Name……
Number…….
Cohort…….....
Personal Tutor……

PRACTICE ASSESSMENT DOCUMENT

ADULT NURSING PART2

BSc/PGDip/MSc

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

Contents	Page
Welcome to your Practice Assessment Document (PAD)	3
Guidance for using the PAD	4
University Specific Guidelines	5
Descriptors for Assessing Students in Practice	8
List of Mentors/Supervisors	9
Placement 1	11
Placement 2	25
Placement 3	39
Essential Skills Cluster	53
Part 2 Episode of Care	65
Part 2 Medicines Management	68
Action Plan	70
Record of Practice Clinical Experience Hours	72
Extra Placement Information Forms	78

Welcome to your Practice Assessment Document (PAD)

Student responsibilities

This Practice Assessment Document is designed to support and guide you towards successfully achieving the criteria set out in the Standards for Pre-Registration Nursing Education (NMC 2010).

The PAD makes up a significant part of your overall programme assessment. It will need to be processed through formal University systems. Continuous assessment is an integral aspect of assessment in practice and you are expected to show evidence of consistent achievement.

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

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

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

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

Mentor/Supervisor responsibilities

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

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

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

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

Sign-Off Mentor responsibilities (Part 3 only)

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

Guidance for using the PAD to Facilitate and Guide Practice Learning

Assessment criteria in the PAD are based on the NMC Essential skills clusters, progression criteria and standards for competence (NMC 2010). All mentors/supervisors/other professionals who comment in this document should sign and give their details on the record page which can be found in the first section of this document.

Components of Assessment (see individual university guidance/regulations)

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

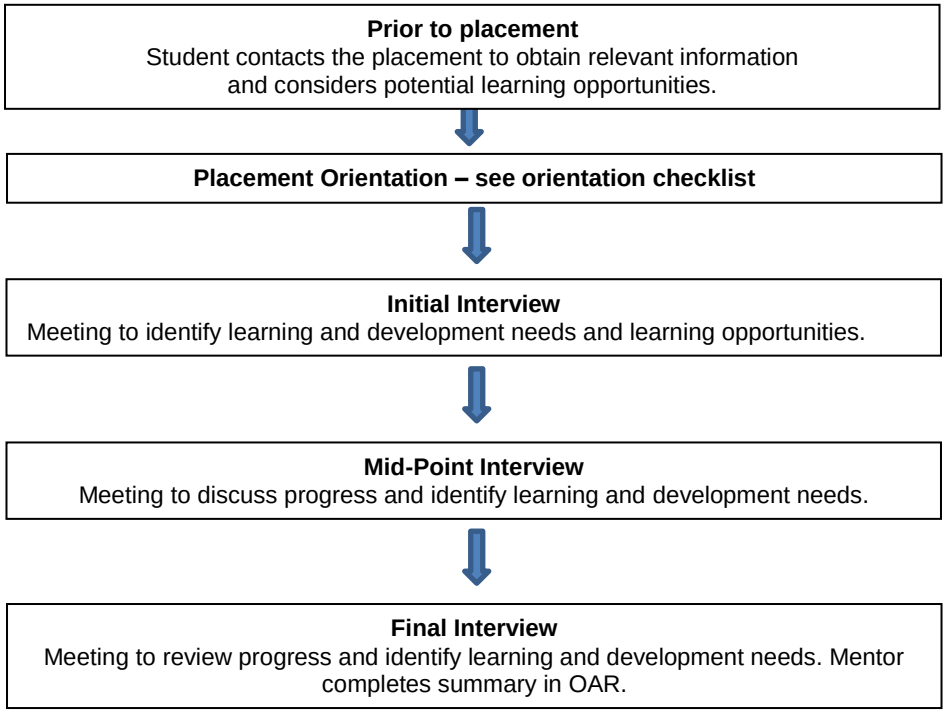
Essential Skills: These can be assessed in a range of placements but need to be assessed as achieved at least once *by the end of the Part.*

Assessment of an Episode of Care: This assesses the student's progress towards competency and must be achieved *by the end of the Part.* Examples are included in the 'Student and mentor Guide' An additional assessment of 'medicines management' is included in Part 2 and Part 3. Please refer to the 'student and mentor guide' regarding specific guidance on drug calculations in Part 3.

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

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 student progress.

Process of practice assessment



Further information / guidance is included in the university specific pages (overleaf) and in the *Student and Mentor Guide to Practice Learning*

Guidelines for Assessment and Progression

This document has been designed for use across nine Universities, this section outlines the process for assessment and progression for students in City University London nursing programmes.

Placement
Each 'placement' is an organised practice experience which enables the student to observe, participate and practise their skills in a variety of real life contexts. The experience enables the student to relate theory to the practice of caring and enables their skills and knowledge to develop through supervised practice. The adult nursing student's practice experience will take place within a distinct geographically based Community of Practice. In in mental health nursing practice experience may also take place with an allocated group of service users (client attachment). Both of these approaches are organised so that the student works consistently within an established team of health and social care professionals. The student's practice experience will take place in a variety of settings such as specialist units, hospital wards and primary care settings such as Health Centres and service user's homes. For children's nursing students the student will be given a range of placements which encompasses a child community of practice across multiple Trusts or placement providers. This will also include nurseries, special schools, health visiting as well as wards and primary care.

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

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

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

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

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

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

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

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

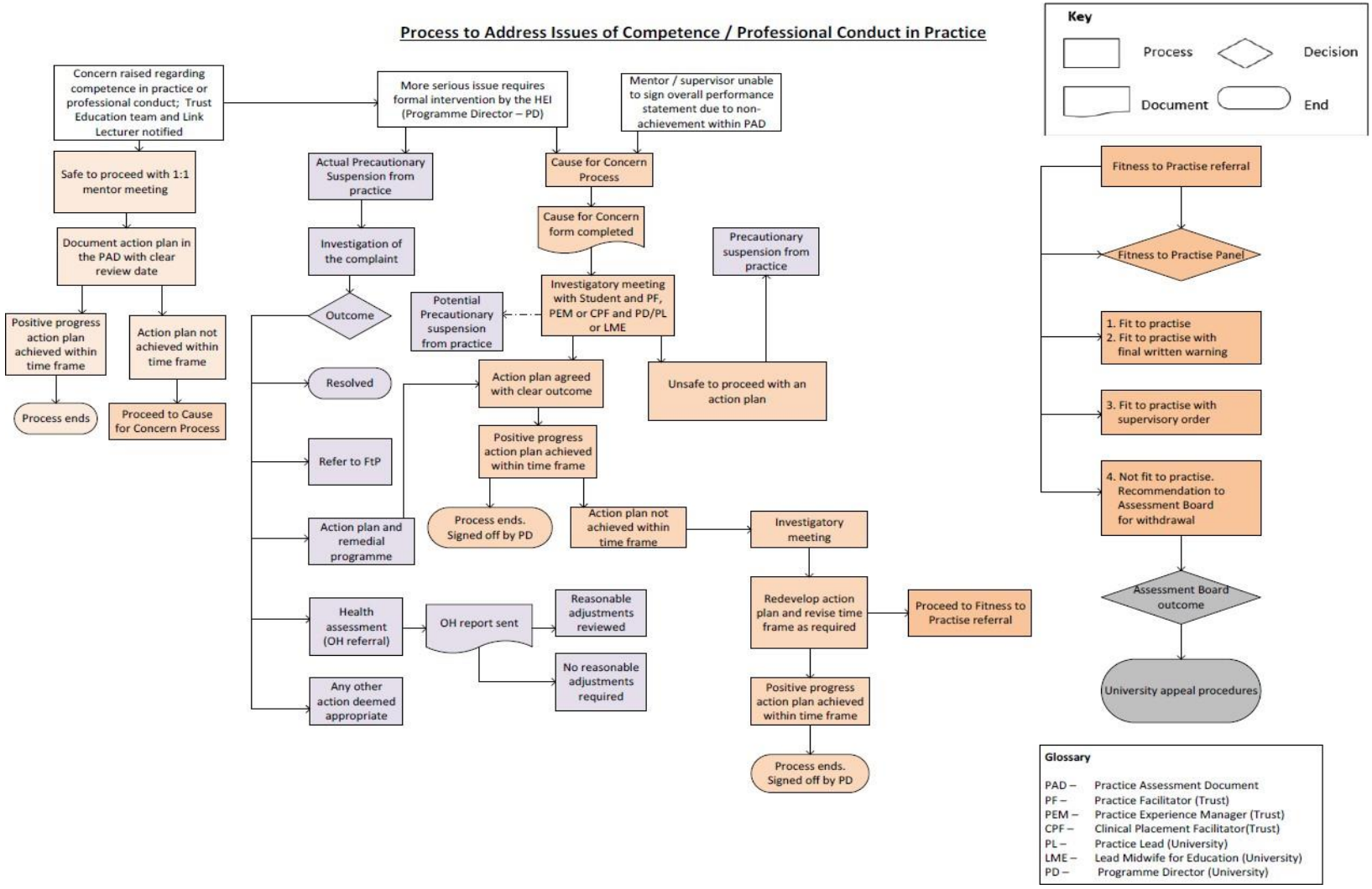
Practice Assessment - Episode of Care
The practice assessment – episode of care will be completed **ONCE** in each Part of the Programme (1, 2 and 3). Prior to the **summative** assessment the student needs to agree with their mentor a **formative** attempt with feedback.

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

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

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

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

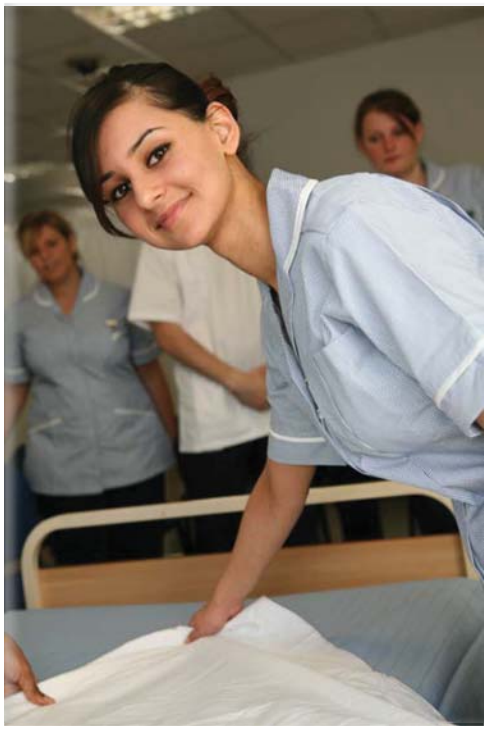

Process to Address Issues of Competence / Professional Conduct in Practice
Concern raised regarding competence in practice or professional conduct; Trust Education team and Link Lecturer notified
More serious issue requires formal intervention by the HEI (Programme Director – PD)
Mentor / supervisor unable to sign overall performance statement due to non-achievement within PAD
Safe to proceed with 1:1 mentor meeting
Actual Precautionary Suspension from practice
Cause for Concern Process
Document action plan in the PAD with clear review date
Investigation of the complaint
Cause for Concern form completed
Precautionary suspension from practice
Positive progress action plan achieved within time frame
Action plan not achieved within time frame
Outcome
Potential Precautionary suspension from practice
Investigatory meeting with Student and PF, PEM or CPF and PD/PL or LME
Process ends
Proceed to Cause for Concern Process
Resolved
Action plan agreed with clear outcome
Unsafe to proceed with an action plan
Refer to FtP
Positive progress action plan achieved within time frame
Action plan and remedial programme
Process ends. Signed off by PD
Action plan not achieved within time frame
Investigatory meeting
Health assessment (OH referral)
OH report sent
Reasonable adjustments reviewed
Redevelop action plan and revise time frame as required
Proceed to Fitness to Practise referral
No reasonable adjustments required
Any other action deemed appropriate
Positive progress action plan achieved within time frame
Process ends. Signed off by PD
Key
Process
Decision
Document
End
Fitness to Practise referral
Fitness to Practise Panel
1. Fit to practise
2. Fit to practise with final written warning
3. Fit to practise with supervisory order
4. Not fit to practise. Recommendation to Assessment Board for withdrawal
Assessment Board outcome
University appeal procedures
Glossary
PAD – Practice Assessment Document
PF – Practice Facilitator (Trust)
PEM – Practice Experience Manager (Trust)
CPF – Clinical Placement Facilitator(Trust)
PL – Practice Lead (University)
LME – Lead Midwife for Education (University)
PD – Programme Director (University)

Raising and escalating concerns in clinical practice

Nursing and midwifery students

Your responsibility

As a student, you have a professional responsibility to report any concerns you have relating to patient care and safety, clinical practice or learning support.



Who can you talk to?

If you have any concerns it is important that you raise them whilst you are in practice so that any issue can be dealt with effectively. Don't keep it to yourself. You must tell someone.

For example, you can speak to your Practice Mentor, Ward Manager, Lead Midwife for Education (LME), Practice Education Facilitator (PEF), Clinical Practice Facilitator (CPF), Link Lecturer, Personal Tutor or Programme Director.

The NMC requires you to tell someone.
City and your Trust will support you.

Descriptors for Assessing Students in Practice

The NMC has identified skills and professional behaviours that a student must demonstrate by the first progression point:

These criteria cover:

- Works more independently, with less direct supervision, in a safe and increasingly confident manner.

- Demonstrates potential to work autonomously, making the most of opportunities to extend knowledge, skills and practice. (NMC 2010).

Mentors are required to assess students at the level they are expected to achieve for their progression point. These descriptors should be used when assessing Professional Values, Essential Skills and the Episode of Care.

By the end of Part 2 the student needs to achieve all the Essential Skills, Professional Values and the Episode of Care Assessment

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

Achieved	Knowledge and understanding	Professional attitude	Participation in care and practical skill
YES	Has a sound knowledge base and is able to provide the rationale to support safe and effective practice.	Is able to demonstrate positive engagement with patients/service users and colleagues and their own learning. Responds to situations with minimal assistance.	In commonly occurring situations, is competent in performing care and skills.
NO	Is only able to identify the essential knowledge base and needs to develop further understanding or has an inadequate knowledge base or demonstrates unsafe practice.	Is disengaged from the learning process and/or responds inappropriately to patients/service users and/or colleagues.	With supervision is not able to demonstrate safe practice and is unable to perform the activity and/or follow instructions despite repeated guidance.

List of Mentors/Supervisors

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

(All mentors must have attended an annual update in line with NMC requirements)

Name (please print)	**Job Title**	**Signature**	**Initials**	**Date of last Mentor Update**	**Placement**

List of Mentors/Supervisors

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

(All mentors must have attended an annual update in line with NMC requirements)

Name (please print)	**Job Title**	**Signature**	**Initials**	**Date of last Mentor Update**	**Placement**

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: **Designation:**

Other Practice Staff/Key Contacts:

Name: **Designation:**

Academic Contact Details:
(e.g. Link Lecturer/Personal Tutor)

Name: **Designation:**

Name: **Designation:**

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

Mentor's signature: **Date:**

Placement 1: Orientation

	Name of Area 1		Name of Area 2 (if app.)	
Name of Placement Area				
	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: • 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 • 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				

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)
Mentor to identify learning opportunities to enable the student to meet their learning and development needs and assessments
Mentor and student to negotiate and agree a learning plan -
Student's signature: **Date:** **Mentor's signature:** **Date:** **Additional Signature (If Applicable):** **Date:**

Professional Values in Practice

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within legal frameworks, and be able to articulate the underpinning values of The Code (2015). Professional values expectations are reflected in the statements below.

Yes = Achieved, No = Not Achieved (Refer to Grade Descriptors on Page 8)

Professional attitude, behaviour and responsibility					
	Student Evidence / Comments	**Achieved Mid-Point Yes/No**	**Initial/ Date**	**Achieved Final Yes/No**	**Initial/ Date (Final)**
1. The student maintains confidentiality in accordance with the NMC code.					
2. The student is non-judgemental, respectful and courteous at all times when interacting with patents/carers/service users and all colleagues.					
3. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.					
4. The student's personal presentation and dress code is in accordance with the organisation's uniform policy.					
5. The student maintains the person's privacy and dignity.					
6. The student demonstrates openness, trustworthiness and integrity.					
7. The student makes a consistent effort to engage in and reflect on the requisite standards of care and learning.					

Safe and compassionate care					
	Student Evidence / Comments	**Achieved Mid-Point Yes/No**	**Initial/ Date**	**Achieved Final Yes/No**	**Initial/ Date (Final)**
8. The student is attentive, kind, compassionate and sensitive to the needs of others and promotes the autonomy, rights and choices of patients/service users.					
9. The student maintains consistent safe and person-centred practice.					
10. The student reports any concerns to the appropriate professional member of staff and exercises professional advocacy to safeguard human rights.					
11. The student demonstrates the ability to work more independently and to listen, seek clarification and carry out instructions safely in an increasingly confident manner.					
12. The student is able to recognise and work within the limitations of their own knowledge, skills and professional boundaries and understand that they are responsible for their own actions.					
13. The student manages appropriate and constructive relationships with members of the multidisciplinary team, patients/service users, families and carers, with the intent of building professional, caring relationships.					

Students can complete their evidence at any stage prior to the final interview. If there are any issues/areas for concern, these must be recorded in the Mid-Point or Final Interview as appropriate. 'Not Achieved' must trigger an Action Plan at the time of assessment and must be documented. The Action Plan template can be found on Page 70

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:
Professional Attitude:
Participation in Care and Practical Skill:
Mentor's comments Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.
Knowledge and Understanding:
Professional Attitude:
Participation in Care and Practical Skill:

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

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

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

Review Date: **Sign when reviewed:**

Student's signature: **Date:**

Mentor's signature: **Date:**

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

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

If specific concerns have been raised about the student's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on Page 70

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:
Professional Attitude:
Participation in Care and Practical Skill:
Mentor's comments Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.
Knowledge and Understanding:
Professional Attitude:
Participation in Care and Practical Skill:

Please record any further comments on the next page

Learning and Development Needs

To be agreed between the Mentor and Student

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

Was an Action Plan required to support the student?	**YES / NO**
If Yes, was the Academic Representative informed?	**YES / NO**
The Action Plan can be found on Page 70	

Checklist for assessed documents	**Tick**	**Mentor Initial**	**Student Initial**
The Mentor has signed the professional value statements at both Mid-Point and Final Interview			
The Mentor has signed the relevant skills the student has achieved in this area (where applicable)			
The Mentor has completed and signed the grading of practice document (depending on university requirements)			
The student and Mentor has checked and signed the practice placement hours			
The Mentor and Student have completed all the interview records and development plans, as appropriate			
The Mentor has printed and signed their name on the List of Mentors/Supervisors Record			
The Mentor has completed the Ongoing Achievement Record (OAR)			

Student's signature:	**Date:**
Mentor'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 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** ☐ **Carer/Relative**

How happy were you with the way the student nurse…	Very Happy	Happy	I'm not sure	Unhappy	Very unhappy
…cared for you?	○	○	○	○	○
…listened to your needs?	○	○	○	○	○
…understood the way you felt?	○	○	○	○	○
…talked to you?	○	○	○	○	○
…showed you respect?	○	○	○	○	○

What did the student nurse do well?

What could the student nurse have done differently?

Mentor Signature: **Date:**

Student Signature: **Date:**

Thank you for your help

This form has been designed by Service Users

Record of 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		
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

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		
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 student learning e.g. the mentor, staff (other than the mentor), practice educator, link lecturer or personal tutor. This is in addition to the pages referring to Inter-professional Working, as above.

Date/time	Signature/ Designation	Comments

Ongoing Feedback from Staff in Practice

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

Date/time	Signature/ Designation	Comments

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

Placement 2

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: **Designation:**

Other Practice Staff/Key Contacts:

Name: **Designation:**

Academic Contact Details:
(e.g. Link Lecturer/Personal Tutor)

Name: **Designation:**

Name: **Designation:**

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

Mentor's signature: **Date:**

Placement 2: Orientation

	Name of Area 1		Name of Area 2 (if app.)	
Name of Placement Area				
	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: • 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 • 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				

Placement 2: 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)
Mentor to identify learning opportunities to enable the student to meet their learning and development needs and assessments
Mentor and student to negotiate and agree a learning plan -
Student's signature: **Date:** **Mentor's signature:** **Date:** **Additional Signature (If Applicable):** **Date:**

Professional Values in Practice

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within legal frameworks, and be able to articulate the underpinning values of The Code (2015). Professional values expectations are reflected in the statements below.

Yes = Achieved, No = Not Achieved (Refer to Grade Descriptors on Page 8)

Professional attitude, behaviour and responsibility					
	Student Evidence / Comments	**Achieved Mid-Point Yes/No**	**Initial/ Date**	**Achieved Final Yes/No**	**Initial/ Date (Final)**
1. The student maintains confidentiality in accordance with the NMC code.					
2. The student is non-judgemental, respectful and courteous at all times when interacting with patents/carers/service users and all colleagues.					
3. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.					
4. The student's personal presentation and dress code is in accordance with the organisation's uniform policy.					
5. The student maintains the person's privacy and dignity.					
6. The student demonstrates openness, trustworthiness and integrity.					
7. The student makes a consistent effort to engage in and reflect on the requisite standards of care and learning.					

Safe and compassionate care					
	Student Evidence / Comments	**Achieved Mid-Point Yes/No**	**Initial/ Date**	**Achieved Final Yes/No**	**Initial/ Date (Final)**
8. The student is attentive, kind, compassionate and sensitive to the needs of others and promotes the autonomy, rights and choices of patients/service users.					
9. The student maintains consistent safe and person-centred practice.					
10. The student reports any concerns to the appropriate professional member of staff and exercises professional advocacy to safeguard human rights.					
11. The student demonstrates the ability to work more independently and to listen, seek clarification and carry out instructions safely in an increasingly confident manner.					
12. The student is able to recognise and work within the limitations of their own knowledge, skills and professional boundaries and understand that they are responsible for their own actions.					
13. The student manages appropriate and constructive relationships with members of the multidisciplinary team, patients/service users, families and carers, with the intent of building professional, caring relationships.					

Students can complete their evidence at any stage prior to the final interview. If there are any issues/areas for concern, these must be recorded in the Mid-Point or Final Interview as appropriate. 'Not Achieved' must trigger an Action Plan at the time of assessment and must be documented. The Action Plan template can be found on Page 70

Placement 2: 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:
Professional Attitude:
Participation in Care and Practical Skill:
Mentor's comments Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.
Knowledge and Understanding:
Professional Attitude:
Participation in Care and Practical Skill:

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

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

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

Review Date: **Sign when reviewed:**

Student's signature: **Date:**

Mentor's signature: **Date:**

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

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

If specific concerns have been raised about the student's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on Page 70

Placement 2: Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.
Knowledge and Understanding:
Professional Attitude:
Participation in Care and Practical Skill:
Mentor's comments Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.
Knowledge and Understanding:
Professional Attitude:
Participation in Care and Practical Skill:

Please record any further comments on the next page

Learning and Development Needs

To be agreed between the Mentor and Student

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

Was an Action Plan required to support the student?	**YES / NO**
If Yes, was the Academic Representative informed?	**YES / NO**
The Action Plan can be found on Page 70	

Checklist for assessed documents	**Tick**	**Mentor Initial**	**Student Initial**
The Mentor has signed the professional value statements at both Mid-Point and Final Interview			
The Mentor has signed the relevant skills the student has achieved in this area (where applicable)			
The Mentor has completed and signed the grading of practice document (depending on university requirements)			
The student and Mentor has checked and signed the practice placement hours			
The Mentor and Student have completed all the interview records and development plans, as appropriate			
The Mentor has printed and signed their name on the List of Mentors/Supervisors Record			
The Mentor has completed the Ongoing Achievement Record (OAR)			

Student's signature:	**Date:**
Mentor'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 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** ☐ **Carer/Relative**					
How happy were you with the way the student nurse…	Very Happy	Happy	I'm not sure	Unhappy	Very unhappy
…cared for you?	○	○	○	○	○
…listened to your needs?	○	○	○	○	○
…understood the way you felt?	○	○	○	○	○
…talked to you?	○	○	○	○	○
…showed you respect?	○	○	○	○	○
What did the student nurse do well?					
What could the student nurse have done differently?					
Mentor Signature:				**Date:**	
Student Signature:				**Date:**	

Thank you for your help

This form has been designed by Service Users

Record of 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		
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

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		
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 student learning e.g. the mentor, staff (other than the mentor), practice educator, link lecturer or personal tutor. This is in addition to the pages referring to Inter-professional Working, as above.

Date/time	Signature/ Designation	Comments

Ongoing Feedback from Staff in Practice

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

Date/time	Signature/ Designation	Comments

NB: For some students 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-Mentor/Supervisor Details:

Name: **Designation:**

Name: **Designation:**

Other Practice Staff/Key Contacts:

Name: **Designation:**

Academic Contact Details:
(e.g. Link Lecturer/Personal Tutor)

Name: **Designation:**

Name: **Designation:**

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

Mentor's signature: **Date:**

Placement 3: Orientation

	Name of Area 1		Name of Area 2 (if app.)	
Name of Placement Area				
	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: • 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 • 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				

Placement 3: 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)
Mentor to identify learning opportunities to enable the student to meet their learning and development needs and assessments
Mentor and student to negotiate and agree a learning plan -
Student's signature: **Date:** **Mentor's signature:** **Date:** **Additional Signature (If Applicable):** **Date:**

Professional Values in Practice

Students are required to demonstrate high standards of professional conduct at all times during their placements. Students should work within legal frameworks, and be able to articulate the underpinning values of The Code (2015). Professional values expectations are reflected in the statements below.

Yes = Achieved, No = Not Achieved (Refer to Grade Descriptors on Page 8)

Professional attitude, behaviour and responsibility					
	Student Evidence / Comments	**Achieved Mid-Point Yes/No**	**Initial/ Date**	**Achieved Final Yes/No**	**Initial/ Date (Final)**
1. The student maintains confidentiality in accordance with the NMC code.					
2. The student is non-judgemental, respectful and courteous at all times when interacting with patents/carers/service users and all colleagues.					
3. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.					
4. The student's personal presentation and dress code is in accordance with the organisation's uniform policy.					
5. The student maintains the person's privacy and dignity.					
6. The student demonstrates openness, trustworthiness and integrity.					
7. The student makes a consistent effort to engage in and reflect on the requisite standards of care and learning.					

Safe and compassionate care					
	Student Evidence / Comments	**Achieved Mid-Point Yes/No**	**Initial/ Date**	**Achieved Final Yes/No**	**Initial/ Date (Final)**
8. The student is attentive, kind, compassionate and sensitive to the needs of others and promotes the autonomy, rights and choices of patients/service users.					
9. The student maintains consistent safe and person-centred practice.					
10. The student reports any concerns to the appropriate professional member of staff and exercises professional advocacy to safeguard human rights.					
11. The student demonstrates the ability to work more independently and to listen, seek clarification and carry out instructions safely in an increasingly confident manner.					
12. The student is able to recognise and work within the limitations of their own knowledge, skills and professional boundaries and understand that they are responsible for their own actions.					
13. The student manages appropriate and constructive relationships with members of the multidisciplinary team, patients/service users, families and carers, with the intent of building professional, caring relationships.					

Students can complete their evidence at any stage prior to the final interview. If there are any issues/areas for concern, these must be recorded in the Mid-Point or Final Interview as appropriate. 'Not Achieved' must trigger an Action Plan at the time of assessment and must be documented. The Action Plan template can be found on Page 70

Placement 3: 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:
Professional Attitude:
Participation in Care and Practical Skill:
Mentor's comments Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.
Knowledge and Understanding:
Professional Attitude:
Participation in Care and Practical Skill:

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

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

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

Review Date: **Sign when reviewed:**

Student's signature: **Date:**

Mentor's signature: **Date:**

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

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

If specific concerns have been raised about the student's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on Page 70

Placement 3: Final Interview

This should take place towards the end of the placement

Student's self-assessment/reflection on progress Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.
Knowledge and Understanding:
Professional Attitude:
Participation in Care and Practical Skill:
Mentor's comments Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.
Knowledge and Understanding:
Professional Attitude:
Participation in Care and Practical Skill:

Please record any further comments on the next page

Learning and Development Needs

To be agreed between the Mentor and Student

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

Was an Action Plan required to support the student?	**YES / NO**
If Yes, was the Academic Representative informed?	**YES / NO**
The Action Plan can be found on Page 70	

Checklist for assessed documents	**Tick**	**Mentor Initial**	**Student Initial**
The Mentor has signed the professional value statements at both Mid-Point and Final Interview			
The Mentor has signed the relevant skills the student has achieved in this area (where applicable)			
The Mentor has completed and signed the grading of practice document (depending on university requirements)			
The student and Mentor has checked and signed the practice placement hours			
The Mentor and Student have completed all the interview records and development plans, as appropriate			
The Mentor has printed and signed their name on the List of Mentors/Supervisors Record			
The Mentor has completed the Ongoing Achievement Record (OAR)			

Student's signature:	**Date:**
Mentor'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 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** ☐ **Carer/Relative**

How happy were you with the way the student nurse…	Very Happy	Happy	I'm not sure	Unhappy	Very unhappy
…cared for you?	○	○	○	○	○
…listened to your needs?	○	○	○	○	○
…understood the way you felt?	○	○	○	○	○
…talked to you?	○	○	○	○	○
…showed you respect?	○	○	○	○	○

What did the student nurse do well?

What could the student nurse have done differently?

Mentor Signature: **Date:**

Student Signature: **Date:**

Thank you for your help

This form has been designed by Service Users

Record of 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		
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

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		
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 student learning e.g. the mentor, staff (other than the mentor), practice educator, link lecturer or personal tutor. This is in addition to the pages referring to Inter-professional Working, as above.

Date/time	Signature/ Designation	Comments

Ongoing Feedback from Staff in Practice

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

Date/time	Signature/ Designation	Comments

Assessment of Essential Skills

Assessment of Essential Skills is undertaken across the Part. These can be assessed in a range of placements but need to be assessed as Achieved (YES) at least once by the end of the Part. If an Essential Skill is assessed as Achieved (YES) early in the Part it is expected that the student maintains that level of competence and can be re-assessed in subsequent placements at the mentor's discretion.

The Grade Descriptors are 'Yes' (This skill has been achieved), 'No' (this skill has not been achieved). Refer to Grade Descriptors on Page 8 for further details.

Assessment of Essential Skills

Skills Cluster I: Care, Compassion and Communication:								
People can trust the adult nursing student to provide care based on the highest standards, knowledge and competence as partners in the care process.								
	YES = Achieved No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
1. Forms appropriate and constructive professional relationships with families and other carers.								
2. Uses professional support structures to learn from experience and make appropriate adjustments.								
People can trust the adult nursing student to engage in person centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves.								
3. Actively empowers people to be involved in the assessment and care planning process and determines people's preferences.								
People can trust the adult nursing student to engage with them in a warm, sensitive and compassionate way.								
4.Considers with the person and their carers their capability for self-care.								
People can trust the adult nursing student to engage therapeutically and actively listen to their needs and concerns, responding using skills that are helpful, providing information that is clear, accurate, meaningful and free from jargon.								
5. Uses strategies to enhance communication and remove barriers to effective communication minimising risk to people from lack of or poor communication.								

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

People can trust the adult nursing student to gain their consent based on sound understanding in order to allow an informed choice prior to any intervention and that their rights in decision making and consent will be respected and upheld.								
	YES = Achieved No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
6. Ensures the meaning of consent to treatment and care is understood by the person or service users and understands restrictions relating to specific client groups.								
Skills Cluster II: Organisational Aspects of Care								
People can trust the adult nursing student to treat them as partners and work with them to make a holistic and systematic assessment of their needs: to develop a personalised plan that is based on mutual understanding and respect for their individual situation promoting health and well-being, minimising risk of harm and promoting their safety at all times.								
7. Accurately undertakes and records a baseline assessment of weight, height, temperature, pulse, respiration and blood pressure using manual and electronic devices and understands and responds to abnormal findings**.**								
8. Understands the concept of public health and the benefits of healthy lifestyles and the potential risks and indicators of various lifestyles or behaviours, for example, substance misuse, smoking, obesity.								
9. Collects and interprets routine data, under supervision, related to the assessment and planning of care from a variety of sources e.g. urinalysis.								

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

	YES = Achieved No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
10. Undertakes the assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk factors by working with the person and records, shares and responds to clear indicators and signs e.g. Pain, assessment of anxiety.								
11. Where relevant, applies knowledge of age and condition-related anatomy, physiology and development when caring for people.								
People can trust the adult nursing student to deliver nursing interventions and evaluate their effectiveness against the agreed assessment and care plan.								
12. Prepares people for clinical interventions as per local policy.								
People can trust the adult nursing student to safeguard children and adults from vulnerable situations and support and protect them from harm.								
13. Documents concerns and information about people who are in vulnerable situations.								
People can trust the adult nursing student to respond to their feedback and a wide range of other sources to learn, develop and improve services.								
14. Responds appropriately when people want to complain, providing assistance and support.								
15. Uses supervision and other forms of reflective learning to make effective use of feedback from colleagues and managers.								

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

People can trust the adult nursing student to promote continuity when their care is to be transferred to another service or person.								
	YES = Achieved No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
16. Assists in preparing people and carers for transfer and transition through effective dialogue and accurate information and reports people's concerns.								
17. Assists in the preparation of records and reports to facilitate safe and effective transfer.								
People can trust the adult nursing student to be an autonomous and confident member of the multi-disciplinary or multi agency team and to inspire confidence in others.								
18. Communicates with colleagues verbally, face-to-face and by telephone, and in writing and electronically in a way that the meaning is clear, and checks that the communication has been fully understood.								
People can trust the adult nursing student to work safely under pressure and maintain the safety of service users at all times.								
19. Demonstrates professional commitment by working flexibly to meet service needs to enable quality care to be delivered.								
20. Uses supervision as a means of developing strategies for managing own stress and for working safely and effectively.								
21. Adheres to safety policies when working in the community and in people's home e.g. lone worker policy.								

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

Skills Cluster III: Infection Prevention and Control								
People can trust the adult nursing student to identify and take effective measures to prevent and control infection in accordance with local and national policy.								
	YES = Achieved No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
22. Participates in assessing and planning care appropriate to the risk of infection, evaluating and documenting interventions to prevent and control infection.								
23. Aware of the role of the Infection Control Team and Infection Control Nurse Specialist, and local guidelines for referral.								
24. Recognises potential signs of infection and reports to relevant senior member of staff.								
25. Discusses the benefits of health promotion within the concept of public health in the prevention and control of infection for improving and maintaining the health of the population.								
People can trust the adult nursing student to maintain effective standard infection control precautions and apply and adapt these to needs and limitations in all environments.								
26. Applies knowledge of transmission routes in describing, recognising and reporting situations where there is a need for standard infection control precautions.								
27. Safely uses and disposes of, or decontaminates, items in accordance with local policy and manufacturers' guidance and instructions e.g. cleaning of single or multi use equipment.								

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

People can the adult nursing student to provide effective nursing interventions when someone has an infectious disease including the use of standard isolation techniques.								
	YES = Achieved No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
28. Safely delivers care under supervision to people who require to be nursed in isolation or in protective isolation settings.								
29. Takes appropriate actions in any environment including the home care setting, should exposure to infection occur, for example, chicken pox, diarrhoea and vomiting, needle stick injury.								
30. Applies knowledge of 'exposure prone procedure' and takes appropriate precautions and actions.								
People can trust the adult nursing student to safely apply the principles of asepsis when performing invasive procedures and be competent in aseptic technique in a variety of settings.								
31. Demonstrates understanding of the principles of wound management, healing and asepsis.								
32. Safely performs basic wound care using clean and aseptic techniques in a variety of settings providing accurate advice to people and carers.								

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

People can trust the adult nursing student to act, in a variety of environments including the home care setting, to reduce risk when handling waste, including sharps, contaminated linen and when dealing with spillages of blood and other body fluids.								
	YES = Achieved No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
33. Adheres to health and safety at work legislation and infection control policies regarding the safe disposal of all waste, soiled linen, blood and other body fluids and disposing of 'sharps' including in the home setting maintaining people's dignity.								
Skills Cluster IV: Nutrition and Fluid Management								
People can trust the adult nursing student to assist them to choose a diet that provides an adequate nutritional and fluid intake.								
34. Under supervision helps people to choose healthy food and fluids in keeping with their personal preferences, circumstances and cultural needs.								
35. Accurately monitors dietary and fluid intakes and completes relevant documentation.								
36. Supports people who need to adhere to specific dietary and fluid regimes maintaining independence and dignity when possible.								
37. Identifies people who are unable to or have difficulty in eating or drinking and reports this to others to ensure adequate nutrition and fluid intake is provided.								

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

People can trust the adult nursing student to assess and monitor their nutritional status and in partnership, formulate an effective plan of care.								
	YES = Achieved No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
38. Takes and records accurate measurements of weight, height, length and body mass index and other appropriate measurements of nutritional status.								
39. Assesses baseline nutritional requirements for healthy people relating to factors such as age and mobility and formulates an effective care plan.								
People can trust the adult nursing student to assess and monitor their fluid status and in partnership with them, formulate an effective plan of care.								
40. Applies knowledge of fluid requirements needed for health and during illness and recovery so that appropriate fluids can be provided.								
41. Accurately monitors and records fluid intake and output. Recognises and reports abnormal findings.								
People can trust the adult nursing student to assist them in creating an environment that is conducive to eating and drinking.								
42. Follows local procedures in relation to mealtimes, for example, protected mealtimes, indicators of people who need extra support.								
43. Ensures that people are ready for the meal; they are in an appropriate location and position, offered the opportunity to wash hands and offered proper assistance.								

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

People can trust the adult nursing student to ensure that those unable to take food by mouth receive adequate fluid and nutrition to meet their needs.								
	YES = Achieved No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
44. Recognises, responds appropriately and reports when people have difficulty eating or swallowing taking into account individual difference, culture, psychosocial factors.								
Skills Cluster V: Medicines Management								
People can trust the adult nursing student to work within legal and ethical frameworks that underpin safe and effective medicines management.								
45. Demonstrates understanding of legal and ethical frameworks relating to safe administration of medicines in practice.								
46. With regard to ethical and legal frameworks, demonstrates an understanding of types of prescribing, types of prescribers and methods of supply.								
People can trust the adult nursing student to work as part of a team to offer holistic care and a range of treatment options of which medicines may form a part.								
47. Demonstrates a range of commonly recognised approaches to managing symptoms, for example, relaxation distraction and lifestyle advice.								

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

People can trust the adult nursing student to ensure safe and effective practice in medicines management through comprehensive knowledge of medicines, their actions, risks and benefits.								
People can trust the adult nursing student to administer medicines safely and in a timely manner, including controlled drugs.								
	YES = Achieved No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
48. Uses knowledge of commonly administered medicines in order to act promptly in cases where side effects and adverse reactions occur.								
49. Uses prescription charts correctly and maintains accurate records.								
50. Utilises and safely disposes of equipment needed to draw up and administer medication, for example, needles, syringes, gloves.								
51. Administers and, where necessary, prepares medication safely under direct supervision, including orally and by injection.								
People can trust the adult nursing student to keep and maintain accurate records using information technology, where appropriate, within a multi-disciplinary framework as a leader and as part of a team, in a variety of care settings within the home.								
52. Demonstrates awareness of roles and responsibilities within the multi-disciplinary team for medicines management, including how and in what ways information is shared within a variety of settings.								
People can trust the adult nursing student to work in partnership with people receiving medical treatments and their carers.								
53. Under supervision involves people and carers in administration and self-administration of medicines.								

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

People can trust the adult nursing student to use and evaluate up-to-date information on medicines management and work within national and local policy guidelines.								
	YES = Achieved No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
54. Accesses commonly used evidence based sources relating to the safe and effective management of medicine.								
People can trust the adult nursing student to demonstrate understanding and knowledge to supply and administer via a Patient Group Directive.								
55. Demonstrates knowledge ofwhat a Patient Group Directive is and who can use them.								

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

Part 2 Episode of Care

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

Guidelines

The mentor and student will identify an appropriate episode of direct care involving meeting the needs of a group of service users. e.g. assessing, planning, delivering and evaluating the care of a group of patients/service users.

The aim of this assessment is to demonstrate the student's progression in the following four competency domains in the context of the relevant field of nursing:

- Professional values
- Communication and interpersonal skills
- Nursing practice and decision-making
- Leadership, management and team working

Learning outcomes

1. The student provides safe, person-centred care in a confident manner, within an appropriate timeframe in order to demonstrate the knowledge, skills, attitudes and behaviours required.

2. The student demonstrates that they have maintained appropriate professional values, expected attitudes and behaviours during the episode of care.

3. The student demonstrates their potential to work autonomously, making the most of opportunities to extend knowledge, skills and practice.

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

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 8)**		
Domain	**Level**	**Comments**
Professional values Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries.		
Communication and interpersonal skills Demonstrates the ability to communicate effectively with service users in vulnerable situations, ensuring their dignity is maintained at all times.		
Nursing practice and decision making Demonstrates safe, compassionate, person-centred, evidence based care that respects and maintains dignity and human rights.		
Leadership, management, team working Uses effective management skills to organise work efficiently. Prioritises and manages work load effectively.		
If any of the Domains are 'Not Achieved' this will require a re-assessment and the academic representative must be informed		
Student's signature: **Date:** **Mentor's signature:** **Date:**		

Part 2 Medicines Management

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

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

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

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

Regulatory requirements: Standards for medicines management (NMC, 2007).the code (NMC, 2015)

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

Learning outcomes

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

YES = Achieved No = Not Achieved			
Competency	**Level**	**Competency**	**Level**
1. Is aware of the patient/service user's plan of care and the reason for medication. Explains to the assessor.		7. Prepares medication safely. Checks expiry date. Notes any special instructions/contraindications.	
2. Communicates appropriately with the patient/service user. Provides clear and accurate information and checks understanding.		8. Calculates doses accurately and safely. • Demonstrates to assessor the component parts of the calculation. • Minimum of 3 calculations undertaken.	
3. Understands safe storage of medications in the care environment.		9. Checks and confirms the patient/service user's identity. (ID band or other confirmation if in own home)	
4. Maintains effective hygiene/infection control throughout.		10. Administers or supervises self-administration safely under direct supervision. Verifies that oral medication has been swallowed.	
5. Checks prescription thoroughly. • Right patient/service user • Right medication • Right time/Date/Valid period • Right dose/last dose • Right route/method • Special instructions		11. Describes/demonstrates the procedure in the event of non-compliance.	
		12. Safely utilises and disposes of equipment.	
		13. Maintains accurate records. • Records, signs and dates when safely administered	
		14. Monitors effects and is aware of common side effects and how these are managed.	
6. Checks for allergies • Asks patient/service user. • Checks prescription chart or identification band		15. Uses appropriate sources of information e.g. British National Formulary	
		16. Offers patient /service user further support/advice.	
Comments			
Student's signature:		**Date:**	
Mentor's signature:		**Date:**	

Action Plan

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

Date	Placement Name	Date for Review
Area of Concern **Note professional value or Essential Skill number if appropriate**	**Criteria for Success / Support Available**	**Review Meeting**
		Date: **Reviewer:** **Comments:**

Signed (Mentor)……... **Date……..** **Mentor's Name (please print)**

Signed (Student) …….. **Date ……....** **.....**

Signed (Academic Representative)…..... **Date……...**

Action Plan

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

Date	Placement Name	Date for Review
Area of Concern **Note professional value or Essential Skill number if appropriate**	**Criteria for Success / Support Available**	**Review Meeting**
		Date: **Reviewer:** **Comments:**

Signed (Mentor)……... **Date……..** **Mentor's Name (please print)**

Signed (Student) …….. **Date ……....** **.....**

Signed (Academic Representative)…..... **Date……...**

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 hours completed, alterations and totals should be initialled by Mentor/Supervisor

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

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

Signed:_____**(Mentor/Registrant)** Name (print): _____

Verification by Mentor/Registrant: I have checked the hours of experience recorded by the student,

Clinical Area:_____ Date: _____

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

Signed:_____**(Student)** Date: _____

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

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

Please start a new page per placement

To be completed as per your local University Requirements

PRACTICE HOURS

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

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

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

Signed:_____**(Mentor/Registrant)** Name (print): _____

Verification by Mentor/Registrant: I have checked the hours of experience recorded by the student,

Clinical Area:_____ Date: _____

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

Signed:_____**(Student)** Date: _____

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

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

Please start a new page per placement

To be completed as per your local University Requirements

PRACTICE HOURS

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

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

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

Signed:_____**(Mentor/Registrant)** Name (print): _____

Verification by Mentor/Registrant: I have checked the hours of experience recorded by the student,

Clinical Area:_____ Date: _____

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

Signed:_____**(Student)** Date: _____

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

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

Please start a new page per placement

To be completed as per your local University Requirements

PRACTICE HOURS

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

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

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

Signed:_____**(Mentor/Registrant)** Name (print): _____

Verification by Mentor/Registrant: I have checked the hours of experience recorded by the student,

Clinical Area:_____ Date: _____

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

Signed:_____**(Student)** Date: _____

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

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

Please start a new page per placement

To be completed as per your local University Requirements

PRACTICE HOURS

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

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

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

Signed:_____**(Mentor/Registrant)** Name (print): _____

Verification by Mentor/Registrant: I have checked the hours of experience recorded by the student,

Clinical Area:_____ Date: _____

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

Signed:_____**(Student)** Date: _____

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

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

Please start a new page per placement

To be completed as per your local University Requirements

PRACTICE HOURS

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

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

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

Signed:_____**(Mentor/Registrant)** Name (print): _____

Verification by Mentor/Registrant: I have checked the hours of experience recorded by the student,

Clinical Area:_____ Date: _____

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

Signed:_____**(Student)** Date: _____

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

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

Please start a new page per placement

To be completed as per your local University Requirements

PRACTICE HOURS

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

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

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

Signed:_____**(Mentor/Registrant)** Name (print): _____

Verification by Mentor/Registrant: I have checked the hours of experience recorded by the student,

Clinical Area:_____ Date: _____

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

Signed:_____**(Student)** Date: _____

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

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

Placement Number:

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: **Designation:**

Other Practice Staff/Key Contacts:

Name: **Designation:**

Academic Contact Details:
(e.g. Link Lecturer/Personal Tutor)

Name: **Designation:**

Name: **Designation:**

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

Mentor's signature: **Date:**

Placement Number:

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: **Designation:**

Other Practice Staff/Key Contacts:

Name: **Designation:**

Academic Contact Details:
(e.g. Link Lecturer/Personal Tutor)

Name: **Designation:**

Name: **Designation:**

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

Mentor's signature: **Date:**

Placement Number:

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: **Designation:**

Other Practice Staff/Key Contacts:

Name: **Designation:**

Academic Contact Details:
(e.g. Link Lecturer/Personal Tutor)

Name: **Designation:**

Name: **Designation:**

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

Mentor's signature: **Date:**

This PAD document has been developed by the Pan London Steering Group in collaboration with practice partners, mentors, academic staff, students and service users across the London Region.

Membership of the Pan London Practice Assessment Document Steering Group

- Zoe Scullard, Principal Lecturer, Practice Learning, Buckinghamshire New University (Chair)
- Joady Mitchell, Principal Lecturer Practice Learning & Clinical Skills Teaching, London South Bank University (Vice Chair) *(Child Lead & NMC Liaison)*
- Kath Sharples, Senior Lecturer Adult Nursing and Practice Innovation, Faculty of Health, Social Care Sciences and Education, Kingston University and St George's, University of London *(Mentor Handbook)*
- Kathy Wilson, Head of Practice Based Learning, Middlesex University *(Adult Lead)*
- Angela Parry, Director of Clinical Education, Florence Nightingale School of Nursing & Midwifery, King's College London *(Adult Lead)*
- Michelle Ellis Senior Lecturer & Practice Lead, Child Health, City University London *(Child Lead)*
- Mark Jones, Senior Lecturer & Head of Practice Education. School of Health Sciences, City University London
- Nicki Fowler Programme Leader/Professional Lead, Learning Disabilities, University of Greenwich *(Mental Health Lead)*
- Matt Snowden, Director of Contracts, College of Nursing, Midwifery and Healthcare, University of West London *(Pan London Implementation Plan)*
- Alan Randle, Associate Dean (AQA-Practice Enhancement), University of Hertfordshire *(Learning Disability Lead)*
- Mark Statham, Head of Pre-Registration and CPPD, London LETB Shared Service.
- David Marston, Senior Commissioning Manager Non-Medical Commissioning & Quality Management, London LETB Shared Services
- Chris Caldwell, Dean of Healthcare Professions, Health Education North Central and East London *(Representing London LETBs)*
- Louise Morton, Head of Nursing and Non-Medical Clinical Education & Acting Assistant Chief Nurse, Great Ormond Street Hospital for Children NHS Foundation Trust, London *(Representing the London Directors' of Nursing)*
- Sue West, Academic Dean, Faculty of Society & Health, Buckinghamshire New University *(Representing The Council of Deans)*
- Jane Fish, PLPAD Project Manager
- Josee Soobadoo, PLPAD Project Team Associate
- Ian Grant-Rowan PLPAD Project Administrator

The development of this document was funded by Health Education North Central and East London, Health Education North West London and Health Education South London.

© PLPLG 2014 All rights reserved. No part of this work may be photocopied, recorded or otherwise reproduced without the prior permission of the Pan London Practice Learning Group.

NHS
Health Education North West London

NHS
Health Education North Central and East London

NHS
Health Education South London