ |
| | | | | Practice Assessor Name: _____ Signature: _____ |

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| | | | | Date: Comments: |
| Student's Name: | | | Signature: | Date: |
| Practice Assessor's Name: | | | Signature: | Date: |
| Academic Assessor's Name: | | | Signature: | Date: |
| | | | | Practice Assessor Name: Signature: |

Part 2 Medicines Management - Mental Health

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

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

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: *Future Nurse: Standards of Proficiency for Registered Nurses* (NMC 2018), *The Code* (NMC 2018), *A Competency Framework for all Prescribers* (The Royal Pharmaceutical Society 2016)

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

Learning outcomes

The student is able to:

1. Apply knowledge of pharmacology, how medicines act and interact in the systems of the body, and their therapeutic action.
2. Carry out an initial and continued assessment of people receiving care and their ability to self-administer their own medications.
3. Prepare medications where necessary, safely and effectively administer these via common routes, including all injection routes where appropriate, maintains accurate records and is aware of the laws, policies, regulations and guidance which underpin medicines management.
4. Safely and accurately perform medicines calculations for a range of medications.
5. Coordinate the process and procedures involved in managing the safe discharge, move or transfer between care settings of the person.
6. Maintain safety and safeguard the patient from harm, including non-adherence, demonstrating understanding of the Mental Capacity Act (DH 2005) the Mental Health Act (DH 1983, amended 2007), where appropriate.

| YES = Achieved No = Not Achieved | | | |
|--|--------|---|--------|
| Competency | Yes/No | Competency | Yes/No |
| 1. Is aware of the patient/service user's plan of care and the reason for medication demonstrating knowledge of pharmacology for commonly prescribed medicines within the practice area | | 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 assess the component parts of the calculation • Minimum of 3 calculations undertaken | |
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| 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 reduced capacity and non-adherence | |
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| | | 16. Offers patient /service user further support/advice/education, including discharge/safe transfer where appropriate | |

| | | |
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| Practice Assessor Feedback | | |
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| Student reflection on learning and development | | |
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| Student's Name: | Signature: | Date: |
| Practice Assessor's Name: | Signature: | Date: |

Action Plan

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| | | | | Date: Comments: |
| Student's Name: | | Signature: | Date: | Practice Assessor Name: Signature: |
| Practice Assessor's Name: | | Signature: | Date: | |
| Academic Assessor's Name: | | Signature: | Date: | |

Action Plan

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| | | | | Date: Comments: |
| Student's Name: | | Signature: | | Date: |
| Practice Assessor's Name: | | Signature: | | Date: |
| Academic Assessor's Name: | | Signature: | | Date: |
| | | | | Practice Assessor Name: Signature: |

PRACTICE HOURS

Please start a new page per placement

To be completed as per your local University Requirements

Please ensure all details are printed CLEARLY and sickness days identified. All hours completed, alterations and totals should be initialled by a member of staff

| Date | Placement | Total Hrs | Staff Initials | Shift Type | Date | Placement | Total Hrs | Staff Initials | Shift Type | |
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| <i>Example of hours confirmation</i> | | | | | Sun | 1/7/19 | Pixie Ward | 7.5 | FF | E |
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| Total hours of completed practice on this page | Figures | Words |
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| Staff member: I have checked the hours of experience recorded by the student, | | |
| Signed: _____ (Staff member) | Name (print): _____ | |
| Placement Area: _____ | Date: _____ | |
| Declaration by Student: I confirm that the hours recorded on this sheet are a true and accurate account of the shifts I have worked. | | |
| Signed: _____ (Student) | Date: _____ | |

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

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

PRACTICE HOURS

Please start a new page per placement

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| Date | Placement | Total Hrs | Staff Initials | Shift Type | Date | Placement | Total Hrs | Staff Initials | Shift Type |
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| Example of hours confirmation | | | | Sun | 1/7/19 | Pixie Ward | 7.5 | FF | E |
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PRACTICE HOURS

Please start a new page per placement

To be completed as per your local University Requirements

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| Staff member: I have checked the hours of experience recorded by the student, | | |
| Signed: _____ (Staff member) | Name (print): _____ | |
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It is expected that the student will work a range of shifts to meet NMC Requirements

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PRACTICE HOURS

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| Example of hours confirmation | | | | Sun | 1/7/19 | Pixie Ward | 7.5 | FF | E |
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| Declaration by Student: I confirm that the hours recorded on this sheet are a true and accurate account of the shifts I have worked. | | |
| Signed: _____ (Student) | Date: _____ | |

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

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

PRACTICE HOURS

Please start a new page per placement

To be completed as per your local University Requirements

Please ensure all details are printed CLEARLY and sickness days identified. All hours completed, alterations and totals should be initialled by a member of staff

| Date | Placement | Total Hrs | Staff Initials | Shift Type | Date | Placement | Total Hrs | Staff Initials | Shift Type | |
|--------------------------------------|-----------|-----------------------|----------------|------------|------|-----------|-----------------------|----------------|------------|---|
| <i>Example of hours confirmation</i> | | | | | Sun | 1/7/19 | Pixie Ward | 7.5 | FF | E |
| Mon | | | | | Mon | | | | | |
| Tue | | | | | Tue | | | | | |
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| Total hours of completed practice on this page | Figures | Words |
| Total hours of Sickness/Absence on this page | Figures | Words |
| Staff member: I have checked the hours of experience recorded by the student, | | |
| Signed: _____ (Staff member) | Name (print): _____ | |
| Placement Area: _____ | Date: _____ | |
| Declaration by Student: I confirm that the hours recorded on this sheet are a true and accurate account of the shifts I have worked. | | |
| Signed: _____ (Student) | Date: _____ | |

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

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

PRACTICE HOURS

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| Date | Placement | Total Hrs | Staff Initials | Shift Type | Date | Placement | Total Hrs | Staff Initials | Shift Type | |
|--------------------------------------|-----------|-----------------------|----------------|------------|------|-----------|-----------------------|----------------|------------|---|
| <i>Example of hours confirmation</i> | | | | | Sun | 1/7/19 | Pixie Ward | 7.5 | FF | E |
| Mon | | | | | Mon | | | | | |
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| Total hours of completed practice on this page | Figures | Words |
| Total hours of Sickness/Absence on this page | Figures | Words |
| Staff member: I have checked the hours of experience recorded by the student, | | |
| Signed: _____ (Staff member) | Name (print): _____ | |
| Placement 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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PRACTICE HOURS

Please start a new page per placement

To be completed as per your local University Requirements

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| Date | Placement | Total Hrs | Staff Initials | Shift Type | Date | Placement | Total Hrs | Staff Initials | Shift Type | |
|--------------------------------------|-----------|-----------------------|----------------|------------|------|-----------|-----------------------|----------------|------------|---|
| <i>Example of hours confirmation</i> | | | | | Sun | 1/7/19 | Pixie Ward | 7.5 | FF | E |
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| Total hours of completed practice on this page | Figures | Words |
| Total hours of Sickness/Absence on this page | Figures | Words |
| Staff member: I have checked the hours of experience recorded by the student, | | |
| Signed: _____ (Staff member) | Name (print): _____ | |
| Placement 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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PRACTICE HOURS

Please start a new page per placement

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| Date | Placement | Total Hrs | Staff Initials | Shift Type | Date | Placement | Total Hrs | Staff Initials | Shift Type | |
|--------------------------------------|-----------|-----------------------|----------------|------------|------|-----------|-----------------------|----------------|------------|---|
| <i>Example of hours confirmation</i> | | | | | Sun | 1/7/19 | Pixie Ward | 7.5 | FF | E |
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| Total hours of completed practice on this page | Figures | Words |
| Total hours of Sickness/Absence on this page | Figures | Words |
| Staff member: I have checked the hours of experience recorded by the student, | | |
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PRACTICE HOURS

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|-------------------------------|-----------|-----------------------|----------------|------------|--------|------------|-----------------------|----------------|------------|
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| Total hours of completed practice on this page | Figures | Words |
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