



Name.....

Number.....

Cohort.....

Personal Tutor.....

# PRACTICE LEARNING ASSESSMENT DOCUMENT

## Nursing Associate

### Foundation Degree

**It is your responsibility to keep your Practice Assessment Document with you at all times in practice, in order to review your progress with your Named Supervisor and/or Academic Supervisor.**

This Practice Learning Assessment Document is based on the Practice Assessment Document developed by the Pan London Steering Group.

## Nursing Associate Practice Learning Assessment Document

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## Welcome to your Practice Learning Assessment Document (PLAD)

### Trainee responsibilities

**Purpose of the PLAD** This Practice Learning Assessment Document (PLAD) is designed to support and guide you towards successfully achieving the Parameters of Practice as set out in the Nursing Associate Curriculum Framework (HEE, 2016). The PLAD 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.

**Safekeeping of the PLAD** You are responsible for the safekeeping and maintenance of the PLAD. It should be available to your supervisor at all times when you are in placement. Alterations should be crossed through with a single line, accompanied by a signature and date.

**Confidentiality** You will have access to confidential information when in practice placements. The PLAD must not contain any information that would allow to be identified. Information about patients/service users/carers must not be disclosed to any unauthorised person or removed, photocopied or used outside the placement or university.

**Assessment Submission** Ensure you are familiar with your university assessment and submission processes for this document and contact the academic representative from your university, or refer to the university intranet if you require support or advice on specific university procedures.

### Guided Independent Study Days

For each Guided Independent Study Day, you must write a short action plan on what you want to achieve (see page 73). Once you have completed your work, reflect on what you have done and identify your main learning points. Use this to then write a **short blog** about your learning and/or clinical practice experience.

### Supervisor responsibilities

**Supporting and guiding trainees** Supervision is primarily concerned with sharing, guiding and providing support in order to build trainee confidence. As a Supervisor you have an important role in supporting and guiding the trainee through their learning experience and encouraging and developing reflective practice, helping trainees develop appropriate skills and competence and supporting learning. This includes facilitating any reasonable adjustments the trainee may need to get maximum benefit from the placement. Your role is to help the trainee to make progress by providing information, guidance, sign posting.

Registered nurses may hand over responsibility to the trainee for specific tasks or areas of work that are within their competence and responsibility, whilst retaining accountability for them. Registered nurses may also assign specific tasks or areas of work to trainee nursing associates, providing they are within their competence and responsibility, i.e. hand over both responsibility and accountability (HEE 2016).

## Nursing Associate Practice Learning Assessment Document

**Supervision** The nature of supervision will vary according to the context, competency and activities carried out by the trainee. Supervision must be ongoing and appropriate for the experience, level of competency and confidence of the trainee. Supervision in the workplace may be:

**Direct supervision** This means that the trainee is in the line of sight of the supervisor, who would be able to intervene immediately if necessary.

**Indirect or remote supervision** this is where the supervisor is not actually present but is confident that trainees know their limitations and how to seek help/advice, and has sufficient training and has been assessed as competent to perform the aspect of care without direct supervision.

**Identifying learning opportunities** As well as undertaking the required assessments, your role also includes identifying relevant learning opportunities and creating learning and development plans with the trainee. Duty rotas should support the development of the trainee/supervisor relationship and allow the facilitation of learning.

**Assessing trainees** When assessing the trainee, take into account sources of evidence that encompass knowledge, skills, attitudes and the views of those receiving care. Comments should acknowledge those exceptional trainees who are exceeding expectations for their stage in practice or who have particularly commendable attitudes, behaviours, knowledge or skills. If the trainee is not meeting the required standards this should be highlighted as a development need. If there is a cause for concern or a fitness for practice issue that requires prompt action an Action Plan should be instigated to address specific needs or concerns with a specified timeframe. In the event of this, seek guidance from the university representative and/or senior practice representative.

### **Sign-Off Named Supervisor responsibilities**

A sign-off Named Supervisor is an experienced nurse who has completed the appropriate education and has sufficient additional experience to allow them to sign off trainee competence. Sign-off Named Supervisors must allocate time with the trainee to reflect, give feedback and keep a record of the trainee's progress in their final period of practice learning.

## Guidance for using the PLAD to Facilitate and Guide Work-Based Learning

Assessment criteria in the PLAD are based on the Parameters of Practice as set out in the Nursing Associate Curriculum Framework (HEE, 2016). All supervisors/other professionals who comment in this document should sign and give their details on the signature record page 7/8.

### Components of Assessment

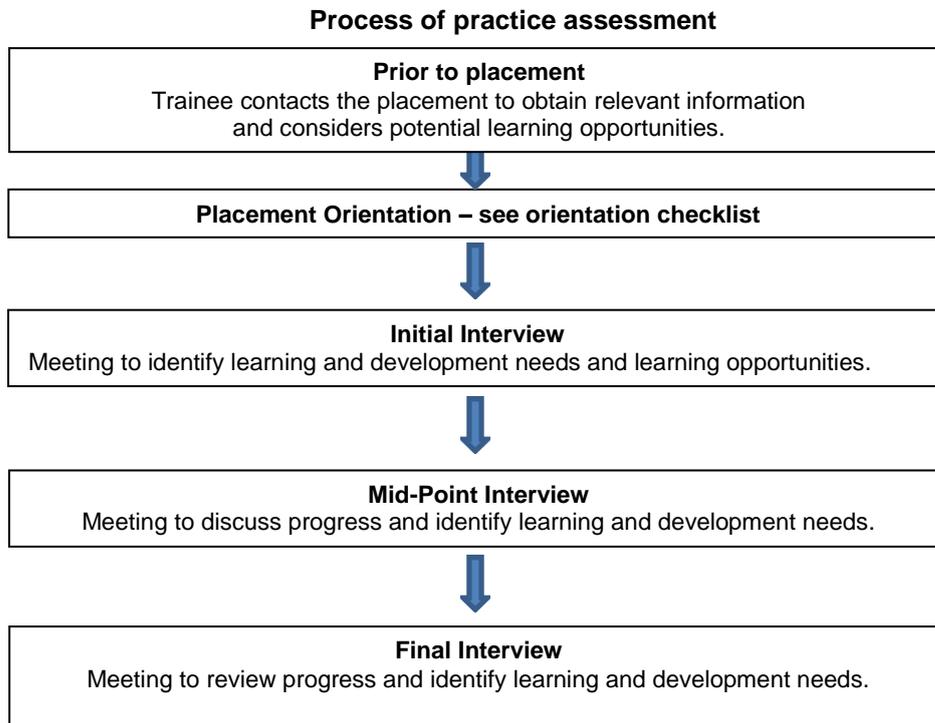
**Professional Behaviours:** These are assessed and must be achieved *by the end of each placement*.

#### Assessment of Structured Learning Activities and Assessments (SLAs)

There are 5 SLAs to be completed **ONCE** during your 2<sup>nd</sup> year. These are: Episode of Person-Centred Care; Medicines Management; Supporting Learning in Practice; Service Improvement; Teaching individuals/carers/families; Clinical Skills Record of Achievement.

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

**Recording Additional Experiences and Feedback:** There are two additional forms (included in each placement section, the first of these relates to working with other healthcare professionals/inter-professional working and the second can be completed by any staff member (inc. academic representatives/link lecturer) who wish to record trainee progress.



Further information / guidance is included in the university specific pages (overleaf)

## Guidelines for Assessment and Progression

This section outlines the process for assessment and progression for trainees undertaking the Nursing Associate programme at City, University of London.

### Placement

The term 'placement' refers to an organised practice experience, which enables trainees to observe, participate and practise their skills in a variety of real life contexts. The experience enables trainees to relate theory to the practice of caring and enables their skills and knowledge to develop through supervised practice. The trainee's practice experience will take place in a range of health and /or care settings: hospital, at home and close to home settings. The trainee's first and final placement during the programme will be in their primary placement, where they are employed. In order to ensure that the trainee has a wide range of learning opportunities they will experience at least one placement in each of the other two settings, such as nursing homes, community and district nursing teams and mental health in-patient services.

### Attendance and Absence

If you are unable to attend placement you must follow your employer's procedures and inform your placement/clinical area directly. In addition you must text the university sick line on **0786001896** stating your name, trainee/student ID, cohort and dates of sickness / absence. Any trainee absent for more than one week must also inform the Programme Director/Trust Education Team/Line Manager via email. Failure to comply with this requirement will result in this being documented as unauthorised absence.

### Achievement of Learning Outcomes

Trainee's must achieve each learning outcome (page 42 onwards) once, and not in every practice placement or experience, unless there is a change in the trainee's performance.

In Year 2 it is expected that trainees will maintain the level of competence achieved in Year 1. Any trainee who does maintain his/her level of competence will not achieve statement 7 of the Professional Behaviours (*The trainee consistently engages in care and learning to the expected standard*) and will require an action plan to address this.

It will not be possible to successfully complete your practice assessment document if you delay starting it until just before the submission date. It is important to acknowledge that the successful completion of the practice assessment document relies on your commitment to completing the content on an on-going basis throughout the year.

### Assessment of Professional Behaviours

Professional Behaviours are those behaviours expected of Nursing Associate Trainees throughout the programme. Assessment of Professional Behaviours must be completed in each placement at the mid-point and end-point.

### Structured Learning Activities and Assessments (SLAs)

There are 5 SLAs to be completed **ONCE** during your 2<sup>nd</sup> year. These are: Episode of Person-Centred Care; Medicines Management; Supporting Learning in Practice; Service Improvement; Teaching individuals/carers/families; Clinical Skills Record of Achievement.

Prior to the **summative** (final) assessment you need to agree with your Supervisor **formative** attempts with feedback.

### Submission and Progression

At the END of each PART of the programme (1 and 2) the trainee will submit the PLAD, using University Procedures, with all the Learning Outcomes, Professional Behaviours and Structured Learning Activities achieved in order to progress.

Your supervisor must complete the supervisor's statement of overall performance. Trainees are required to complete and pass each part in order to be eligible to continue into the next part of the programme. If a trainee has not completed all outstanding assessments, please note the following:

If a trainee does not achieve a pass in the summative assessment (which will include not meeting the learning outcomes and /or professional behaviours) they will have the opportunity to be reassessed. If the trainee does not achieve a pass grade at reassessment, there is no provision for further reassessment and the trainee will be withdrawn from the programme.

Issues that are raised in practice concerning professional behaviour and attitude or concerns over professional conduct will result in a 'Cause for Concern' being raised formally, which could result in a referral to the University Fitness to Practise Panel / Trust disciplinary processes.

**Descriptors for Assessing Trainees in Practice**

Health Education England (HEE) has identified the essential knowledge, skills, experience, attitudes and behaviours that a trainee must demonstrate by the end of the two-year programme. Successful achievement of the programme will be based on achievement of all the learning outcomes.

These descriptors should be used when assessing

**By the end of Year 2 the trainee must achieve all the Professional Behaviours, Learning Outcomes and the Structured Learning Activities**

**The trainee must obtain 'Achieved' in all three criteria**

Achieved	Knowledge and understanding	Professional Behaviour	Participation in care and practical skill
<b>YES</b>	Is able to identify the essential knowledge base, is safe, but may need to develop further understanding	Is able to demonstrate positive engagement with learning and respond appropriately to situations with some assistance	In commonly occurring situations is able to perform care and skills under direct supervision
<b>NO</b>	Is not able to demonstrate an adequate knowledge base and has significant gaps in understanding, and/or demonstrates unsafe practice	Is not able to focus on the service user and/or appears disengaged from the activity or responds inappropriately to service users/carers or colleagues	With direct supervision is not able to demonstrate safe practice and is unable to perform the activity and/or follow instructions despite repeated guidance







Nursing Associate Practice Learning Assessment Document  
**Placement Orientation**

Name of Placement Area	Name of Area 1		Name of Area 2 (if applicable)	
	Initial/Date (Trainee)	Initial/Date (Supervisor)	Initial/Date (Trainee)	Initial/Date (Supervisor)
<b>The following criteria need to be met within the first day in placement</b>				
A general orientation to the health and social care placement setting has been undertaken				
The local fire procedures have been explained Tel.....				
The Trainee has been shown the: <ul style="list-style-type: none"> <li>• fire alarms</li> <li>• fire exits</li> <li>• fire extinguishers</li> </ul>				
Resuscitation policy and procedures have been explained Tel: .....				
Resuscitation equipment has been shown and explained				
The Trainee knows how to summon help in the event of an emergency				
The Trainee is aware of where to find local policies <ul style="list-style-type: none"> <li>• health and safety</li> <li>• incident reporting procedures</li> <li>• infection control</li> <li>• handling of messages and enquiries</li> <li>• other policies</li> </ul>				
The Trainee has been made aware of information governance requirements				
The shift times, meal times and reporting sick policies have been explained.				
The trainee understands the role and availability of occupational health and other support services.				
Policy regarding safeguarding has been explained				
Lone working policy has been explained (if applicable)				
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)				
<b>The following criteria need to be met prior to use of equipment</b>				
The Trainee has been given a demonstration of the moving & handling equipment used in this area				
The Trainee has been given a demonstration of the medical devices used in the clinical area				
Placement Provider induction/update complete, if applicable				

Nursing Associate Practice Learning Assessment Document

**Placement 1: Initial Interview**

**Area Name:**

This interview takes place within the first week of the placement

**Trainee to identify learning and development needs in relation to new role** (with guidance from the supervisor)

**Supervisor to identify learning opportunities to enable the trainee to meet their learning and development needs and assessments**

**Trainee and trainee to negotiate and agree a learning plan -**

**Trainee's signature:**

**Date:**

**Supervisor's signature:**

**Date:**

**Additional Signature (If Applicable):**

**Date:**

## Nursing Associate Practice Learning Assessment Document

### Professional Behaviours in Practice

Trainees are required to demonstrate high standards of professional conduct at all times during practice. Professional value expectations are reflected in the statements below.

**Yes = Achieved, No = Not Achieved (Refer to Grade Descriptors on Page 6)**

<b>Professional attitude, behaviour and responsibility</b>				
<b>The Trainee ...</b>	Achieved Mid-Point Yes/No	Initial & Date	Achieved Final Yes/No	Initial & Date (Final)
1. Maintains confidentiality of all patient/client/service user/ carer information.				
2. Is non- judgmental, respectful and courteous at all times.				
3. Is punctual and communicates appropriately if unable to attend placement.				
4. Personal presentation & dress code is in accordance with the uniform policy.				
5. Maintains the person's privacy and dignity and advocates on their behalf.				
6. Demonstrates openness, probity, trustworthiness and integrity.				
7. Consistently engages in care and learning to the expected standard.				
8. Is compassionate, attentive & kind and sensitive to the needs of others.				
9. Maintains consistent safe and person-centred practice.				
10. Reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding.				
11. Demonstrates the ability to listen, seek clarification and carry out instructions safely.				
12. Is able to recognise and work within the limitations of their knowledge, skills and professional boundaries.				
13. The trainee understands that they are responsible for their own actions				
14. Works effectively within the multi-disciplinary team with the intent of building professional caring relationships.				
15. Takes effective measures to prevent and control infection, within parameters of practice, in accordance with national and local policy.				
16. Demonstrates good overall digital literacy in relation to the requirements of work and learning.				

**Placement 1: Mid-Point Interview**

This interview takes place half way through the placement  
**Supervisor and Trainee to sign on the next page**

<b>Trainee's self-assessment/reflection on progress</b> Reflect on your overall progression referring to your personal learning needs, professional behaviours and learning outcomes. Identify your strengths and document areas for development.
<b>Knowledge:</b>
<b>Clinical &amp; Care Skills:</b>
<b>Attitudes &amp; Behaviours:</b>
<b>Supervisor's comments</b> Discuss with the trainee their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.
<b>Knowledge:</b>
<b>Clinical &amp; Care Skills:</b>
<b>Attitudes &amp; Behaviours:</b>

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

To be agreed between Supervisor and Trainee – sign and date all entries below

<p><b>Identify learning and development needs</b>                  Refer to progress in achieving personal learning needs in adjusting to new role and achieving the learning outcomes.</p>	<p><b>Identify the learning opportunities/support to enable the trainee to meet their needs</b></p>
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<b>Review Date:</b>	<b>Sign when reviewed:</b>
<b>Trainee's signature:</b>	<b>Date:</b>
<b>Supervisor's signature:</b>	<b>Date:</b>
<b>Additional Signature (If Applicable):</b>	<b>Date:</b>
<i>Any outstanding learning and development needs are to be discussed and documented at the final interview.</i>	

If specific concerns have been raised about the trainee's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on Page 79

**Placement 1: Final Interview**

This should take place towards the end of the placement

<b>Trainee's self-assessment/reflection on progress</b> Reflect on your overall progression referring to your personal learning needs, professional behaviours and learning outcomes. Identify your strengths and document areas for development.
<b>Knowledge:</b>
<b>Clinical &amp; Care Skills:</b>
<b>Attitudes &amp; Behaviours:</b>
<b>Supervisor's comments</b> Discuss with the trainee their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.
<b>Knowledge:</b>
<b>Clinical &amp; Care Skills:</b>
<b>Attitudes &amp; Behaviours:</b>

Please record any further comments on the next page

Nursing Associate Practice Learning Assessment Document

**Learning and Development Needs**

To be agreed between the Supervisor and Trainee

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

**Was an Action Plan required to support the trainee? YES / NO**  
**If Yes, was the Academic Representative informed? YES / NO**  
**The Action Plan can be found on Page 78**

Checklist for assessed documents	Tick	Supervisor	Trainee Initial
The Supervisor has signed the professional attitudes, behaviours and responsibility statements at both Mid-Point and Final Interview			
The Supervisor has signed the learning outcomes achieved by the trainee in this area (where applicable)			
The trainee and Supervisor have checked and signed the practice placement hours			
The Supervisor and Trainee have completed all the required interview records and development plans.			
The Supervisor has printed and signed their name on the List of Supervisors Record (Page 7/8)			

**Trainee's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Supervisor's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Additional Signature (If Applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Patient/Service User Feedback Form**

**Mentors should obtain consent from patients/service users who should feel able to decline to participate.**

We would like to hear your views about the way the trainee Nursing Associate has looked after you.

- Your feedback will help the trainee’s learning
- The feedback you give will not change the way you are looked after

Tick if you are:	The Patient/Service User			Carer/Relative	
<b>How happy were you with the way the trainee nurse...</b>	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>What did the trainee do well?</b>					
<b>What could the trainee have done differently?</b>					
Supervisor Signature:			Date:		
Trainee Signature:			Date:		

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

Nursing Associate Practice Learning Assessment Document

**Record of working with other health care professionals/inter-professional working**

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

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

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

More pages can be downloaded as per University guidelines

**Ongoing Feedback from Staff in Practice**

This can be completed by any individual involved in the trainee learning e.g. the supervisor, staff (other than the supervisor), practice educator or personal tutor. This is in addition to the pages referring to Inter-professional Working, as above.

Date/time	Signature/ Designation	Comments



Nursing Associate Practice Learning Assessment Document  
**Placement Orientation**

Name of Placement Area	Name of Area 1		Name of Area 2 (if applicable)	
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Resuscitation policy and procedures have been explained Tel: .....				
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Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)				
<b>The following criteria need to be met prior to use of equipment</b>				
The Trainee has been given a demonstration of the moving & handling equipment used in this area				
The Trainee has been given a demonstration of the medical devices used in the clinical area				
Placement Provider induction/update complete, if applicable				

**Placement 2: Initial Interview**

**Area Name:**

This interview takes place within the first week of the placement

**Trainee to identify learning and development needs in relation to new role** (with guidance from the supervisor)

**Supervisor to identify learning opportunities to enable the trainee to meet their learning and development needs and assessments**

**Trainee and trainee to negotiate and agree a learning plan -**

**Trainee's signature:**

**Date:**

**Supervisor's signature:**

**Date:**

**Additional Signature (If Applicable):**

**Date:**

## Nursing Associate Practice Learning Assessment Document

### Professional Behaviours in Practice

Trainees are required to demonstrate high standards of professional conduct at all times during practice. Professional value expectations are reflected in the statements below.

**Yes = Achieved, No = Not Achieved (Refer to Grade Descriptors on Page 6)**

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2. Is non- judgmental, respectful and courteous at all times.				
3. Is punctual and communicates appropriately if unable to attend placement.				
4. Personal presentation & dress code is in accordance with the uniform policy.				
5. Maintains the person's privacy and dignity and advocates on their behalf.				
6. Demonstrates openness, probity, trustworthiness and integrity.				
7. Consistently engages in care and learning to the expected standard.				
8. Is compassionate, attentive & kind and sensitive to the needs of others.				
9. Maintains consistent safe and person-centred practice.				
10. Reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding.				
11. Demonstrates the ability to listen, seek clarification and carry out instructions safely.				
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16. Demonstrates good overall digital literacy in relation to the requirements of work and learning.				

**Placement 2: Mid-Point Interview**

This interview takes place half way through the placement  
**Supervisor and Trainee to sign on the next page**

<b>Trainee's self-assessment/reflection on progress</b> Reflect on your overall progression referring to your personal learning needs, professional behaviours and learning outcomes. Identify your strengths and document areas for development.
<b>Knowledge:</b>
<b>Clinical &amp; Care Skills:</b>
<b>Attitudes &amp; Behaviours:</b>
<b>Supervisor's comments</b> Discuss with the trainee their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.
<b>Knowledge:</b>
<b>Clinical &amp; Care Skills:</b>
<b>Attitudes &amp; Behaviours:</b>

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

To be agreed between Supervisor and Trainee – sign and date all entries below

<p><b>Identify learning and development needs</b>                  Refer to progress in achieving personal learning needs in adjusting to new role and achieving the learning outcomes.</p>	<p><b>Identify the learning opportunities/support to enable the trainee to meet their needs</b></p>
---	---

<b>Review Date:</b>	<b>Sign when reviewed:</b>
<b>Trainee's signature:</b>	<b>Date:</b>
<b>Supervisor's signature:</b>	<b>Date:</b>
<b>Additional Signature (If Applicable):</b>	<b>Date:</b>
<i>Any outstanding learning and development needs are to be discussed and documented at the final interview.</i>	

If specific concerns have been raised about the trainee's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on Page 78

**Placement 2: Final Interview**

This should take place towards the end of the placement

<b>Trainee's self-assessment/reflection on progress</b> Reflect on your overall progression referring to your personal learning needs, professional behaviours and learning outcomes. Identify your strengths and document areas for development.
<b>Knowledge:</b>
<b>Clinical &amp; Care Skills:</b>
<b>Attitudes &amp; Behaviours:</b>
<b>Supervisor's comments</b> Discuss with the trainee their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.
<b>Knowledge:</b>
<b>Clinical &amp; Care Skills:</b>
<b>Attitudes &amp; Behaviours:</b>

Please record any further comments on the next page

**Learning and Development Needs**

To be agreed between the Supervisor and Trainee

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

**Was an Action Plan required to support the trainee? YES / NO**

**If Yes, was the Academic Representative informed? YES / NO**

**The Action Plan can be found on Page 78**

Checklist for assessed documents	Tick	Supervisor	Trainee Initial
The Supervisor has signed the professional attitudes, behaviours and responsibility statements at both Mid-Point and Final Interview			
The Supervisor has signed the learning outcomes achieved by the trainee in this area (where applicable)			
The trainee and Supervisor have checked and signed the practice placement hours			
The Supervisor and Trainee have completed all the required interview records and development plans.			
The Supervisor has printed and signed their name on the List of Supervisors Record (Page 7/8)			

**Trainee's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Additional Signature (If Applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Patient/Service User Feedback Form**

**Mentors should obtain consent from patients/service users who should feel able to decline to participate.**

We would like to hear your views about the way the trainee Nursing Associate has looked after you.

- Your feedback will help the trainee’s learning
- The feedback you give will not change the way you are looked after

Tick if you are:	The Patient/Service User			Carer/Relative	
<b>How happy were you with the way the trainee nurse...</b>	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>What did the trainee do well?</b>					
<b>What could the trainee have done differently?</b>					
Supervisor Signature:			Date:		
Trainee Signature:			Date:		

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

Nursing Associate Practice Learning Assessment Document

**Record of working with other health care professionals/inter-professional working**

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

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

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

More pages can be downloaded as per University guidelines

**Ongoing Feedback from Staff in Practice**

This can be completed by any individual involved in the trainee learning e.g. the supervisor, staff (other than the supervisor), practice educator or personal tutor. This is in addition to the pages referring to Inter-professional Working, as above.

Date/time	Signature/ Designation	Comments

More pages can be downloaded as per University guidelines

**NB: For some trainees a placement may be split across two areas**

**Placement 3**

**Placement Provider:**

(e.g. Trust)

**Name of Practice Area:**

**Type of Experience:**

(e.g. Community/Ward based)

**Practice Placement Telephone:**

**Placement Contact Email:**

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

**Mentor/Co-Supervisor Details:**

**Name:**

**Designation:**

**Name:**

**Designation:**

**Other Practice Staff/Key Contacts:**

**Name:**

**Designation:**

**Academic Contact Details:**

(e.g. Link Lecturer)

**Name:**

**Designation:**

**Name:**

**Designation:**

**I have seen and discussed the purpose of the Trainee's practice experience and seen their mandatory and statutory training record**

**Supervisor's signature:**

**Date:**

Nursing Associate Practice Learning Assessment Document

**Placement 3: Orientation**

Name of Placement Area	Name of Area 1		Name of Area 2 (if app.)	
	Initial/Date (Trainee)	Initial/Date (Supervisor)	Initial/Date (Trainee)	Initial/Date (Supervisor)
<b>The following need to be met within the first day in placement</b>				
A general orientation to the health and social care placement setting has been undertaken				
The local fire procedures have been explained Tel.....				
The trainee has been shown the: <ul style="list-style-type: none"> <li>• fire alarms</li> <li>• fire exits</li> <li>• fire extinguishers</li> </ul>				
Resuscitation policy and procedures have been explained Tel: .....				
Resuscitation equipment has been shown and explained				
The trainee knows how to summon help in the event of an emergency				
The trainee is aware of where to find local policies <ul style="list-style-type: none"> <li>• health and safety</li> <li>• incident reporting procedures</li> <li>• infection control</li> <li>• handling of messages and enquiries</li> <li>• other policies</li> </ul>				
The trainee has been made aware of information governance requirements				
The shift times, meal times and reporting sick policies have been explained.				
Trainee understands the role and availability of occupational health and other support services.				
Policy regarding safeguarding has been explained				
Lone working policy has been explained (if applicable)				
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)				
<b>The following need to be met prior to use</b>				
The trainee has been given a demonstration of the moving and handling equipment used in this area				
The trainee has been given a demonstration of the medical devices used in the clinical area.				
Placement Provider induction/update complete, if applicable				

**Placement 3: Initial Interview**

**Area Name:**

This interview takes place within the first week of the placement

**Trainee to identify learning and development needs** (with guidance from the supervisor)

**Supervisor to identify learning opportunities to enable the trainee to meet their learning and development needs and assessments**

**Supervisor and trainee to negotiate and agree a learning plan -**

**Trainee's signature:**

**Date:**

**Supervisor's signature:**

**Date:**

**Additional Signature (If Applicable):**

**Date:**

## Nursing Associate Practice Learning Assessment Document

### Professional Behaviours in Practice

Trainees are required to demonstrate high standards of professional conduct at all times during practice. Professional value expectations are reflected in the statements below.

**Yes = Achieved, No = Not Achieved (Refer to Grade Descriptors on Page 6)**

<b>Professional attitude, behaviour and responsibility</b>				
<b>The Trainee ...</b>	Achieved Mid-Point Yes/No	Initial & Date	Achieved Final Yes/No	Initial & Date (Final)
1. Maintains confidentiality of all patient/client/service user/ carer information.				
2. Is non- judgmental, respectful and courteous at all times.				
3. Is punctual and communicates appropriately if unable to attend placement.				
4. Personal presentation & dress code is in accordance with the uniform policy.				
5. Maintains the person's privacy and dignity and advocates on their behalf.				
6. Demonstrates openness, probity, trustworthiness and integrity.				
7. Consistently engages in care and learning to the expected standard.				
8. Is compassionate, attentive & kind and sensitive to the needs of others.				
9. Maintains consistent safe and person-centred practice.				
10. Reports any concerns to the appropriate professional member of staff when appropriate e.g. safeguarding.				
11. Demonstrates the ability to listen, seek clarification and carry out instructions safely.				
12. Is able to recognise and work within the limitations of their knowledge, skills and professional boundaries.				
13. The trainee understands that they are responsible for their own actions				
14. Works effectively within the multi-disciplinary team with the intent of building professional caring relationships.				
15. Takes effective measures to prevent and control infection, within parameters of practice, in accordance with national and local policy.				
16. Demonstrates good overall digital literacy in relation to the requirements of work and learning.				

Nursing Associate Practice Learning Assessment Document

**Placement 3: Mid-Point Interview**

This interview takes place half way through the placement

**Supervisor and Trainee to sign on the next page**

<b>Trainee's self-assessment/reflection on progress</b> Reflect on your overall progression referring to your personal learning needs, professional behaviours and learning outcomes. Identify your strengths and document areas for development.
<b>Knowledge:</b>
<b>Clinical &amp; Care Skills:</b>
<b>Attitudes &amp; Behaviours:</b>
<b>Supervisor's comments</b> Discuss with the trainee their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.
<b>Knowledge:</b>
<b>Clinical &amp; Care Skills:</b>
<b>Attitudes &amp; Behaviours:</b>

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

To be agreed between Supervisor and Trainee – sign and date all entries below

<p><b>Identify learning and development needs</b>                  Refer to progress in achieving personal learning needs, professional behaviours and learning outcomes.</p>	<p><b>Identify the learning opportunities/support to enable the trainee to meet their needs</b></p>
---	---

<b>Review Date:</b>	<b>Sign when reviewed:</b>
<b>Trainee's signature:</b>	<b>Date:</b>
<b>Supervisor's signature:</b>	<b>Date:</b>
<b>Additional Signature (If Applicable):</b>	<b>Date:</b>
<i>Any outstanding learning and development needs are to be discussed and documented at the final interview.</i>	

If specific concerns have been raised about the trainee's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on Page 78

**Placement 3: Final Interview**

This should take place towards the end of the placement

<b>Trainee's self-assessment/reflection on progress</b> Reflect on your overall progression referring to your personal learning needs, professional behaviours and learning outcomes. Identify your strengths and document areas for development.
<b>Knowledge:</b>
<b>Clinical &amp; Care Skills:</b>
<b>Attitudes &amp; Behaviours:</b>
<b>Supervisor's comments</b> Discuss with the trainee their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.
<b>Knowledge and Understanding:</b>
<b>Clinical &amp; Care Skills:</b>
<b>Attitudes &amp; Behaviours:</b>

Please record any further comments on the next page

Nursing Associate Practice Learning Assessment Document

**Learning and Development Needs**

To be agreed between the Supervisor and Trainee

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

**Was an Action Plan required to support the trainee? YES / NO**  
**If Yes, was the Academic Representative informed? YES / NO**  
**The Action Plan can be found on Page 78**

<b>Checklist for assessed documents</b>	<b>Tick</b>	<b>Supervisor</b>	<b>Trainee Initial</b>
The Supervisor has signed the professional value statements at both Mid-Point and Final Interview			
The Supervisor has signed the relevant skills the trainee has achieved in this area (where applicable)			
The trainee and Supervisor has checked and signed the practice placement hours			
The Supervisor and Trainee have completed all the interview records and development plans, as appropriate			
The Supervisor has printed and signed their name on the List of Supervisors/Supervisors Record			

**Trainee's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Supervisor's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Additional Signature (If Applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Patient/Service User Feedback Form**

**Mentors should obtain consent from patients/service users who should feel able to decline to participate.**

We would like to hear your views about the way the trainee nurse has looked after you.

- Your feedback will help the trainee nurse’s learning
- The feedback you give will not change the way you are looked after

Tick if you are:	The Patient/Service User			Carer/Relative	
<b>How happy were you with the way the trainee nurse...</b>	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>What did the trainee nurse do well?</b>					
<b>What could the trainee nurse have done differently?</b>					
Supervisor Signature:				Date:	
Trainee Signature:				Date:	

Thank you for your help  
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Nursing Associate Practice Learning Assessment Document

**Record of working with other health care professionals/inter-professional working**

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

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

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

**Ongoing Feedback from Staff in Practice**

This can be completed by any individual involved in trainee learning e.g. the supervisor, staff (other than the supervisor), practice educator or personal tutor.

Date/time	Signature/ Designation	Comments

## Assessment of Nursing Associate Learning Outcomes

Assessment of Nursing Associate Learning Outcomes is undertaken throughout the year. 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 Year. The Learning Outcomes in *italics* should be achieved in the Trainee's Primary Placement.

If a Learning Outcome is assessed as Achieved (YES) early in the year it is expected that the trainee will maintain that level of competence and can be re-assessed in a subsequent placement at the supervisor's discretion. The Grade Descriptors are 'Yes' (This skill has been achieved) or 'No' (this skill has not been achieved). Refer to Grade Descriptors on Page 6 for further details.

The Learning Outcomes are divided into 8 Domains (HEE 2016) and are designed to meet the following aims.

### **Domain 1 Professional Values and Parameters of Practice**

By the end of the programme the trainee nursing associate will be able to exercise personal responsibility and work independently within defined parameters of practice, taking the appropriate initiative in a variety of situations and performing a range of clinical/practical skills consistent with the roles, responsibilities and professional values of a nursing associate.

### **Domain 2 Person-Centred Approaches To Care**

By the end of the programme, the trainee nursing associate will be able to exercise those skills, attitudes and behaviours that support the planning, delivery and evaluation of high quality person-centred, holistic care.

### **Domain 3 Delivering Care**

By the end of the programme, the trainee nursing associate will be able to work across organisational boundaries/ in a range of health and care settings and apply, in practice, the range of nursing skills appropriate to their parameters of practice.

### **Domain 4 Communication and Interpersonal Skills**

By the end of the programme, the trainee nursing associate will be to communicate effectively across a wide range of channels and with a wide range of individuals, the public, health and social care professionals, maintaining the focus of communication on delivering and improving health and care services and will possess those inter-personal skills that promote clarity, compassion, empathy, respect and trust.

**Domain 5 Team Working and Leadership**

By the end of the programme, the trainee nursing associate will be able to explain the principles underpinning leadership frameworks and associated team-working and leadership **competencies** and will demonstrate a range of those competencies, attitudes and behaviours required of a nursing associate.

**Domain 6 Duty of Care, Candour, Equality and Diversity**

By the end of the programme, the trainee nursing associate will be able to explain the principles underpinning duty of care, equality and diversity and the need for candour and will demonstrate the application of those principles in a range of settings.

**Domain 7 Supporting Learning and Assessment in Practice**

By the end of the programme, the trainee nursing associate will be able to exercise those skills, attitudes and behaviours that support personal development and life-long learning together as well as those associated with the development of others.

**Domain 8 Research, Development and Innovation**

By the end of the programme, the trainee nursing associate will be able to demonstrate the importance of being research aware, research and innovation, and their own role in this, across the health and care landscape in improving the quality of patient safety and care and in addressing the challenges faced within the context of rising public expectations.

Nursing Associate Practice Learning Assessment Document

**Nursing Associate Learning Outcomes – Year 2**

Learning Outcome	Assessment 1		Assessment 2 (if applicable)	
	Achieved? Yes/No	Sign/Date	Achieved? Yes/No	Sign/Date
<b>Domain 1 - Professional Values and Parameters of Practice</b>				
1.1 Describe responsibilities and duties of the role, the limits of competence and authority and the importance of working within the parameters of practice and how to seek support and guidance when necessary.				
1.2 Explain the importance of seeking feedback, personal reflection, the evaluation of one's own and team performance.				
1.3 Critically reflect on the importance of the nursing associate role in the implementation of health, safety and security policies and systems.				
1.4 Critically apply their understanding of professional practice with conduct that places the patient at the centre of care in a manner that promotes patient wellbeing and self-care.				
1.5 Identify situations and circumstances with the potential or harm, act upon this in order to minimize or prevent harm to self and/or others.				
1.6 Respond appropriately to the ethical, legal and governance requirements arising from working as a nursing associate.				
<i>1.7. Demonstrate professional practice that is consistent with relevant current organisational policy, practice and ways that have been agreed by the employer. Ensure that health and safety requirements are met and that self and others are protected within the trainee nursing associate's area of responsibility.</i>				
1.8 Promote and apply the key clinical and care principles, performing to the highest standards of personal behaviour in all aspects of professional practice.				
1.9 Consistently operate in accordance with relevant current policy, standards and practice, acting as a role model for others to aspire to.				
<b>Domain 2 - Person-Centred Approaches to Care</b>				
2.1 Demonstrate the fundamental principles of nursing practice, in the role of a nursing associate, including the ability to support the registered nurse, and/or other health or care professional, in the assessment, planning, delivery and evaluation of care. (see Episode of Care page 52)				

### Nursing Associate Practice Learning Assessment Document

Learning Outcome	Assessment 1		Assessment 2 (if applicable)	
	Achieved? Yes/No	Sign/Date	Achieved? Yes/No	Sign/Date
2.2 Use a holistic approach, at all times, to provide safe, effective, clinical care.				
2.3 Support individuals to maintain their identity and self-esteem using person centred values that include: Individuality; Independence; Privacy; Partnership; Choice; Dignity; Respect; Rights				
2.4 Work in partnership with patients, carers, families and the wider healthcare team.				
2.5 Act independently and in partnership with others to ensure that the rights of individuals are not overlooked or compromised and to resolve conflict in situations where there maybe refusal of care.				
2.6 Demonstrate in practice person-centred nursing, <b>care and support</b> through a variety of means including obtaining valid consent and carrying out all appropriate assessments.				
2.7 Promote, and act as a role model for, the fundamental principles of nursing practice/person-centred care.				
2.8 Act as an advocate for the holistic care of individuals.				
2.9 Engage actively with individuals, their families and/or carers in involving them, in providing them with choices and in establishing their needs, wishes and preferences.				
<b>Domain 3 - Delivering Care</b>				
3.1 Explain the rationale that underpins the appropriate use of: <ul style="list-style-type: none"> <li>a. invasive and non-invasive procedures;</li> <li>b. medical devices;</li> <li>c. current technological</li> <li>d. pharmacological interventions.</li> </ul>				
3.2 Explain the need to manage and organise workloads and the role of prioritising in the delivery of care in accordance with planned care.				
3.3 Deliver planned nursing interventions across life-course and in a range of health and/or care settings under the direction of a registered nurse without direct supervision, delivering care, at times, independently in line with an agreed/defined plan of care.				
3.4 Using appropriate diagnostic, decision-making and problem-solving skills, support the registered nurse or other appropriate healthcare professional, to				

### Nursing Associate Practice Learning Assessment Document

Learning Outcome	Assessment 1		Assessment 2 (if applicable)	
	Achieved? Yes/No	Sign/Date	Achieved? Yes/No	Sign/Date
assess, plan, deliver and evaluate care, communicate findings, influence change and promote health, independence and best practice.				
3.5 Recognise and act upon, in a timely manner, early signs and/or deterioration using appropriate physiological assessments and observations.				
3.6 Specifically, with regard to medicines and medication: (See also Medicines Management Assessment page 55 and Clinical Skills Achievement Record p66) a. Correctly and safely undertake any/all delegated medicine calculations; b. Administer medicines safely and in a timely manner; (N.B. nursing associates will only administer medicines, if suitably trained and competent, in settings where it is deemed appropriate and where this is guided by organisational medicines management policies) c. Communicate and/or act upon any concerns about or errors in the administering of medicines; d. Keep and maintain accurate records using available digital technologies, where appropriate, in a variety of care settings, including at home; e. Work within legal and ethical frameworks that underpin safe medicines management; f. Demonstrate awareness of a range of commonly recognised approaches to managing symptoms, e.g: relaxation, distraction and lifestyle advice; g. Correctly and safely receive, store and dispose of medications; h. Support individuals, and their families/carers, receiving medical treatments; i. Use up-to-date information on medicines management and work within local and national policy guidelines.				
3.7 Explain and Safely use invasive and non-invasive procedures, medical devices, and current technological and pharmacological interventions				
3.8 Use sound numeracy skills for medicines management, assessment, measuring, monitoring and recording which recognise the particular vulnerability of individuals in relation to accurate medicines calculation.				
3.9 Use sound literacy skills to record/document accurately interventions/episodes of care/administration of medicines.				
3.10 Sign-post/connect individuals and their families/ carers to appropriate resources/services and support in relation to management of long-term conditions and/or public health initiatives.				
3.11 Work safely and effectively through: a. Minimizing risks to an individual and/or staff and ensuring one's own				

### Nursing Associate Practice Learning Assessment Document

Learning Outcome	Assessment 1		Assessment 2 (if applicable)	
	Achieved? Yes/No	Sign/Date	Achieved? Yes/No	Sign/Date
actions reduce risk b. Engaging collaboratively with a range of people and agencies to protect and improve population health and wellbeing and to prevent the onset of adverse effects on health and wellbeing. c. Learning from the assessment and evaluation of health and safety related incidents d. Monitoring procedures to control risk and identifying/assessing risks in the workplace. e. Managing and organising own workload and prioritising the delivery of care in accordance with planned care.				
3.12 Make appropriate use of digital and other technologies to: a. Deliver high-quality care b. Work efficiently and effectively c. Support high quality decision-making				
3.13 Demonstrate the ability to raise health risks for discussion with individuals and undertake brief interventions (including key messages for major lifestyle risk factors) and assess evidence of effective interventions.				
3.14 Assess the evidence of those public health interventions specific to their area of practice and the nursing associate role.				
3.15 Commit to ongoing improvement of digital literacy skills in the delivery of high quality nursing practice.				
3.16 Champion the use of existing and new technologies and innovation.				
3.17 Promote and demonstrate a positive health and safety culture.				
3.18 Promote health, well-being and self-care by making every moment count.				
<b>Domain 4 - Communication and Interpersonal Skills</b>				
4.1 Demonstrate a range of techniques and methods (and the principles underpinning them) that facilitate clear and effective communication with <b>all</b> individuals, family, carers, colleagues. And clarify/check their understanding.				
4.2 Communicate complex, sensitive information to a variety of health and care professionals through a range of appropriate techniques and strategies.				
4.3 Recognise and resolve, using a range of appropriate strategies, any/all communication issues, problems, conflict/aggression and complaints.				
4.4 Respond appropriately to verbal and non-verbal communication.				

### Nursing Associate Practice Learning Assessment Document

Learning Outcome	Assessment 1		Assessment 2 (if applicable)	
	Achieved? Yes/No	Sign/Date	Achieved? Yes/No	Sign/Date
4.5 Explain the importance of accurate recording and handle information and data appropriately (record, report and store data) in line with national and local policies and appropriate legislation.				
4.6 Promote and make use of appropriate digital and other technologies/ to support effective communication and handling of data.				
4.7 Document nursing care in a comprehensive, timely, logical, accurate, clear and concise manner using appropriate terminologies.				
4.8 Demonstrate appropriate behaviours required if there are concerns as to the accuracy, security and/or confidentiality of data.				
<b>Domain 5 - Team-Working and Leadership</b>				
5.1 Take a lead with peers and others where appropriate.				
5.2 Critically reflect on personal performance, acting to learn from experience and improve.				
5.3 Work effectively with others in teams and/or networks to deliver and improve services, encouraging and valuing the contribution of all. This will include evaluating the impact of unwarranted variation for the individuals they care for and addressing this within the context of the role in order to deliver high quality care.				
5.4 Contribute to and support quality improvement and productivity initiatives within the workplace, including service improvement, in order to enhance people's well-being and experience of health and social care through the delivery of high-quality services.				
5.5 Demonstrate an effective contribution to planning, management and optimisation of resources for the benefit of improving services and promoting equity in health and social care access and delivery.				
5.6 Use clinical governance processes to maintain and improve nursing practice and standards of healthcare.				
5.7 Demonstrate through own behaviours the personal qualities, values and principles associated with team-working and leadership competencies.				
5.8 Actively encourage, and work within, a team environment, including multidisciplinary teams.				
5.9 Respect and value the contribution of all.				

### Nursing Associate Practice Learning Assessment Document

Learning Outcome	Assessment 1		Assessment 2 (if applicable)	
	Achieved? Yes/No	Sign/Date	Achieved? Yes/No	Sign/Date
5.10 Engage in continuous service improvement in the interests of better patient outcomes and act as an advocate for the service.				
5.11 Seek any and all opportunities to identify unwarranted variation.				
5.12 Adopt a proactive approach to new technologies and treatments and champion digital approaches.				
5.13 Contribute to articulating the aspirations and vision of the organisation.				
5.14 Champion the use of technology and innovation in improving health and care outcomes for individuals, saving time and money and in the use of information to support better decision-making.				
5.15 Champion safe working practices and a culture that facilitates safety through consultation with individuals, their families and carers and co-workers.				
5.16 Promote the contributions of and co-production by individuals, their families and carers as part of the care team				
<b>Domain 6 - Duty of Care, Candour, Equality and Diversity</b>				
6.1 Challenge areas of concern using appropriate behaviours and methods of communication				
6.2 Recognise the signs of harm or abuse and act upon this appropriately in order to safeguard and protect adults.				
6.3 Work with individuals and others to reduce the likelihood of harm or abuse.				
6.4 Demonstrate an ability to deal with any tensions/conflicts arising between an individual's rights and a duty of care.				
6.5 Encourage and empower people to share in and shape decisions about their own treatment and care.				
6.6 Work actively to ensure a positive health and safety environment, both individually and collaboratively, by using any and all opportunities to remove, reduce or control risk and/or harm.				
6.7 Promote to others principled and respectful care with regard to principles of dignity, equality, diversity and humanity even if situations when confronted with differing values and beliefs.				
6.8 Respect the ways and the level to which people receiving care want to share in and shape decisions about their health, well-being, treatment and care.				

### Nursing Associate Practice Learning Assessment Document

Learning Outcome	Assessment 1		Assessment 2 (if applicable)	
	Achieved? Yes/No	Sign/Date	Achieved? Yes/No	Sign/Date
6.9 Promote a positive health, safety and secure culture.				
<b>Domain 7 – Supporting Learning and Assessment in Practice</b>				
7.1 Apply knowledge of teaching, learning and assessment in the design and delivery of peer learning (see Supporting Learning in Practice page 57).				
7.2 Demonstrate best practice, in those educational theories that underpin learning and teaching in nursing, by: <ul style="list-style-type: none"> <li>a. Delivering or supporting others in delivering training through demonstration and instruction.</li> <li>b. Acting as a role model and supervising peers.</li> <li>c. Assisting and/or leading in the education of individuals, their families and/or carers.</li> <li>d. Providing constructive and meaningful feedback to others and supporting them in the development of ongoing action plans.</li> <li>e. Provide appropriate assessment of and for learning in others.</li> <li>f. Using a wide range of appropriate, established and emerging, methods and technologies in support of high quality learning and teaching.</li> </ul>				
7.3 Act as a role model in terms of ongoing learning and development of professional knowledge, skills and capabilities.				
7.4 Promote and actively support training and teaching/learning within the workplace.				
7.5 Promote and contribute to the education and promotion of health and wellbeing in individuals, their families and/or carers. (see Teaching Individuals/Carers/Families page 63)				
<b>Domain 8 - Research, Development and Innovation</b>				
<i>8.1 Apply critical analytical skills in a research/audit/service improvement context, working within an ethical framework. (see service improvement project page 59)</i>				
<i>8.2 Participate in a research or service improvement project and present data, research findings and/or innovative approaches to practice, where appropriate, to peers in appropriate forms.</i>				
<i>8.3 Demonstrate research awareness in relation to evidence-based practice.</i>				
<i>8.4 Make use of existing and new technologies to support improving services.</i>				

Nursing Associate Practice Learning Assessment Document

Learning Outcome	Assessment 1		Assessment 2 (if applicable)	
	Achieved? Yes/No	Sign/Date	Achieved? Yes/No	Sign/Date
<i>8.5 Support the wider health and/or care team in the spread and adoption of innovative technologies and practice.</i>				
<i>8.6 Promote the need for and practice evidence-based practice, audit procedures, research, development and innovation in the practice and delivery of health and care in order to contribute to high quality patient safety and care.</i>				
<i>8.7 Promote adherence to all ethical, legal, governance and quality assurance frameworks that pertain to research, development and innovation.</i>				
<i>8.8 Champion the use of technology and innovation in research/audit.</i>				
<i>8.9 Engage in continuous service improvement in the interests of better patient outcomes and act as an advocate for the service.</i>				

**Year 2 Episode of Person-Centred Care  
Structured Learning Activity and Assessment**

This structured learning activity must be completed by the end of year 2. Trainees are required to demonstrate their ability to support Registered Nurses in the assessment, planning, delivery and evaluation of care for patients/service users or a caseload of patients/service users in community settings.

**Preparation for this assessment**

The supervisor and trainee will identify an appropriate episode of care involving providing person-centred holistic care for one patient/service user.

In order to prepare, trainees must be given the opportunity to provide holistic care under the supervision of a registered nurse on a minimum of 5 occasions prior to this assessment.

**Aim of the assessment**

The aim of this assessment is to demonstrate the trainee's knowledge and competence in providing person-centred holistic care under the supervision of the registered nurse as part achievement of learning outcome 2.1. This assessment should normally be undertaken with one patient/service user and is designed to enable the trainee to demonstrate and achieve the following **learning outcomes**.

The trainee is able to:

1. Demonstrate the fundamental principles of nursing practice
2. Provide safe person-centred care within an appropriate timeframe
3. Demonstrate appropriate professional behaviours and expected attitudes during the episode of care
4. Maintain safety and safeguarded the patient/service user, carers and/or family

Failure to achieve 'Yes' in each competency will require an action plan and supported preparation before re-assessment.



Nursing Associate Practice Learning Assessment Document

**Year 2 Episode of Person-Centred Care**

<b>Supervisor Feedback</b>		
Based on the trainee's reflection, your observation and discussion about the episode of person-centred care, please assess and comment of the following:		
Domain	Achieved? Yes/No	Comment
<b>1. Professional Values and Parameters of Practice</b> Exercise personal responsibility and work independently within defined parameters of practice, taking the appropriate initiative and performing a range of clinical and care skills consistent with the role of a nursing associate.		
<b>2. Person-Centred Approaches to Care</b> Exercise those skills, attitudes and behaviours that support the planning, delivery and evaluation of high quality person-centred, holistic care.		
<b>3 Delivering Care</b> Apply the range of clinical and care skills appropriate to their parameters of practice.		
<b>4. Communication and Interpersonal Skills</b> Communicate effectively and possess those interpersonal skills that promote clarity, compassion, empathy, respect and trust.		
<b>5 Duty of care, Candour, Equality and Diversity</b> Demonstrate the principles of equality and diversity and the duty of candour.		
<b>6. Supporting Learning and Assessment in Practice</b> Exercise those skills. Attitudes and behaviours that support personal development and life-long learning and the development of others.		
<b>7. Team-working and Leadership</b> Demonstrate the attitudes and behaviours required for effective team working.		
<b>8. Research, Development and Innovation</b> Identify the evidence base underpinning the care provided in this episode of care		
<b>Trainee's Signature:</b>  <b>Supervisor's Signature:</b>		<b>Date</b>

**Year 2 Medicines Management  
Structured Learning Activity and Assessment**

This structured learning activity must be completed by the end of year 2. The trainee is required to safely administer medicines to a group of patients/service users or a caseload of patients/service users in community settings under the **direct supervision** of a Registered Nurse.

***‘In practice, Nursing Associates will only administer medicines, if suitably trained and competent, in settings where it is deemed appropriate and where this is guided by organizational medicines management policies’*** (HEE, 2016)

**Trainees must work within the legal and ethical frameworks that underpin safe and effective medicines management and work within national and local policies. These include:** The Human medicines Regulations (2012); the Misuse of Drugs Act (1971); Misuse of Drugs Regulations (2001) and the organisational medicines management policies.

**Preparation for this assessment**

Before undertaking this assessment trainees must have completed all the expected pharmacology and medicines management learning outcomes within the University’s year-2 module(s) and successfully completed and passed the medicines calculations exam. In order to prepare, trainees must be given the opportunity to administer medicines under the direct supervision of a registered nurse on a minimum of 5 occasions prior to this assessment.

**Aim of the assessment**

The aim of this assessment is to demonstrate the trainee’s knowledge and competence in administering medications safely under the direct supervision of the registered nurse as part achievement of learning outcome 3.6. This assessment should normally be undertaken with a small group of patients/service users or caseload and is designed to enable the trainee to demonstrate and achieve the following **learning outcomes**.

The trainee is able to:

1. apply knowledge of pharmacology, how medicines act and interact in the systems of the body, and their therapeutic action.
2. prepare and administer oral medications safely in a timely manner and maintain accurate records at all times.
3. correctly and safely undertake and/all medicines calculations.
4. demonstrate appropriate professional behaviours and expected attitudes during the administration of medicines.
5. maintain safety and safeguard the patient/service user from harm

Failure to achieve ‘Yes’ in each competency will require an action plan and supported preparation before re-assessment.

**Nursing Associate Practice Learning Assessment Document  
Year 2 Medicines Management Assessment**

Competency	Achieved? Yes/No	Competency	Achieved? Yes/No
1. Is aware of the patient/service user's plan of care and the reason for medication. Explains to the assessor.		8. 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 their understanding.		9. Calculates doses accurately and safely. <ul style="list-style-type: none"> <li>• Demonstrates the component parts of the calculation.</li> <li>• Minimum of 3 calculations undertaken.</li> </ul>	
3. Understands how to safely receive, store and dispose of medications in the healthcare setting.		10. Checks and confirms the patient/service user's identity. (ID band or other confirmation if in own home)	
4. Demonstrates effective hygiene and infection prevention and control throughout.		11. Administers or supervises self-administration safely under direct supervision of the registered nurse. Verifies that oral medication has been swallowed.	
5. Checks prescription thoroughly. <ul style="list-style-type: none"> <li>• Right patient/service user</li> <li>• Right medication</li> <li>• Right time/Date/Valid period</li> <li>• Right dose/last dose</li> <li>• Right route/method</li> <li>• Special instructions</li> </ul>		12. Describes/demonstrates the procedure in the event of non-compliance.	
		13. Safely utilises and disposes of equipment	
		14. Maintains accurate records. <ul style="list-style-type: none"> <li>• Records, signs and dates when safely administered</li> <li>• Understands the need for countersigning</li> </ul>	
6. Checks for allergies: <ul style="list-style-type: none"> <li>• Asks patient/service user.</li> <li>• Checks prescription chart or identification band</li> </ul>		15. Monitors effects and is aware of common side effects and how these are managed.	
7. Uses appropriate sources of information e.g. British National Formulary		16. Offers patient /service user further support/advice.	
<b>Comments</b>			
<b>Trainee's Signature</b>	Date	<b>Registered Nurse's Signature</b>	Date

## Nursing Associate Practice Learning Assessment Document

### **Year 2 Supporting Learning in Practice Structured Learning Activity and Assessment**

This learning activity must be completed by the end of year 2. The trainee will be assessed while delivering a short training session to a healthcare colleague.

During Year 2 of the Nursing Associate Programme trainees are expected to further develop the knowledge, skills and competencies that support learning, assessment and the development of others.

#### **Preparation for this assessment**

In order to prepare for this assessment, trainees must be given an opportunity to deliver short training sessions on a minimum of 3 occasions prior to this assessment. The topic area and/or clinical skill must be agreed with the supervisor in advance and trainees must also discuss how, when and where the training session will be delivered.

#### **Aim of the assessment**

The aim of this assessment is to demonstrate the trainee's knowledge and competence in supporting learning and assessment in practice in order to achieve learning outcome 7.1. This assessment should normally be undertaken with one or more colleagues (e.g. Health Care Assistant, student nurses) and is designed to enable the trainee to demonstrate and achieve the following **learning outcomes**.

The trainee is able to:

1. Apply knowledge of teaching, learning and assessment in the design and delivery of peer learning.
2. Explain how they prepared for the training session
3. Deliver the training session using different methods to support learning
4. Provide constructive and meaningful feedback
5. Maintain appropriate professional attitudes and behaviours throughout

Failure to achieve 'Yes' in each competency will require an action plan and supported preparation before re-assessment.

Nursing Associate Practice Learning Assessment Document  
**Year 2 Supporting Learning in Practice**

<b>Supervisor Feedback</b>		
Based on the trainee's reflection, your observation and discussion about the short training session, please assess and comment of the following:		
Competency	Achieved? Yes/No	Comments
1. Introduces self and asks the colleague(s) to introduce themselves.		
2. Creates a good learning environment. Identifies any concerns about the environment and any actions taken		
3. Introduces the topic area / clinical skill and explains the outcomes of the session		
4. Asks the colleague(s) about their knowledge or experience on the topic area or clinical skill		
5. Communicates appropriately with the colleague(s) e.g. Maintains eye contact, tone of voice, speaks clearly		
6. Provides a safe level of knowledge of the topic area / clinical skill. Explanations are clear and logical		
7. Uses different ways to engage the colleague(s) in the learning process		
8. Able to answer any questions and finds out what they have learned.		
9. Provides constructive and meaningful feedback, where appropriate		
10. Completes the session within 10 minutes		
11. Able to reflect on own performance and identify strengths and areas in need of development.		
<b>Trainee's Signature:</b>  <b>Supervisor's Signature:</b>		<b>Date</b>

**Year 2 Service Improvement Project  
Structured Learning Activity**

This learning activity must be completed by the end of year 2 with supervision and support from the trainee's supervisor.

Nursing Associates are required to demonstrate the importance of research, innovation and audit in improving the quality of patient/service user care. This structured learning activity requires the trainee to identify a potential service improvement initiative within their area of practice and present their findings to the manager or other designated person.

The chosen area of practice must be discussed and agreed with the supervisor. Examples of appropriate areas of practice may include: ward layout, ward/hospital signage, ward routines e.g. protected meal times, welcome and orientation, telephone etiquette and communication.

The trainee must demonstrate understanding of the importance of quality frameworks in service improvement.

**Aim of the assessment**

The aim of this assessment is to demonstrate the trainee's ability to apply critical analytical skills in a service improvement context in order to achieve outcome 8.1. Trainees are required to complete a SWOT analysis to identify the strengths and weaknesses of the chosen topic and the opportunities and challenges (threats) that may be faced when trying to achieve service improvement. The trainee will then develop an action plan for their chosen service improvement initiative and present this to their manager/designated person.

**Learning outcomes**

The trainee is able to:

1. apply critical analytical skills in completing a SWOT analysis of the chosen service improvement initiative
2. apply knowledge of quality assurance frameworks and explain how these can be used to improve patient outcomes
3. develop an action plan to clearly identify the actions that are needed
4. clearly and confidently present the findings of the SWOT analysis
5. demonstrate expected attitudes and professional behaviours throughout the process

Failure to achieve 'Yes' in each competency will require an action plan and supported preparation before re-assessment.

**SWOT Analysis**

SWOT analysis of:	
Strengths	
Weakness	
Opportunities	
Threats	

Nursing Associate Practice Learning Assessment Document

**Service Improvement Action Plan**

What actions need to be taken?	Who will do this?	What equipment, resources or people are needed?	Completion date	Review of actions taken/ Next steps

Nursing Associate Practice Learning Assessment Document

**Year 2 Service Improvement Initiative**

<b>Supervisor Feedback</b>		
Based on the trainee's reflection, your observation and discussion about the service improvement initiative, please assess and comment of the following:		
Competency	Achieved? Yes/No	Comments
1. Demonstrated critical analytical skills in completing the SWOT analysis.		
2. Demonstrated understanding of quality assurance frameworks and how these can be used to improve patient outcomes.		
3. Developed a clear and appropriate action plan.		
4. Presented the findings clearly and confidently.		
5. Demonstrated expected attitudes and professional behaviours throughout the activity.		
6. Able to reflect on own performance and identify strengths and areas in need of improvement.		
<b>Trainee's Signature:</b>  <b>Supervisor's Signature:</b>		<b>Date</b>

Nursing Associate Practice Learning Assessment Document  
**Year 2 Teaching Individuals/Families and Carers in Practice**  
**Structured Learning Activity and Assessment**

This structured learning activity must be completed by the end of year 2. You are required to deliver a short session, under direct supervision, to promote and contribute to the education and promotion of health and wellbeing of individuals, their families and/or carers.

During Year 2 you should be exploring and developing your knowledge, skills and competencies to enable you to support the education and health and well-being of individuals, their families and carers. Whilst in practice you should discuss this with your supervisor and plan a number of opportunities to deliver or promote education / health education / health promotion prior to this assessment.

The topic area or skill must be agreed with your supervisor before the session. You must also discuss how, where and when the education / health education / health promotion session will be delivered. This is important, as it will help you to prepare for the session.

The supervisor should obtain consent from the individual/family or carer and ensure that feel able to decline.

You must be able to demonstrate different methods of learning and teaching e.g. clear demonstration, instruction, accurate information, checking understanding etc.

**Aim of the Assessment:**

The aim of this assessment is to demonstrate your knowledge and competence in delivering a 10-minute education / health education / health promotion to an individual and or their family / carer in order to achieve learning outcome 7.5.

**Learning outcomes**

Delivery of the 10-minute session will enable you to demonstrate that you can:

1. Explain and apply core teaching/learning theories when delivering an education / health promotion session with an individual/ their family/carer
2. Articulate how you prepared for the health education / health promotion session.
3. Deliver a safe level of knowledge of the topic, using a variety of methods to promote understanding for the individual, their family / carer.
4. Demonstrate appropriate professional behaviours and expected attitudes whilst providing the health education / promotion.
5. Apply the skills of reflection to identify personal strengths and development needs.

Failure to achieve 'Yes' in each competency will require an action plan and supported preparation before re-assessment.

Nursing Associate Practice Learning Assessment Document

**Year 2 Teaching Individuals/Families and Carers in Practice  
Structured Learning Activity and assessment**

YES = Achieved; No = Not achieved		
Competency	Yes/No	Comments
1. Introduces self to the individual/ their family/carers and establishes preferred names.		
2. Creates a good environment e.g. setting, space, seating and identifies any concerns about the environment and any actions taken.		
3. Introduces the topic area / clinical skill and explains the purpose of the session, and the outcomes.		
4. Asks the individual/family/carer about their understanding of the health education/health promotion topic area or skill.		
5. Communicates appropriately with the individual/family/carer e.g. Maintains eye contact, tone of voice, speaks clearly, no jargon, abbreviations.		
6. Provides a safe level of knowledge of the topic area / clinical skill. Explanations are clear and logical.		
7. Uses different ways to engage the individual/ their family or carer in the learning process.		
8. Able to answer any questions from the individual/ their family/carer and assesses what they have learnt.		
9. Identifies and further actions or education to support the individual, their family or carer, where appropriate.		
8. Completes the session within 10 minutes or within a timely manner.		

## Nursing Associate Practice Learning Assessment Document

**For the trainee:** Reflection on your performance to identify your strengths and areas in need of development. You can include any feedback from the individual, their family or carer in your reflections.

**Comments from the individual/ their family / carer:** Supervisor to summarise any comments if required.

What the trainee did well:

What the trainee could have done differently:

**Trainee's signature:**

**Date:**

**Supervisor's signature:**

**Date:**

**Nursing Associate  
Clinical Skills Record of Achievement**

In Year 2 it is expected that trainees will maintain the level of competence achieved in Year 1 and demonstrate their ability to build on their knowledge and skills.

During Year 2, you are required to complete this *Clinical Skills Record of Achievement* to demonstrate achievement of the essential skills, knowledge, attitudes and behaviours expected of a Nursing Associate.

The *Clinical Skills Record of Achievement* requires you to undertake supervised practice in order to demonstrate your skills and knowledge. Successful achievement of the skills will be based on your ability to relate theory to the practice of caring, and safely demonstrate the clinical skills.

Achievement of each skill will require you to demonstrate:

- Understanding and knowledge of the clinical skill and why it is needed
- Understanding of preparation of the patient, the environment and the equipment
- Safe demonstration of the clinical skill, accurate documentation, and knowledge of what and when to report your findings
- Insight into your performance and future learning

**All skills in this record of achievement must be achieved by the end of Year 2.**

**You should plan to achieve as many as possible in each placement and discuss this with your supervisor.**

If the context of your final clinical placement makes the demonstration of any remaining skills impossible, you must discuss this with your supervisor. Your supervisor can assess your competence in those skills through discussion. You will be expected to demonstrate understanding of the skill by: identifying the key principles relating to the skill, outlining a step-by-step approach to performing the skill and articulating the underpinning knowledge to ensure safe practice.

By the end of Year 2, you must have achieved all the clinical skills within the *Clinical Skills Record of Achievement*. In order to prepare, you must discuss this with your supervisor and arrange for opportunities, under the supervision of a registered nurse, to practise these skills until you feel confident to be assessed.

Nursing Associate Practice Learning Assessment Document

The trainee must obtain 'Achieved' in all three criteria for each of the clinical skills.

Achieved	Knowledge and understanding	Professional Behaviour	Participation in care and practical skill
<b>YES</b>	Is able to identify the essential knowledge base and is safe. May need to develop further understanding.	Is able to demonstrate positive engagement with learning and respond appropriately to situations with some assistance	In commonly occurring situations is able to safely perform care and skills under direct supervision
<b>NO</b>	Is not able to demonstrate an adequate knowledge base and has significant gaps in understanding, and/or demonstrates unsafe practice	Is not able to focus on the service user and/or appears disengaged from the activity or responds inappropriately to service users/carers or colleagues	With direct supervision is not able to demonstrate safe practice and is unable to perform the activity and/or follow instructions despite repeated guidance

Nursing Associate Practice Learning Assessment Document

**Clinical Skills Record of Achievement**

The Trainee is able to:	Date Achieved	Supervisor's Signature & any comments
<b>1. Clinical Observations</b>		
1.1 Accurately record and document a manual BP measurement		
1.2 Accurately record and document an electronic BP measurement		
1.3 Accurately record and document temperature, pulse & respiratory rate		
1.4 Accurately record and document oxygen saturation		
1.5 Accurately record and document a Peak flow measurement		
1.6 Calculate a National Early Warning Score (NEWS)		
1.7 Accurately record an 12-Lead electrocardiograph (ECG)		
1.8 Undertake a pain assessment and accurately record & report findings		
<b>2. Frameworks for care</b>		
2.1 Assess a patient using the ABCDE framework		
2.2 Assess a patient using the mental state examination		
<b>3. Infection prevention and control</b>		
3.1 Demonstrate effective hand washing and drying		
3.2 Demonstrate appropriate use of alcohol hand rub		

## Nursing Associate Practice Learning Assessment Document

The Trainee is able to:	Date Achieved	Supervisor's Signature & any comments
3.3 Demonstrate appropriate use of apron and gloves		
3.4 Complete MRSA Screening according to local policy		
3.5 Obtain and accurately label a swab e.g. wound		
3.6 Explain/demonstrate aseptic non touch technique (ANTT)		
3.7 Safely remove an intravenous cannula		
3.8 Change an intravenous cannula dressing		
3.9 Complete and report a visual infusion phlebitis (VIP) score		
3.10 Demonstrate safe disposal of waste (clinical, general and food)		
3.11 Demonstrate safe disposal of linen (used, contaminated and infected)		
3.12 Demonstrate decontamination / cleaning equipment and medical devices		
<b>4. Tissue Viability</b>		
4.1 Complete a simple wound assessment		
4.2 Perform a simple aseptic wound dressing technique		
4.3 Remove sutures from a wound		
4.4 Remove staples from a wound		
4.5 Complete a pressure ulcer risk assessment, using a recognised tool		

Nursing Associate Practice Learning Assessment Document

The Trainee is able to:	Date Achieved	Supervisor's Signature & any comments
<b>5. Medicines Management (under direct supervision)</b>		
5.1 Administer oral medications		
5.2 Administer a subcutaneous (SC) injection		
5.3 Administer an intramuscular (IM) injection		
5.4 Administer a topical medicine e.g patch, lotion, cream		
Administer medications via a variety of other routes (e.g. eye drops, ear, nose, by inhalation, rectal etc). Indicate each route demonstrated in the boxes below. <b>NB</b> Medicines administration by Nursing Associates is part of the NMC consultation and so the routes permitted are not yet finalised.		
5.5		
5.6		
5.7		
5.8		
5.9		
5.10		
<b>6. Oxygen therapy</b>		
6.1 Correctly apply nasal cannula		
6.2 Correctly apply a simple oxygen face mask		
6.3 Under direct supervision, accurately set the prescribed oxygen flow rate		

Nursing Associate Practice Learning Assessment Document

The Trainee is able to:	Date Achieved	Supervisor's Signature & any comments
6.4 Correctly identify the types of oxygen masks (simple face mask, venturi, non-rebreathe)		
<b>7. Elimination</b>		
7.1 Obtain a mid-stream specimen of urine (MSU)		
7.2 Obtain a catheter specimen of urine (CSU)		
7.3 Assist an individual to safely use the commode		
7.4 Assist an individual to safely use a bedpan		
7.5 Assist an individual to safely use a urinal		
7.6 Measure & accurately document urine output from urinal and bedpan		
7.7 Safely empty a catheter bag and document the volume		
7.8 Perform urinalysis, accurately document results & report findings		
7.9 Collect a catheter specimen (CSU) of urine.		
7.10 Collect a Midstream specimen (MSU) of urine.		
<b>8. Nutrition and Hydration</b>		
8.1 Accurately complete a food chart		
8.2 Accurately complete a fluid balance chart		
8.3 Undertake a nutritional assessment using a nutritional screening tool		

Nursing Associate Practice Learning Assessment Document

The Trainee is able to:	Date Achieved	Supervisor's Signature & any comments
8.4 Provide support with nutrition & hydration (feeding, supplementary drinks)		
8.5 Perform oral hygiene (use of toothbrush & paste, cleaning dentures)		
8.6 Perform oral assessment & accurately document & report findings		
<b>9. Personal care</b>		
9.1 Assist with personal hygiene (showering, bathing)		
9.2 Perform bed bath maintaining safety, privacy, dignity, comfort and choice		
9.3 Perform skin assessment and accurately document & report findings		
<b>10. Any additional skills specific to the role and/or specialty (Please list)</b>		











Nursing Associate Practice Learning Assessment Document

**Action Plan**

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

Date	Placement Name	Date for Review									
<b>Area of Concern</b> Note professional behaviour or outcome number if appropriate	<b>Criteria for Success / Support Available</b>	<b>Review Meeting</b>									
		Date:  Reviewer:									
		Comments:									
<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Signed (Supervisor).....</td> <td style="width: 33%;">Date.....</td> <td style="width: 33%;">Supervisor's Name (please</td> </tr> <tr> <td>print) Signed (Trainee) .....</td> <td>Date .....</td> <td>.....</td> </tr> <tr> <td>Signed (Academic Representative).....</td> <td>Date.....</td> <td></td> </tr> </table>			Signed (Supervisor).....	Date.....	Supervisor's Name (please	print) Signed (Trainee) .....	Date .....	.....	Signed (Academic Representative).....	Date.....	
Signed (Supervisor).....	Date.....	Supervisor's Name (please									
print) Signed (Trainee) .....	Date .....	.....									
Signed (Academic Representative).....	Date.....										

Nursing Associate Practice Learning Assessment Document

**Action Plan**

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

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Area of Concern Note professional behaviour or outcome number if appropriate	Criteria for Success / Support Available	Review Meeting									
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Nursing Associate Practice Learning Assessment Document

**Action Plan**

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<b>Area of Concern</b> Note professional behaviour or outcome number if appropriate	<b>Criteria for Success / Support Available</b>	<b>Review Meeting</b>
		Date:  Reviewer:
		Comments:
Signed (Supervisor).....	Date.....	Supervisor's Name (please
print) Signed (Trainee) .....	Date .....	.....
Signed (Academic Representative).....	Date.....	

Practice Assessment Document

**Please start a new page per placement**  
**To be completed as per your local University Requirements**  
**PRACTICE HOURS**

Please ensure all details are printed CLEARLY and sickness days identified. All alterations and totals should be initialled by Supervisor

Date	Placement	Total Hrs	Initials	Shift Type	Date	Placement	Total Hrs	Initials	Shift Type	
Example of hours confirmation					Sun	1/7/13	Pixie Ward	7.5	FF	E
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
		<b>Weekly Total =</b>					<b>Weekly Total =</b>			
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
		<b>Weekly Total =</b>					<b>Weekly Total =</b>			
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
		<b>Weekly Total =</b>					<b>Weekly Total =</b>			

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

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

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

Practice Assessment Document

**Please start a new page per placement**  
**To be completed as per your local University Requirements**  
**PRACTICE HOURS**

Please ensure all details are printed CLEARLY and sickness days identified. All alterations and totals should be initialled by Supervisor

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Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
		<b>Weekly Total =</b>					<b>Weekly Total =</b>			
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Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
		<b>Weekly Total =</b>					<b>Weekly Total =</b>			

**Total hours completed on this page.... Figures**

**Words**

Signed: \_\_\_\_\_ (Mentor)

Name (print): \_\_\_\_\_

**Verification by Mentor:** I have checked the hours of experience recorded by the trainee,

Clinical Area: \_\_\_\_\_

Date: \_\_\_\_\_

**Declaration by Trainee:** I confirm that the hours recorded on this sheet are a true and accurate account of the shifts I have worked.

Signed: \_\_\_\_\_ (Trainee)

Date: \_\_\_\_\_

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

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

Practice Assessment Document

**Please start a new page per placement**  
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**PRACTICE HOURS**

Please ensure all details are printed CLEARLY and sickness days identified. All alterations and totals should be initialled by Supervisor

Date	Placement	Total Hrs	Initials	Shift Type	Date	Placement	Total Hrs	Initials	Shift Type	
Example of hours confirmation					Sun	1/7/13	Pixie Ward	7.5	FF	D
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Sun					Sun					
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**Total hours completed on this page.... Figures**

**Words**

Signed: \_\_\_\_\_ (Mentor)

Name (print): \_\_\_\_\_

**Verification by Mentor:** I have checked the hours of experience recorded by the trainee,

Clinical Area: \_\_\_\_\_

Date: \_\_\_\_\_

**Declaration by Trainee:** I confirm that the hours recorded on this sheet are a true and accurate account of the shifts I have worked.

Signed: \_\_\_\_\_ (Trainee)

Date: \_\_\_\_\_

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

Practice Assessment Document

**Please start a new page per placement**  
**To be completed as per your local University Requirements**  
**PRACTICE HOURS**

Please ensure all details are printed CLEARLY and sickness days identified. All alterations and totals should be initialled by Supervisor

Date	Placement	Total Hrs	Initials	Shift Type	Date	Placement	Total Hrs	Initials	Shift Type	
Example of hours confirmation					Sun	1/7/13	Pixie Ward	7.5	FF	D
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
		<b>Weekly Total =</b>					<b>Weekly Total =</b>			
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
		<b>Weekly Total =</b>					<b>Weekly Total =</b>			
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
		<b>Weekly Total =</b>					<b>Weekly Total =</b>			

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

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

Practice Assessment Document

**Please start a new page per placement**  
**To be completed as per your local University Requirements**  
**PRACTICE HOURS**

Please ensure all details are printed CLEARLY and sickness days identified. All alterations and totals should be initialled by Supervisor

Date	Placement	Total Hrs	Initials	Shift Type	Date	Placement	Total Hrs	Initials	Shift Type	
<i>Example of hours confirmation</i>					Sun	1/7/13	Pixie Ward	7.5	FF	D
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
		<b>Weekly Total =</b>					<b>Weekly Total =</b>			
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
		<b>Weekly Total =</b>					<b>Weekly Total =</b>			
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
		<b>Weekly Total =</b>					<b>Weekly Total =</b>			

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

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

Practice Assessment Document

**Please start a new page per placement**  
**To be completed as per your local University Requirements**  
**PRACTICE HOURS**

Please ensure all details are printed CLEARLY and sickness days identified. All alterations and totals should be initialled by Supervisor

Date	Placement	Total Hrs	Initials	Shift Type	Date	Placement	Total Hrs	Initials	Shift Type	
Example of hours confirmation					Sun	21/2/18	Pixie Ward	7.5	FF	D
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
		<b>Weekly Total =</b>					<b>Weekly Total =</b>			
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
		<b>Weekly Total =</b>					<b>Weekly Total =</b>			
Mon					Mon					
Tue					Tue					
Wed					Wed					
Thu					Thu					
Fri					Fri					
Sat					Sat					
Sun					Sun					
		<b>Weekly Total =</b>					<b>Weekly Total =</b>			

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

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

**End of Programme  
Named Supervisor Declaration of Overall Performance**

**This is to certify that Trainee**

..... (Print name)

Has been assessed and has achieved all the practice requirements of the Year 2 Practice Learning Assessment Document.

**Named Supervisor:**

..... (Print name)

**Named Supervisor's signature:**

**Date:**

**Trainee name:**

..... (Print name)

**Trainee's signature:**

**Date:**



## Nursing Associate Practice Learning Assessment Document

### **Achievement of Structured Learning Activities and Assessments**

To be completed by the University team on each review of the PLAD.

Trainees are expected to show steady progress towards achieving the SLAs and Learning Outcomes, pt/service user feedback etc. (see previous page). If the expected level of achievement is not evident, please comment and complete an Action Plan (Page 78)

<b>Structured Learning Activity</b>	√	Name of Reviewer
Episode of Person-Centred Care		
Medicines Management		
Supporting Learning in Practice		
Service Improvement		
Teaching individuals/carers/families		
Clinical Skills Record of Achievement		

**Mandatory and Statutory Training: Record of Evidence**

This section is designed to allow you to maintain a record of your mandatory and statutory training (MAST). You should maintain an accurate record of your MAST by completing the relevant sections following your attendance to these sessions within your employing Trust.

The information provided does not provide evidence of your competence; it only states that you have attended the session.

When you start a new practice experience placement you must make sure that your Named Supervisor reviews this record to ensure that your MAST is up to date.

You are responsible for the safe keeping and maintenance of this record. Any alterations made in this document must be crossed through with one line and clearly signed and dated. Correction fluid is not allowed. Falsification of this record will lead to disciplinary action

**Moving and Handling**

<p><b>Date of last MAST session:</b></p> <p><b>Date attended and duration:</b></p> <p><b>Name of Trust/Organisation:</b></p> <p><b>Trainee's signature:</b></p>
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**Cardiopulmonary resuscitation (CPR): BLS**

<p><b>Date of last MAST session:</b></p> <p><b>Date attended and duration:</b></p> <p><b>Name of Trust/Organisation:</b></p> <p><b>Trainee's signature:</b></p>
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Nursing Associate Practice Learning Assessment Document  
**Fire and Safety**

<b>Date of last MAST session:</b>
<b>Date attended and duration:</b>
<b>Name of Trust/Organisation:</b>
<b>Trainee's signature:</b>

**Breakaway Training (if required)**

<b>Date of last MAST session:</b>
<b>Date attended and duration:</b>
<b>Name of Trust/Organisation:</b>
<b>Trainee's signature:</b>

**Please use the table below to record any additional training you attend as part of your MAST within your employing Trust.**

Date of attendance	Duration	Name of Training	Trust / Organisation

This Nursing Associate Practice Assessment Document has been developed by City, University of London and is based on the PAD developed by the Pan London Steering Group in collaboration with practice partners, mentors, academic staff, trainees and service users across the London Region.



**Health Education  
North West London**



**Health Education  
North Central and East London**



**Health Education South London**