PRACTICE ASSESSMENT DOCUMENT

A Guide for Mentors and Students

BSc(Hons)  PG Dip  MSc
An Overview of the Practice Assessment Document

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

Purpose of this Guide

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

What is included in this Guide?

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

This guide has been updated in September 2017 to reflect the amendments agreed by the Pan London Practice Learning Group following feedback from all HEI's representing students, practice staff and lecturers.

What has changed since initial implementation?

- the student writes evidence to support the achievement of Professional Values (rather than the mentor writing)
- some skills are now rephrased towards a more reflective approach to learning (i.e. Demonstrate, through reflection, why you would use this intervention)
- there is an additional assessment for Medicines Management in Part 2 (initially only Part 3)

Overall Summary of the PAD

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

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
</tr>
</thead>
<tbody>
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<td>Practice orientation and demographics</td>
<td></td>
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</tbody>
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- Midpoint Interview  
- Final Interview |
| Assessment of students | - Descriptors  
- Professional values  
- Essential Skills  
- Episode of Care  
- Action Plans  
- Service User Feedback |
| Recording Learning Experiences | - Additional Clinical Skills  
- Additional Learning Opportunities  
- Records of Meetings  
- List of Mentors / Supervisors |
Guidance for Completing Placement Information

Students should complete these sections prior to the initial interview.

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

**Placement 1**

- Placement Provider: (e.g. Trust)
- Name of Practice Area:
- Type of Experience: (e.g. Community/Ward based)
- Practice Placement Telephone:
- Placement Contact Email:
- Start Date: ............... End Date: ............... No. of Hours: ............... 

**Mentor/Co-Mentor/Supervisor Details:**

- Name: Designation:
- Name: Designation:

**Other Practice Staff/Key Contacts:**

- Name: Designation:

**Academic Contact Details:**

- (e.g. Link Lecturer)
- Name: Designation:
- Name: Designation:

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

Mentor’s signature: Date: 

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

It is useful to provide students with an information pack pertaining to the practice area. This can include login details for local intranet sites. Mentors should use the relevant risk assessment documentation for the University and ensure they follow specific university processes where required. This page now allows for orientation to be carried out in two areas as some students may attend more that one area as part of their placement experience.

#### Advice for Mentors

It is useful to provide students with an information pack pertaining to the practice area. This can include login details for local intranet sites. Mentors should use the relevant risk assessment documentation for the University and ensure they follow specific university processes where required. This page now allows for orientation to be carried out in two areas as some students may attend more that one area as part of their placement experience.

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<table>
<thead>
<tr>
<th>Name of Placement Area</th>
<th>Name of Area 1</th>
<th>Name of Area 2 (if app.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The following criteria need to be met within the first day in placement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A general orientation to the health and social care placement setting has been undertaken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student has been shown the:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• fire alarms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• fire exits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• fire extinguishers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resuscitation policy and procedures have been explained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resuscitation equipment has been shown and explained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student knows how to summon help in the event of an emergency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student is aware of where to find local policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• health and safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• incident reporting procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• infection control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• handling of messages and enquiries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• other policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student has been made aware of information governance requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The shift times, mealtimes and reporting sick policies have been explained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy regarding safeguarding has been explained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lone working policy has been explained (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The following criteria need to be met prior to use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student has been shown and given a demonstration of the moving and handling equipment used in the clinical area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student has been shown and given a demonstration of the medical devices used in the clinical area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement Provider induction/update complete, if applicable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Assessment Process—Initial Interview

#### Placement 1: Initial Interview

**Area Name:**

This interview takes place within the first week of the placement

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

- Develop confidence in caring for a range of patients.
- Develop appropriate therapeutic communication skills with patients/service users and relatives/carers.
- Practice handing over patients’ details and progress to others.
- Learn more about the role of the occupational therapists and go on a home visit to see a discharge assessment.

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

- This placement provides a good opportunity to be assessed on a broad range of essential skills.
- Jane’s learning needs are realistic and can be accommodated on this placement.
- Through liaising with the OT department a home visit will be possible.

**Mentor and student to negotiate and agree a learning plan**

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

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**Student's signature:** Jane Edwards  
**Date:** 07/10/15  
**Mentor's signature:** Fernando Gomez  
**Date:** 7th Oct 2015

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### Advice for Mentors

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

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

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**Advice for Students**

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

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**Areas for Reflection**

<table>
<thead>
<tr>
<th>Areas for Reflection</th>
<th>Reflection Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Learning Needs</td>
<td>Am I meeting my personal learning needs set at the beginning of the placement?</td>
</tr>
<tr>
<td>Professional Values</td>
<td>What professional values am I achieving?</td>
</tr>
<tr>
<td></td>
<td>What professional values need development?</td>
</tr>
<tr>
<td>Essential Skills</td>
<td>What essential skills have I achieved?</td>
</tr>
<tr>
<td></td>
<td>What essential skills need development?</td>
</tr>
</tbody>
</table>

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**Placement 1: Mid-Point Interview**

This interview takes place half way through the placement. Mentor and student to sign on the next page.

**Student’s self-assessment/reflection on progress**

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

**Knowledge and Understanding:**

I have been assessed on and achieved some of my essential skill related to communication, observations and care delivery. I have been reading up on various patient diagnoses to understand their care and the underpinning theory, for example dementia care and stroke. I have seen how the OT works with people who have had a stroke and have a better understanding of their role.

**Professional Attitude:**

I always act in a professional manner and have had no sickness or absence recorded. I enjoy working within a team to deliver care and always try to work within my limitations.

**Participation in Care and Practical Skill:**

I have been developing my communication skills and am becoming more confident when handing over my patients though still require some assistance with this. I have been working with people with dementia and learning how to communicate and interact better but still need to improve on this also.

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

**Areas for Discussion**

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

**Mentor’s comments**

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

**Knowledge and Understanding:**

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

**Professional Attitude:**

Jane is developing into a compassionate and caring nurse. She needs to develop her communication skills especially in regards to responding to non verbal cues from the patients for example recognising when a patient is in pain and offering analgesia.

Jane is very nervous about public speaking and is not yet confident in the hand over of her patients.

**Participation in Care and Practical Skills:**

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

Jane is not achieving professional value 10, we have an action plan for this.
Advice for Students: Use this section to identify specific learning opportunities that you feel would help you develop.

Advice for Mentors

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

Placement 1: Mid-Point Interview
Ongoing learning and development needs
To be agreed between Mentor and Student – sign and date all entries below

<table>
<thead>
<tr>
<th>Identify learning and development needs</th>
<th>Identify the learning opportunities/support to enable the student to meet their needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need to develop my confidence in communicating with patients/service users and other professionals.</td>
<td>Observe trained staff communicating with patients and relatives/carers.</td>
</tr>
<tr>
<td>The areas that I need to develop include talking during the ward handover, and the bedside handover.</td>
<td>Jane will be given time to write out her handover for 1 patient and show it to me before the end of the shift. When she is more confident we can increase to 2—3 patients and use these same notes for the bedside handover.</td>
</tr>
<tr>
<td>Jane would like the opportunity to attend the multidisciplinary team meeting.</td>
<td>Jane’s roster will coincide with at least 2 MDT meetings.</td>
</tr>
<tr>
<td>I need to improve my active listening and my mentor and I have written an action plan for this.</td>
<td>We will follow the action plan for improving Jane’s active listening.</td>
</tr>
</tbody>
</table>

Review Date: 21/12/15
Student’s Signature: Jane Edwards
Mentor’s Signature: Fernando Gomez

Sign when reviewed: Fernando Gomez
Date: 21/11/15
Date: 21st November 2015

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 59.
I have progressed well in most areas. I have been assessed on and achieved a sufficient number of essential skills. I have maintained professional values and this is evident through the continued positive feedback I’ve received from my patients and their relatives.

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

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

Advice for Students

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

Advice for Mentors

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

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

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

Participation in Care and Practical Skill:
Jane has responded well to the objectives in the action plan and is now demonstrating safe practice with far less need for supervision and prompting.
Assessment Process—Final Interview Continued

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

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

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

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

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

Was an Action Plan required to support the student? [YES/NO]
If Yes, was the Academic Representative informed? [YES/NO]
The Action Plan can be found on page 59

Mentor’s checklist for assessed documents

<table>
<thead>
<tr>
<th>Task</th>
<th>Tick</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have signed the professional value statements the student has achieved in this area</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I have signed the relevant skills the student has achieved in this area (where applicable)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I have completed and signed the grading of practice document (depending on university requirements)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The student and I have checked and signed the practice placement hours</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I have completed all the interview records and development plans</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I have printed and signed my name on the List of Mentors/Supervisors Record</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I have completed the Ongoing Achievement Record (UAR)</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Student’s signature: Jane Edwards
Date: 14/12/15

Mentor’s signature: Fernando Gomez
Date: 14/12/15
Assessment of Students—Descriptors

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

Sources of evidence

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

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

Progression Points

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

**Progression Point 1**

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

**Progression Point 2**

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

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

### Professional 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 7)

<table>
<thead>
<tr>
<th>Professional attitude, behaviour and responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Evidence / Comments</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>1. The student maintains confidentiality in accordance with the NMC code.</td>
</tr>
<tr>
<td>2. The student is non-judgmental, respectful and courteous at all times when interacting with patients/carers/service users and all colleagues.</td>
</tr>
<tr>
<td>3. The student maintains an appropriate professional attitude regarding punctuality and communicates appropriately if unable to attend placement.</td>
</tr>
<tr>
<td>4. The student’s personal presentation and dress code is in accordance with the organisation’s uniform policy.</td>
</tr>
</tbody>
</table>

**Advice for Mentors**

Students should be assessed on **ALL** professional values during **EVERY PLACEMENT** at both mid-point and end of placement.

Students must provide a comment on how they felt they had achieved the value at any point during the placement but are advised to at least 1/3 by midpoint and then complete all by final interview.

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

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

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

Skills Cluster 1: Care, Compassion and Communication:

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

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level</td>
<td>Sign/Date</td>
<td>Level</td>
<td>Sign/Date</td>
</tr>
<tr>
<td>1. Recognises, and acts within, legal frameworks and local policies in delivering person centred care.</td>
<td>Yes</td>
<td>Fernando Gomez</td>
<td>14/12/15</td>
<td></td>
</tr>
<tr>
<td>2. Uses ways to maximise communication when hearing, vision or speech is compromised.</td>
<td></td>
<td></td>
<td>Yes</td>
<td>Pat Thompson</td>
</tr>
</tbody>
</table>

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

Assessment of Students from Different Universities

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

If a student achieves a learning outcome

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

Achievement of Essential Skills:

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

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

If a student does not achieve a learning outcome

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

If any skill has not been assessed or is not applicable to the Practice area, please leave blank.
Assessment of Students—Episode of Care

Advice for Students

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

Advice for Students

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

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

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

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

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

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

Jane demonstrated a very kind, caring and professional approach whilst helping her patient to shower. She went out of her way to maintain her patient’s dignity.

Jane’s communication was very clear and reassuring. Her patient understood what was happening at each stage as she used language that the patient understood. Good documentation.

Jane maintained patient safety throughout, helping the patient to mobilise. Jane forgot some basic equipment, however Jane dealt with this professionally and has reflected really well on what she would like to improve.

Jane was able to get advice from the other staff on the best way to delegate and also consult the care plan to make sure she was following the best way to provide care.

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

Mentor Feedback

Based on the student’s reflection, your observation and discussion of the episode of care, please assess and comment on the following.

Table: Mentor Feedback

<table>
<thead>
<tr>
<th>Domain</th>
<th>Level</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional values</td>
<td></td>
<td>Jane demonstrated a very kind, caring and professional approach whilst helping her patient to shower. She went out of her way to maintain her patient’s dignity.</td>
</tr>
<tr>
<td>Communication and interpersonal skills</td>
<td></td>
<td>Jane’s communication was very clear and reassuring. Her patient understood what was happening at each stage as she used language that the patient understood. Good documentation.</td>
</tr>
<tr>
<td>Nursing practice and decision-making</td>
<td></td>
<td>Jane maintained patient safety throughout, helping the patient to mobilise. Jane forgot some basic equipment, however Jane dealt with this professionally and has reflected really well on what she would like to improve.</td>
</tr>
<tr>
<td>Leadership, management, team working</td>
<td></td>
<td>Jane was able to get advice from the other staff on the best way to delegate and also consult the care plan to make sure she was following the best way to provide care.</td>
</tr>
</tbody>
</table>

If any of the Domains are ‘Not Achieved’ this will require a reassessment and the academic representative must be informed.

Student’s signature: Jane Edwards
Mentor’s signature: Fernando Gomez
Date: 5th Dec, 2015
Date: 05/12/15
Advice for Students and Mentors regarding Episodes of Care in Part 2 and Part 3 for all Fields

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

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

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

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

Medicines Management Assessment (including Drug Calculations)

There is a Medicines Management assessment in both Part 2 and Part 3 PAD. This requires that the student gains additional experience with their mentor and other qualified nurses to support them in gaining understanding of all aspects related to the administration of medicines including both NMC standards and local policy.

The student must be able to demonstrate that they can safely administer medicines to a group of patients/service users or a caseload of patients/service users in community settings under the supervision of the mentor.

Mentors/Sign-off mentors are also advised to review the skills related to Essential Skills.
### Assessment of Students—Action Plan

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Placement Name</th>
<th>Date for Review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Esther Ward</td>
<td>04/12/15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>Criteria for Success / Support Available</th>
<th>Review Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Value 10</td>
<td>The mentor to reassess and pass Jane as achieved in professional value 10 by the review date. Agree strategy for recording information Own allocation of 2 patients and regular updates with mentor.</td>
<td>Date: 14/12/15 Reviewer:</td>
</tr>
</tbody>
</table>

**Signed (Mentor):** Fernando Gomez  
**Date:** 21st November 2015  
**Signed (Student):** Jane Edwards  
**Date:** 21/11/15  
**Signed (Academic Representative):** Jen Frazer  
**Date:** 24/11/15  
**Mentor’s Name (please print):** Fernando Gomez

### Advice for Mentors

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

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

1. **Concern identified by mentor**
2. **Mentor discusses concern with student.**
3. **Concern documented as Professional Value or Essential Skill**
4. **Mentor liaises with academic and senior practice representatives for support**
5. **Mentor and Student agree action plan**
6. **Mentor documents action plan**
7. **Review action plan**
Assessment of Students—Service User Feedback

Patient/Service User Feedback Form

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

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

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

<table>
<thead>
<tr>
<th>Tick if you are:</th>
<th>The Patient/Service User</th>
<th>Care/Relative</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How happy were you with the way the student nurse...</th>
<th>Very Happy</th>
<th>Happy</th>
<th>I'm not sure</th>
<th>Unhappy</th>
<th>Very unhappy</th>
</tr>
</thead>
<tbody>
<tr>
<td>...cared for you?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>...listened to your needs?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>...understood the way you felt?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>...talked to you?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>...showed you respect?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

What did the student nurse do well?
Jane is a lovely girl and was very kind and gentle with me. She helped me having a wash and I think she will be a good nurse.

What could the student nurse have done differently?
Jane didn’t remember I needed my tablets which is a shame because she is so kind and trying to do her best. I wish her well for her future.

Mentor Signature: Fernando Gomez  Date: 17/11/15
Student Signature: Jane Edwards  Date: 17 Nov 2015

Advice for Mentors

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

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

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

Advice for Students

Some service users may feel uncomfortable in this situation and could feel under pressure if the student is present.
Recording Learning Experiences—Additional Learning Opportunities

Advice for Students

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

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

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

Advice for Mentors

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

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

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**Record of working with other healthcare professionals/inter-professional working**

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Time spent</th>
<th>Reflections on your learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details of your experience 14/11/15</td>
<td>4 hours</td>
<td>This really opened my eyes to all the things that need to be thought about before discharging a patient home. My patient had limited movement because of her stroke and it was good to see how the OT assessed her in her bathroom and kitchen and see what aids and adaptions she would need before going home. It made me realise how important it is to start discharge planning really early as lots of different services need to get involved.</td>
</tr>
</tbody>
</table>

Supervisor's comments and Signature: Jane really benefited from this experience and working with the multidisciplinary team in our ward.

Fernando Gomez
Ongoing feedback from a range of staff — Records of Meetings

**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.

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

---

**Advice for Mentors and Students**

Students should seek feedback from staff members they have been working with on a daily basis as this will be useful feedback for their mentors/supervisors.

If students require additional advice, support or development of action plans then these meetings should be recorded.

Meetings with link/liaison lecturers should also be recorded.
List of Mentors

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Initials</th>
<th>Date of Last Mentor Update</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fernando Gomez</td>
<td>Fernando Gomez</td>
<td>F</td>
<td>08/05/15</td>
<td>Esther ward</td>
</tr>
</tbody>
</table>

Advice for Mentors

This page has been moved to the beginning of the document to ensure completion.

All mentors/supervisors who document in a student's PAD must provide their details.

This is to ensure the university can assure the NMC that correct processes have been followed and that all mentors/supervisors are properly up to date and qualified to verify the student's competence. Those supervisors/assessors who are not registered nurses should indicate their professional qualification.
Additional advice for staff supporting students in practice: Student responsibilities

This Practice Assessment Document is designed to support and guide students 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 their 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.

Students must ensure they are familiar with their university assessment and submission processes for this document and contact the academic representative from their university if needed. Students are responsible for the safekeeping and maintenance of the PAD. It should be available to the mentor/supervisor at all times.

The Mentor/Supervisor has 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. Processes for raising concerns and related support mechanisms need to be highlighted to students at the beginning of the placement.

If the student is not meeting the required standards this should be highlighted as a development need as soon as possible.

If there is a cause for concern or a fitness for practice issue that requires prompt action an Action Plan (appendix in PAD) 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.

Students, mentors and supervisors are advised to contact the appropriate university academic or seek feedback from the local education team if there are any concerns regarding learning and/or assessment in practice.

Additional guidance, resources and support will be provided by your local university.