

PRACTICE ASSESSMENT DOCUMENT

A Guide for Mentors and Students

BSc(Hons) PG Dip MSc



An Overview of the Practice Assessment Document

A new Practice Assessment Document (PAD) was introduced by all the 9 universities that have London commissions in 2014. This document is being used by students from all four fields of nursing and for all programmes leading to registration, i.e. BSc, PG Dip and MSc. An understanding of the requirements of the assessment process is crucial in ensuring a positive learning experience and in supporting students to develop the required competencies for registration.

Purpose of this Guide

This guide has been developed to support all staff involved in student learning and assessment in practice as well as students themselves. There are a number of key principles that apply to students from all the 9 HEI's though there are also some specific programme regulations that must be adhered to. You will find reference to the university specific guidance in the actual PAD and students may have further details in their programme handbooks, if available.

What is included in this Guide?

A brief summary of the PAD is included below and within this document you will find a detailed and visual guide on the various elements of the PAD with specific advice for students and their mentors/supervisors, that will also be useful for any practitioners involved in facilitating student learning.

This guide has been updated in August 2015 to reflect the amendments agreed by the Pan London Practice Learning Group following an initial evaluation and review of the document .

What has changed?

The key change is that mentors will now record a 'Yes' if the student has achieved the required values or skills and a 'No' if they have not achieved these. This was previously recorded as 'A' or 'N/A'. The orientation page now includes 2 checklists to allow for a split placement or a hub and spoke experience. Additional pages have also been added to each placement section to enable students gain more feedback on their performance from those involved in their learning. This is to also encourage more working with other healthcare professionals.

Overall Summary of the PAD

- ◆ Each document is known as 'Parts' to reflect the NMC progression points – for e.g. in the BSc nursing programme Part 1 will be equivalent to Year 1.
- ◆ There are 3 main components to the assessment 1) Professional Values (each placement) 2) Essential Skills (by the end of the Part) and 3) An Episode of Care (once per part)
- ◆ An initial, mid-point and final assessment must be completed for all students.
- ◆ Service user feedback is to be sought (via the mentor) – where relevant.
- ◆ Mentor/co-mentor/supervisor signatures to be included and mentors need to indicate date of last mentor update.
- ◆ Grading of practice continues for Buckingham New University and Middlesex University students.
- ◆ All students will have an Ongoing Achievement Record (OAR), i.e. one document for the whole programme in which each mentor will document their final comments.

If concerns are highlighted at any stage during the placement then the academic representative / link lecturer must be informed and an Action Plan completed.

Completing the Practice Assessment Document

Guidance Sections

-
- Practice orientation and demographics

-
- Assessment process
 - Initial Interview
 - Midpoint Interview
 - Final Interview

-
- Assessment of students
 - Descriptors
 - Professional values
 - Essential Skills
 - Episode of Care
 - Action Plans
 - Service User Feedback

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- Recording Learning Experiences
 - Additional Clinical Skills
 - Additional Learning Opportunities
 - Records of Meetings
 - List of Mentors / Supervisors
-

Guidance for Completing Placement Information

Students should complete these sections prior to the initial interview

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

Placement 1

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-Mentor/Supervisor Details:

Name:

Designation:

Name: Fernando Gomez

Designation: Mentor

Other Practice Staff/Key Contacts:

Name:

Designation:

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

Name:

Designation:

Name:

Designation:

I have seen and discussed the purpose of the student's Ongoing Achievement Record

Mentor's signature:

Date:

Mentor to complete at initial interview. There are additional pages in the appendix at the back of the document.

Orientation

Placement 1: Orientation

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

Advice for Mentors

It is useful to provide students with an information pack pertaining to the practice area. This can include login details for local intranet sites.

Mentors should use the relevant risk assessment documentation for the University and ensure they follow specific university processes where required. This page now allows for orientation to be carried out in two areas as some students may attend more than one area as part of their placement experience.

Assessment Process—Initial Interview

Placement 1: Initial Interview

Area Name:

This interview takes place within the first week of the placement

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

Develop confidence in caring for a range of patients.

Develop appropriate therapeutic communication skills with patients/service users and relatives/carers.

Practice handing over patients' details and progress to others.

Learn more about the role of the occupational therapists and go on a home visit to see a discharge assessment.

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

This placement provides a good opportunity to be assessed on a broad range of essential skills.

Jane's learning needs are realistic and can be accommodated on this placement.

Through liaising with the OT department a home visit will be possible.

Mentor and student to negotiate and agree a learning plan -

- I will aim to work with Jane directly during one shift per week.
- We will allocate time every week to discuss Jane's progress.
- Jane to carry out supervised handover of care.
- A home visit with an Occupational Therapist to be arranged during the second half of the placement.

Student's signature: *Jane Edwards*

Date: 07/10/15

Mentor's signature: Fernando Gomez

Date: 7th Oct 2015

Advice for Mentors

The initial interview must take place in the first week of placement. Where possible mentors and students should be allocated the same roster to maximise learning and development opportunities. The named mentor must still be available to the student for at least 40% of the time and remains overall accountable for assessment decisions (NMC, 2010).

Assessment Process—Mid-Point Interview

The date for the midpoint interview should be identified at the beginning of the placement. This ensures that both the mentor and student are allocated the same shift and time is set aside for the interview to take place. Students should prepare for the interview by completing their self assessment/reflection on progress.

Placement 1: Mid-Point Interview
 This interview takes place half way through the placement
 Mentor and Student to sign on the next page

Student's self-assessment/reflection on progress Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.
Knowledge and Understanding: I have been assessed on and achieved some of my essential skill related to communication, observations and care delivery. I have been reading up on various patient diagnoses to understand their care and the underpinning theory, for example dementia care and stroke. I have seen how the OT works with people who have had a stroke and have a better understanding of their role.
Professional Attitude: I always act in a professional manner and have had no sickness or absence recorded. I enjoy working within a team to deliver care and always try to work within my limitations.
Participation in Care and Practical Skill: I have been developing my communication skills and am becoming more confident when handing over my patients though still require some assistance with this. I have been working with people with dementia and learning how to communicate and interact better but still need to improve on this also.
Mentor's comments

Advice for Students

Your reflection should include evidence to support your self assessment. Give examples of how you've demonstrated appropriate knowledge, professional values and essential skills.

Areas for Reflection	
Personal Learning Needs	Am I meeting my personal learning needs set at the beginning of the placement?
Professional Values	What professional values am I achieving? What professional values need development?
Essential Skills	What essential skills have I achieved? What essential skills need development?

Assessment Process—Mid-Point Interview Continued

The midpoint interview is an opportunity for the mentor and student to reflect on the first half of the placement, and plan for the second. This meeting should be an opportunity for the student to discuss their documented reflection on their learning, including their strengths and developments. Mentors should provide students with feedback, linking to learning outcomes and professional values.

Advice for Mentors

Discuss and document the Student's progress during the Mid-Point interview.

Areas for Discussion	
Personal Learning Needs	Is the student meeting their personal learning needs that they set at the beginning of the placement? What evidence supports this?
Professional Values	What professional values is the student achieving? What professional values need development? What evidence supports this?
Essential Skills	What essential skills is the student achieving? What essential skills need development and why?

Mentor's comments

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

Knowledge and Understanding:

Jane has been steadily developing her knowledge base of patients' conditions in this placement. She has demonstrated initiative by researching conditions and treatments and applying this to her work on the ward. She needs to develop further understanding of commonly used medications.

Professional Attitude:

Jane is developing into a compassionate and caring nurse. She needs to develop her communication skills especially in regards to responding to non verbal cues from the patients for example recognising when a patient is in pain and offering analgesia.
Jane is very nervous about public speaking and is not yet confident in the hand over of her patients.

Participation in Care and Practical Skill:

In most cases Jane is demonstrating safe practice, although during the last 2 weeks Jane has forgotten on two occasions to let the nurses know that patients were in pain and this delayed their analgesia.

Jane is not achieving professional value 10, we have an action plan for this.

Assessment Process—Mid-Point Interview Continued

Placement 1: Mid-Point Interview

Ongoing learning and development needs

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

Identify learning and development needs Refer to progress in achieving personal learning needs, professional values and essential skills.	Identify the learning opportunities/support to enable the student to meet their needs
<p>I need to develop my confidence in communicating with patients/service users and other professionals.</p> <p>The areas that I need to develop include talking during the ward handover, and the bedside handover.</p> <p>Jane would like the opportunity to attend the multidisciplinary team meeting.</p> <p>I need to improve my active listening and my mentor and I have written an action plan for this.</p>	<p>Observe trained staff communicating with patients and relatives/carers.</p> <p>Jane will be given time to write out her handover for 1 patient and show it to me before the end of the shift. When she is more confident we can increase to 2—3 patients and use these same notes for the bedside handover.</p> <p>Jane's roster will coincide with at least 2 MDT meetings.</p> <p>We will follow the action plan for improving Jane's active listening.</p>
<p>Review Date: 21/12/15</p> <p>Student's Signature: Jane Edwards</p> <p>Mentor's Signature: Fernando Gomez</p>	<p>Sign when reviewed: Fernando Gomez</p> <p>Date: 21/11/15</p> <p>Date: 21st November 2015</p>
<p><i>Any outstanding learning and development needs are to be discussed and documented at the final interview.</i></p>	

If specific concerns have been raised about the student's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on page 59

Advice for Students: Use this section to identify specific learning opportunities that you feel would help you develop.

Advice for Mentors

This section should include areas the student needs to improve as well identifying further opportunities for students excelling within the placement.

Assessment Process—Final Interview

Placement 1: Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress

Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.

Knowledge and Understanding:

I have progressed well in most areas. I have been assessed on and achieved a sufficient number of essential skills. I have maintained professional values and this is evident through the continued positive feedback I've received from my patients and their relatives.

Professional Attitude:

I have improved my active listening skills and I'm remembering to report concerns to my mentor or another appropriate member of staff.

Participation in Care and Practical Skill:

I feel that I am far more confident in the handover of patients. I have had plenty of opportunities to practice and demonstrate this.

Mentor's comments

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

Knowledge and Understanding:

Jane has been steadily developing her knowledge base of patients' conditions in this placement. She has demonstrated initiative by researching conditions and treatments and applying this to her work on the ward. Her knowledge of commonly used medication has greatly improved.

Professional Attitude:

I have seen a dramatic improvement in Jane's verbal and non verbal communication skills. This is evident in the therapeutic relationships she has developed with her patients.

Participation in Care and Practical Skill:

Jane has responded well to the objectives in the action plan and is now demonstrating safe practice with far less need for supervision and prompting.

Please record any further comments on the next page

Advice for Students

Use this section to identify specific learning opportunities that you feel would help you develop during your next practice learning experience.

Advice for Mentors

Use this section to summarise areas the student has achieved and any areas of non achievement. There should be an action plan completed at this time if the student has not achieved any outcome.

Assessment Process—Final Interview Continued

Learning and Development Needs To be agreed between the Mentor and Student

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

Knowledge and Understanding

More practice with handover, team meetings, writing notes, care planning and goal setting.

Professional Attitude

Jane needs more experiences of talking and listening with patients whilst delivering nursing care. Her focus is sometimes on completing tasks rather than giving holistic care. It would benefit Jane to be allocated a small group of patients on her next placement so she can develop skills in total patient care, not just completion of nursing tasks.

Participation in Care and Practical Skill

Jane needs further experiences of total patient care in terms of personal care, assisting with mobilisation, assessment and recording of vital signs, care planning, handover, notes writing and wound management would also be of great benefit.

Was an Action Plan required to support the student?

(YES) NO

If Yes, was the Academic Representative informed?

(YES) NO

The Action Plan can be found on page 59

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

Student's signature: *Jane Edwards*

Date: 14/12/15

Mentor's signature: *Fernando Gomez*

Date: 14/12/15

Assessment of Students—Descriptors

Achieved	Knowledge and understanding	Professional attitude	Participation in care and practical skill
YES	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
NO	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

Advice for Mentors

Sources of evidence

Using the assessment descriptors, detail evidence used to come to your decisions.

- Have you tested the student's knowledge and understanding
- Has the student demonstrated appropriate professional values?
- Have you observed/tested the student performing the skill or meeting the competency?
- Have you received testimonies from patients/service users/carers/relatives?
- Have you received feedback on the student's performance from other members of staff?

Progression Points

The NMC has identified skills and professional behaviours that a student must demonstrate by each progression point. These are:

Progression Point 1

- Safety, safeguarding and protection of people of all ages, their carers and their families
- Professional values, expected attitudes and the behaviours that must be shown towards people, their carers, their families and others

Progression Point 2

- The student works more independently, with less direct supervision in a safe and increasingly confident manner
- The student demonstrates the potential to work autonomously, making the most of opportunities to extend knowledge, skills and practice.

Assessment of Students—Professional Values in Practice

Assessment of professional values is a continuous process and mentors should provide specific evidence of where standards are being met / not met and the midpoint and end of placement.

Professional attitude, behaviour and responsibility					
	Achieved Mid-point Yes/No	Initial/Date	Achieved Final Yes/No	Initial/Date (FINAL)	Evidence Comments
1. The student maintains confidentiality in accordance with the NMC code.	<i>Yes</i>		<i>Yes</i>		Final — Has maintained confidentiality with all written and verbal records.
2. The student is non-judgemental, respectful and courteous at all times when interacting with patients/service users and all colleagues.	<i>Yes</i>		<i>Yes</i>		Midpoint—No problems. Final — Always engages with patients in an appropriate way, puts them first.
3. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.	<i>Yes</i>		<i>Yes</i>		Midpoint— She is punctual and appropriately dressed. Final - This has been maintained.
4. The student's personal presentation and dress code is in accordance with the organisation's uniform policy.					
5. The student maintains the person's privacy and dignity and advocates on their behalf.					
Advice for Mentors					

Students should be assessed on ALL professional values during EVERY PLACEMENT.

Mentors must record student progress at the midpoint and end point of the placement.

If the student is not achieving any aspect of professional values this must be identified as a development need with the student. If it continues, an action plan may be required.

Development plans should reflect specific areas of concern and be completed as early in the placement as possible to ensure the student has the maximum time and opportunity to develop.

Action Plans are instigated when there is a cause for concern or fitness for practice issue that requires prompt action. The joint Action Plan must involve the mentor/supervisor and an academic representative from the student's university e.g. Link Lecturer or Personal Tutor.

Assessment of Students—Essential Skills

Assessment of Essential Skills

Skills Cluster I: Care, Compassion and Communication:

People can trust the student nurse to respect them as individuals and strive to help them to preserve their dignity at all times.

	YES = Achieved, NO = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Level	Sign/Date	Level	Sign/Date	Level	Sign/Date	Level	Sign/Date
1. Recognises, and acts within, legal frameworks and local policy in delivering person centred care.	Yes	Fernando Gomez 14/12/15						
2. Uses ways to maximise communication where hearing, vision or speech is compromised.	No	Fernando Gomez 14/12/15			Yes	Pat Thompson 10/05/16		
People can trust the student nurse to engage with them and their family or carers within their cultural environments in an acceptant and anti-discriminatory manner free from harassment and exploitation.								
3. Demonstrates an understanding of how culture, religion, spiritual beliefs, gender and sexuality can impact on illness and disability.								
People can trust the student nurse to engage with them in a warm, sensitive and compassionate way.								
4. Interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, taking into account, people's physical and emotional responses making appropriate use of touch.								
5. Evaluates ways in which own interactions affect relationships to ensure that they do not impact inappropriately on others.								

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

There are 5 skills clusters of assessment. These are: Care, compassion and communication; Organisational aspects of care; Infection prevention and control; Nutrition and fluid management and Medicines management

Assessment of Students from Different Universities

Each university has provided specific instructions on assessment of essential skills on page 4 of the students' practice assessment document. Please review this information before undertaking the assessment.

If a student achieves a learning outcome

This is assessed at the final interview as Achieved. Mentors should record this by writing Yes in the box titled level. They should then date and sign the assessment.

Achievement of Essential Skills:

As student's progress through each part of the programme the essential skills will vary by number and level of difficulty. For example in Part 3 there are 91 skills to be assessed.

Mentors are advised to consider these under the 5 clusters as many are related. Also if a student has already been assessed in the Part 3 Episode of Care or Medicines Management then a number of the skills may already have been assessed (see pg 16)

If a student does not achieve a learning outcome

This is assessed at the final interview as Not Achieved. Mentors should record this by writing an NO in the box titled 'Level'. They should then date and sign the assessment and record this in the 'Ongoing Learning and Development Needs' page in the PAD. If there is a fitness for practise issue or concern a joint action plan should be instigated. In the example provided the student has not achieved Learning Outcome 3 on the first placement. The student has been reassessed on Learning Outcome 3 by a different mentor on placement 3 and this time the student achieves the outcome. Remember that students do not have to be assessed on every learning outcome on every placement.

Assessment of Students—Episode of Care

Advice for Students

Students should discuss opportunities for completing an episode of care with their mentor. Students can practice episodes of care and ask for feedback from mentors before undertaking the summative assessment.

Student reflection on the Episode of Care

Briefly outline how you have delivered high quality, complex care and give the rationale for the decisions you made.

I assisted a patient to shower as she was unable to do this for herself. I was able to help her wash and style her hair and brush her teeth. I helped her dress after the shower.

I gave her choices about how she wanted to shower and made sure she was comfortable and safe. I made sure that she consented to having a shower with me present. I made sure there was a shower chair and made sure she used the handrails when standing up. I closed the bathroom door and used the engaged sign to maintain privacy.

Reflect on how you used leadership skills to supervise and manage others.

I was able to discuss a strategy with a health care assistant to ensure that whilst I was assisting with the shower the other patients in the unit were able to seek help from another member of the team.

Reflect on how you have worked in partnership with health and social care professionals, service users, carer and families ensuring that decision-making about care is shared.

What did you do well?

I maintained privacy and dignity with me there. She was happy to feel clean, have fresh clothes and she said she felt like herself when we finished.

What would you have done differently?

I was very slow, I could have been more organised and arranged the bathroom before we started. I had to leave to get a towel at the end of the shower.

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

I need to think though all parts of patient care so that I can be more organised and think of what I need to do before I start.

Mentors should supervise students completing their episode of care. This will usually be direct supervision, however indirect supervision would be more appropriate at times to protect patient dignity.

Mentor feedback

Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following:
YES = Achieved No = Not Achieved (Refer to Grade Descriptors on Page 6)

Domain	Level	Comments
Professional values Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries. The student acts as a role model in promoting a professional image.		Jane demonstrated a very kind, caring and professional approach whilst helping her patient to shower. She went out of her way to maintain her patient's dignity.
Communication and interpersonal skills Demonstrates effective communication and interpersonal skills with patients/service users/carers. Communicates with the multi-disciplinary team and staff when delegating care, giving clear instructions and providing accurate and comprehensive written and verbal reports.		Jane's communication was very clear and reassuring. Her patient understood what was happening at each stage as she used language that the patient understood. Good documentation.
Nursing practice and decision-making Delivers care which is person-centred and meets essential and complex physical and psychological needs, within an appropriate timeframe. Practice is based on the use of up-to-date knowledge and evidence when assessing, planning, delivering and evaluating care		Jane maintained patient safety throughout, helping the patient to mobilise. Jane forgot some basic equipment, however Jane dealt with this professionally and has reflected really well on what she would like to improve.
Leadership, management, team working Acts in a way that values the roles and responsibilities in the team and interacts appropriately. Uses effective management skills to organise work efficiently. Prioritises and manages work load effectively.		Jane was able to get advice from the other staff on the best way to delegate and also consult the care plan to make sure she was following the best way to provide care.

If any of the Domains are 'Not Achieved' this will require a re-assessment and the academic representative must be informed

Student's signature: *Jane Edwards*

Date: *5th Dec, 2015*

Mentor's signature: *Fernando Gomez*

Date: *05/12/15*

Advice for Students and Mentors regarding Episodes of Care in Part 2 and Part 3 for all Fields

In Part 2 the Episode of Care requires the student to be involved in the assessment, planning implementation and evaluation of care to a group of patients/ service users or in some situations this might mean the delivery of care to an individual but involving a more complex scenario.

The student needs to be able to work more confidently and demonstrate their potential to work autonomously.

In Part 3 there is an Episode of Care that relates to care management and the student needs to effectively organise and manage the care for a group of patients/ service users with minimal supervision or if working in a service where care is managed on a one to one basis the mentor can choose a complex patient scenario.

Also in **Part 3** there is an assessment related to **Medicines Management**. The student must demonstrate that they can safely administer medicines to a group of patients/ service users or a caseload of patients/service users in community settings under the supervision of the mentor.

Mentors / Sign-off mentors who are assessing the episode of care or medicines management are advised to also review the related Essential Skills .

Assessment of Students—Action Plan

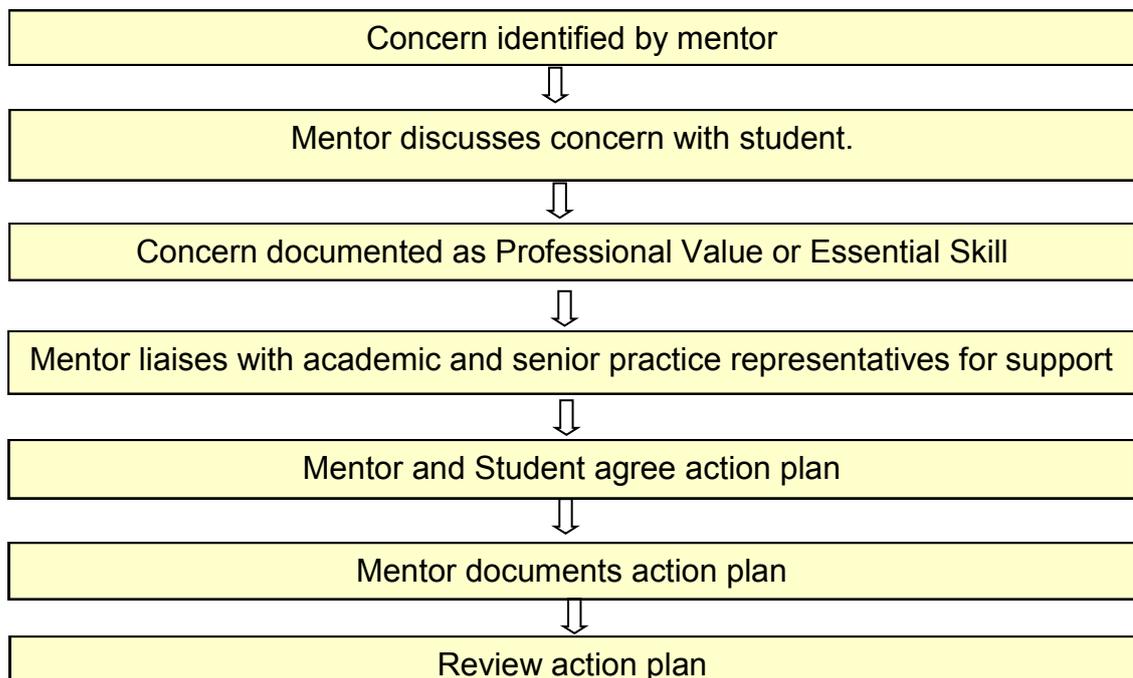
An action plan is required when a student's performance causes concern
The mentor/supervisor must liaise with the academic representative and senior practice representative

Date	Placement Name	Date for Review
	Esther Ward	04/12/15
Area of Concern <small>Note professional value or Essential Skill number if appropriate</small>	Criteria for Success / Support Available	Review Meeting
Professional Value 10 Jane has forgotten on two occasions to let the nurses know that patients were in pain and this delayed their analgesia.	The mentor to reassess and pass Jane as achieved in professional value 10 by the review date. Agree strategy for recording information Own allocation of 2 patients and regular updates with mentor.	Date: 14/12/15 Reviewer: Comments:
Signed (Mentor)..... <i>Fernando Gomez</i> Date..... <i>21st November 2015</i> Mentor's Name (please print) Signed (Student)..... <i>Jane Edwards</i> Date..... <i>21/11/15</i> <i>Fernando Gomez</i> Signed (Academic Representative)..... <i>Jen Frazer</i> Date..... <i>24/11/15</i>		

Advice for Mentors

If a student requires an action plan, the mentor must liaise with academic representatives (e.g. Link Lecturer / Personal Tutor) and senior practice representatives to instigate a joint action plan with the student.

Action Plans are instigated when there a cause for concern or fitness for practice issue that requires prompt action. It must involve the mentor/supervisor and an academic representative. Please see flow chart below—see individual university guidelines for more detail on their processes.



Assessment of Students—Service User Feedback

Patient/Service User Feedback Form

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

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

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

Tick if you are:	The Patient/Service User <input checked="" type="checkbox"/>			Carer/Relative <input type="checkbox"/>	
How happy were you with the way the student nurse...	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy
...cared for you?	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
...talked to you?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did the student nurse do well?

Jane is a lovely girl and was very kind and gentle with me. She helped me having a wash and I think she will be a good nurse.

What could the student nurse have done differently?

Jane didn't remember I needed my tablets which is a shame because she is so kind and trying to do her best. I wish her well for her future.

Mentor Signature: *Fernando Gomez*

Date: *17/11/15*

Student Signature: *Jane Edwards*

Date: *17 Nov 2015*

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

Advice for Mentors

The mentor should offer the service user the option of completing the service user feedback themselves, or offer to complete it on their behalf.

It is important that the student receives feedback from a service user on every placement if possible. There may well be instances where service user feedback is not appropriate and mentors should use their discretion with this.

It is recommended however that where service user feedback is appropriate mentors should facilitate this at least once every placement.

Advice for Students

Some service users may feel uncomfortable in this situation and could feel under pressure if the student is present.

Recording Learning Experiences—Additional Learning Opportunities

Record of working with other health care professionals/inter-professional working
 Record reflections on your learning in outreach/short practice placements
 or with members of the multi-disciplinary team.

Date	Time spent	Reflections on your learning
Details of your experience 14/11/15 Home visit with an OT to assess a patient in her home before discharge	4 hours	This really opened my eyes to all the things that need to be thought about before discharging a patient home. My patient had limited movement because of her stroke and it was good to see how the OT assessed her in her bathroom and kitchen and see what aids and adaptations she would need before going home. It made me realise how important it is to start discharge planning really early as lots of different services need to get involved.
Supervisor's comments and Signature	Jane really benefited from this experience and working with the multidisciplinary team in our ward. Fernando Gomez	

Date	Time spent	Reflections on your learning
Details of your experience		

Advice for Students

Additional learning experiences should reflect learning that is in addition to the usual day to day learning experiences available in a placement area or a short non-assessed placement.

All additional learning experiences should be undertaken through discussion with your mentor to ensure they are appropriate for your level of learning.

There is no set time period for an additional learning opportunity. The length is dependent on the experience being undertaken, but must be discussed and agreed by your mentor.

Advice for Mentors

The types of experiences that students may benefit from in your placement can be discussed at the initial and midpoint interviews. These may include hub and spoke experiences or working with other members of the multi disciplinary team.

It is also reasonable to expect that students will identify their own preferences for learning experiences based on their individual learning needs.

Recording Learning Experiences—Records of Meetings

Records of meetings/Additional Feedback

This can be completed by any individual involved in the student learning e.g. Nurses, other than the mentor, link lecturer or personal tutor

Date/ time	Signature/ Designation	Purpose of Meeting/Comments
17/11/2015 15.30	<i>Jane Fish</i> <i>Link Lecturer</i>	I met with Jane and discussed her progress on this placement. I checked her PAD assessments. A few skills have yet to be assessed so I have discussed targeting appropriate skills as well as assessment of these with her mentor. Will review progress of this on my next visit.

Advice for Mentors and Students

Initial, Midpoint and End interviews do not need to be recorded in this section.

Students can seek feedback from staff members they have been working with on a daily basis as this will be useful feedback for their mentors/ supervisors. If students require additional advice, support or development of action plans then these meetings should be recorded.

Meetings with link / liaison lecturers should also be recorded.

