FOUNDATION DEGREE IN HEALTHCARE PRACTICE (NURSING ASSOCIATE)

PRACTICE ASSESSOR’S HANDBOOK 2018
(Updated December 2017)

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<tr>
<th>Name of Personal Tutor:</th>
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<tr>
<td>Contact Number</td>
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<td>Email</td>
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The Nursing Associate Role

Introduction
This handbook aims to clarify the role and responsibilities of the Practice Assessor of trainees studying the Foundation Degree in Healthcare Practice (Nursing Associate) programme. It also provides general information about the course itself and the development of the Nursing Associate role.

Development of the Role
The creation of the Nursing Associate (NA) role is a landmark innovation for the nursing and care professions, aimed at developing a highly trained Band 4 support workforce to help Registered Nurses deliver effective, person-centred, safe and responsive care.

The NA will develop a range of specialist and transferable skills (including medicines management) through experience of placements in a variety of settings. They will also play a key part of the multi-disciplinary workforce that is needed to respond to the future needs of the public and patients.

A national curriculum framework, developed by Health Education England (HEE, 2016) in partnership with Skills for Health and Skills for Care, was developed to support national consistency and coherence in the Nursing Associate scope of practice and the delivery of the education and training.

The concept of the Nursing Associate role was first introduced in the Shape of Caring review (Willis, 2015), which explored the need to develop a defined care role to act as a bridge between the unregulated care assistant and the registered nursing workforce. In December 2015, the Government announced a plan to create the new role for England and HEE undertook a six-week public consultation. Following widespread support for the role, HEE issued an open call for partnership applications to run two-year test sites for the training of the first Nursing Associates.

The South West London Test Site partnership was one of eleven successful partnerships to take part in the first wave of pilots, which started in January 2017 to train the first thousand Nursing Associates.

From January 2019 the NA role will be regulated by the NMC and Standards for education programmes are currently in development. The NA is expected to adhere to the NMC Code (2015) and are expected to demonstrate high standards of professional conduct at all times during their placements. This is assessed both in their base placement and during their external placement.

Foundation Degree in Healthcare Practice (Nursing Associate) Course

Overview of the Programme
This innovative course has been designed in partnership with local employers and service users, to develop the Nursing Associate workforce. It will enable trainees to develop transferable core health care skills and knowledge within different contexts of care across the lifespan.
The programme is delivered full time over 2 years with a 40/60 balance between theory and practice. Trainees attend University one day per week, on a Thursday in the first year and Wednesday in the second year, and during each year will have 12 weeks of clinical placements.

All study days take place at the Faculty of Health and Social Care Sciences, St. George’s, University of London, Cranmer Terrace, Tooting, London, SW17 0RE, on the following dates:

**2018 cohort, year 1 - first week Wednesday and Thursday, and Thursdays thereafter (09.30-16.30), (with five additional days added in)**

**Spring term**
- January 3, 4, 11, 18, 25
- February 1, 8, 15, 22
- March 1, 8, 12, 15, 20, 22

**Summer term**
- April 12, 19, 26
- May 3, 10, 17, 24 (unseen written exam), 31
- June 7, 14, 21, 28
- July 5 (OSCA exam), 12,19, 26

**Autumn term**
- September 6, 13, 20, 27
- October 4, 5, 11, 18, 25
- November 1, 8, 15

Please note that retake supervised exams will take place (for those to whom this applies) on the following dates: August 2, September 7 2018

**Placements:**
- 8 April – 5 May
- 2 September – 29 September
- 28 October – 24 November

**2017 cohort (year 2) – first week Wednesday and Thursday, and Wednesdays thereafter (09.30-16.30) (with five additional days to be added in)**

**Spring term**
- January 24, 25
- February 7, 14, 21, 28
- March 7, 14, 21

**Summer term**
- April 11, 18, 25
- May 2, 9, 16 (OSCA exam), 23, 30
- June 6, 13, 20, 27 (presentations)
- July 4, 11, 18, 25
- August 1

**Autumn term**
- September 5, 12, 19, 26
October 3, 10, 17, 24, 31 (unseen written exam)
November 7, 14, 21, 28

Please note that retake supervised exams will take place (for those to whom this applies) on the following dates: July 6, September 3 2018 & January 16 2019

**Placements:**
5 February – 4 March
21 May – 17 June
1 October – 28 October
Module Framework

First Year (Level 4)

Personal and Professional Development (1)
15 credits

Applied Anatomy and Physiology 30 credits

Essence of Care (1) 30 credits

Developing the Patient Experience 30 credits

Specialist Skills Development for the Workforce (Nursing Associate) 15 credits

Second Year (Level 5)

Personal and Professional Development (2)
15 credits

Essence of Care (2) 30 credits

Specialist Module (1): Long Term Conditions Across the Lifespan 30 credits

Specialist Module (2): The Deteriorating 30 credits

Enhancing Care 15 credits

Module Summaries

First Year (includes 4 core and 1 pathway specific modules)

Personal and Professional Development 1
This module is designed to enable participants to demonstrate that they have begun to acquire the skills, knowledge and values to practice at career framework level 4, as a nursing associate. It incorporates the concepts of the participant’s academic, professional and personal development throughout year 1 of the Foundation Degree, and encourages participants to become reflective practitioners. It also facilitates the integration and use of skills, knowledge and attitudes learnt in other modules and from service users and to demonstrate principles of person centred care and interdisciplinary working.
Assessment: Portfolio

Applied Anatomy and Physiology
This module explores the foundations of anatomy, physiology and pathophysiology relevant to healthcare practice. The content includes: a review of the body’s systems; human development across the lifespan; an introduction to pathophysiology; and the principles of promoting health and wellbeing.
Assessment: Unseen written examination
**Essence of Care (1)**  
This module will enable the trainee to understand the different approaches used to assess and promote a person’s health and well being. Trainees will be introduced to the knowledge and skills required for them to become involved in assessment activities and manage care within their area of practice. This module will enable the student to understand and competently perform a range of core clinical skills.  
**Assessment: Practice Assessment Document, Objective Structured Clinical Assessment (OSCA)**

**Developing the Patient Experience**  
This module explores the application of professional principles, values and skills to safeguard vulnerable people, optimise the quality of care and enhance the experience of patients/ service users. The content includes the foundations of ethics and law applied to healthcare, as well as the factors influencing effective communication and person-centred care.  
**Assessment: Reflection on a patient’s story, Communication snapshot**

**Specialist Skills Development for the Workforce**  
This module will enable participants to develop a range of specialist clinical skills relating to the assessment and care of patients/ service users across the lifespan and within different settings.  
**Assessment: Review of practice, Practice Assessment Document**

**Second Year (includes 3 core and 2 pathway specific modules)**

**Essence of Care (2)**  
This module will enable the trainee to build on their understanding of a range of different approaches used to assess and promote a person’s health and well being. Students will continue to develop the knowledge and skills required for them to become involved in assessment activities and manage care within their area of practice.  
**Assessment: Objective Structured Clinical Assessment (OSCA), Practice Assessment Document**

**Specialist Practice (Nursing Associate) 1: Long Term Conditions Across the Lifespan**  
This module will introduce participants to the principles of working with people across the lifespan who live with complex and/or long term conditions in primary and/or secondary care settings.  
**Assessment: Presentation, Structured analysis**

**Specialist Practice (Nursing Associate) 2: The Deteriorating Patient**  
Acutely ill patients/ service users are commonly found across a variety of care settings. Timely recognition, effective assessment and appropriate management are often lacking, leading to suboptimal care and avoidable outcomes. This module aims to equip practitioners with the necessary knowledge and skills to utilise situational judgement to contribute to the delivery of high quality evidence-based care to this challenging patient/ service user group in hospital and community settings.  
**Assessment: Unseen written examination, Practice Assessment Document**

**Enhancing Care**  
This module focuses on the acquisition of knowledge and skills for ensuring the delivery of high quality person-centred care. The content will include: leadership and management; supporting learning and assessment in practice; research, development and innovation; and policies and frameworks which support effective care.  
**Assessment: Negotiated work contract**
Personal and Professional Development 2

This module is designed to allow trainees to demonstrate that they have acquired the skills and knowledge to practise as a Nursing Associate. It builds on the knowledge and skills gained in year one and enables participants to become reflective and to develop skills for lifelong learning. It will also provide each individual an opportunity to reflect on their developments over the two years of the course.

Assessment: Portfolio with capstone essay
## ASSESSMENT CALENDAR FOR YEAR 1- 2016 Cohort

<table>
<thead>
<tr>
<th>Module title and content</th>
<th>Dates</th>
<th>Credit</th>
<th>Assessment components</th>
<th>Summative Submission Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and Professional Development (1)</td>
<td>3 Jan-13 Sept</td>
<td>15</td>
<td>1. Portfolio, comprises:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>a. Learning agreement and personal development plan</td>
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<td></td>
<td></td>
<td></td>
<td>b. 2 x 500 word reflective logs</td>
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<td></td>
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<td></td>
<td>c. 2 reading logs (no word limit)</td>
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<tr>
<td>Applied Anatomy and Physiology</td>
<td>11 Jan-24 May</td>
<td>30</td>
<td>Written examination (1.5 hrs)</td>
<td>24/05/18 (10-11.30)</td>
</tr>
<tr>
<td>Essence of Care (1)</td>
<td>25 Jan-5 July</td>
<td>30</td>
<td>1. Objective Structured Clinical Assessment (OSCA) (30 minutes)</td>
<td>05/07/18</td>
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<td></td>
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<td></td>
<td>2. Practice Assessment Document</td>
<td>04/10/18</td>
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<tr>
<td>Developing the Patient Experience</td>
<td>21 June-15 Nov</td>
<td>30</td>
<td>1. Reflection on a Patient’s Story (1500 words)</td>
<td>29/11/18</td>
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<td>2. Communication Snapshot (approx. half an hour)</td>
<td>18/10/18</td>
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<tr>
<td>Specialist Skills Development for the workplace</td>
<td>12 July-11 Oct</td>
<td>15</td>
<td>1. Review of Practice (1000 words)</td>
<td>25/10/18</td>
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<td></td>
<td>2. Practice Assessment Document</td>
<td>29/11/18</td>
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</tbody>
</table>

Shaded areas indicate practice based assessments which are marked as pass/ fail by the mentor(s) in the clinical area.
<table>
<thead>
<tr>
<th>Module title and content</th>
<th>Dates</th>
<th>Credit</th>
<th>Assessment components</th>
<th>Summative Submission/Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and Professional Development (2)</td>
<td>24 Jan – 28 Nov</td>
<td>15</td>
<td>1. Portfolio, comprises: a. Learning agreement and personal development plan</td>
<td>12/12/18</td>
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<td>b. Essay (1500 words) + accompanying evidence of achievement</td>
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<tr>
<td>Essence of Care (2)</td>
<td>24 Jan – 16 May</td>
<td>30</td>
<td>1. Competency Assessment Document (5 core practice competencies)</td>
<td>20/06/18</td>
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<td>2. Objective Structured Clinical Assessment (OSCA) (30 minutes)</td>
<td>16/05/18</td>
</tr>
<tr>
<td>Specialist Practice (1): Long term conditions across the lifespan</td>
<td>7 Feb – 27 Jun</td>
<td>30</td>
<td>1. Presentation (10 minutes)</td>
<td>27/06/18</td>
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<td></td>
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<td>2. Case Study (1500 words)</td>
<td>18/07/18</td>
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<tr>
<td>Specialist Practice (2): The deteriorating patient</td>
<td>4 July – 31 Oct</td>
<td>30</td>
<td>1. Exam (1.5 hours)</td>
<td>31/10/18</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2. Competency Assessment Document (5 core competencies)</td>
<td>14/11/18</td>
</tr>
<tr>
<td>Enhancing Care</td>
<td>1 Aug – 21 Nov</td>
<td>15</td>
<td>1. Negotiated work contract (1500 words)</td>
<td>28/11/18</td>
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Shaded areas indicate practice based assessments which are marked as pass/ fail by the mentor(s) in the clinical area.
Trainee progression
Successful completion of first year:
- 120 credits at level 4
- stepping off point with Certificate in Healthcare Practice

Successful completion of Second year:
- 120 credits at level 5
- Foundation Degree in Healthcare Practice (Nursing Associate)

Mentorship
Introduction
Practice Assessors are responsible for supporting the trainee’s development in the workplace and for assessing skills, competencies and snapshots throughout the Programme. The practice components of the course are informed by the national Nursing Associate Curriculum Framework (Health Education England, 2016) and take into account the need to develop transferable core skills, while also allowing for the diversity of experiences within different clinical areas. The documents used for this purpose (Practice Assessment Documents, and Snapshot) have been adapted from the existing Workforce Development and Pre-registration Nursing Programmes, so will already be familiar to many mentors/practice assessors.

As trainees are employed throughout the whole of the programme, there is an opportunity to integrate two levels of mentoring support; the ‘Practice Assessor’ who assesses individual practice elements and the ‘Personal Practice Assessor’, who provides overall supervision and support throughout the whole programme. The attributes, roles and responsibilities of the Trainee/ Practice Assessor/ Personal Practice Assessor are explained in the sections below.

Role and responsibilities of the Trainee
The Trainee is responsible for initiating the learning agreement and following the formative and summative assessment processes outlined in each practice document, and for ensuring that all documentation is complete prior to submission. The trainee is also expected to work in partnership with their Practice Assessors/ Practice Educators to foster practice / professional success by:
- Seeking help and advice at appropriate times throughout the course
- Completing the appropriate documentation by the agreed deadlines
- Co-ordinating practice assessment visits in conjunction with the Practice Educator and Personal Tutor
- Working 37.5 hours a week in a relevant area of practice
- Adhering to contract of interactions
- Adhering to agreed timetable of interactions
- Behaving professionally at all times

Role and responsibilities of Practice Assessors and Personal Practice Assessors
There are currently no regulations of mentorship or supervision for trainees undertaking foundation degrees. However, as this programme will lead to registration with the NMC it is a requirement that the assessment of all practice elements will be by members of staff who are on a professional register and employed at Agenda for Change level 5/equivalent or above.

It is anticipated that the majority of Practice Assessors will be Nurses who will comply with the following criteria:
- Have studied to at least academic level 5
- Have appropriate knowledge, skills and competence in the area of practice which is being assessed
- Have successfully completed a suitable learning and teaching course e.g. Mentorship, PGCEA, ENB 998/7, Specialist Practice Teacher
- Be verified as a ‘live’ Mentor and noted on the local Register of Mentors and Practice Teachers
- Have completed a mentor update in the previous twelve months/ meet the NMC triennial review requirements
- Be familiar with the practice assessment requirements of the Fd Programme

Practice Assessors will be expected to:
- Establish the existing knowledge and skills of trainees
- Agree the timescales and, where appropriate, facilitate the resources needed for the achievement of specific skills/competencies/snapshots
- Assess and provide feedback to trainees in accordance with guidelines provided in the practice documentation
- Liaise with each trainee’s Personal Practice Assessor.

Each trainee will also have a Personal Practice Assessor assigned by the Line Manager/Trust Named Person who will normally:
- Comply with the above criteria for Assessors
- Be experienced practitioners and mentors, employed at agenda for change level 6/ equivalent or above

Personal Practice Assessors will be expected to:
- Provide overall supervision and support of the Nursing Associate trainee throughout the whole programme
- Initiate completion of an agreed learning contract at the start of the course
- Meet with the trainee a minimum of 4 times per year to review progress, provide constructive feedback and augment further practice learning where appropriate
- Liaise with the trainee’s Practice Assessors and act as a communication point with the University through direct communication with the trainee’s Personal Tutor, or the Course Director as appropriate

Where Non-Nurse practice assessors/designated practice educators such as Physiotherapists/Operating Department Assistants etc. are unable to meet the above criteria in entirety, their suitability should be agreed with the Trust Education Lead and Course Director or delegate. Non-Nurse practice assessors/designated practice educators will normally have experience of mentoring and assessing practice learning with evidence of having successfully achieved an appropriate learning and teaching course.

Other Assessors
On occasion, the assessment of an individual competency may be delegated to an appropriate registered health care professional who may not meet the additional criteria of a Practice Assessor or Personal Practice Assessor described in section 3. Where this is the case, all summative scores and comments must be countersigned by the Practice Assessor or Personal Practice Assessor, who maintains full professional responsibility and accountability for the assessment and must be certain that the process has been followed robustly.
Support Arrangements

Introduction
As this is a new Programme, support for trainees and their Practice Assessors/Designated Practice Educators will be of vital importance. The mechanisms through which support can be given are outlined below.

Support for Trainees

Module Leaders
Trainees frequently want to know how much detail or depth of knowledge is required in their studies or need clarification relating to their understanding of particular topics. The Module Leader or module team member responsible for teaching a particular topic can usually assist with these kinds of queries. In addition, Module Leaders provide feedback on assignment drafts and can refer trainees to other support systems where appropriate.

Personal Tutorial System
Each trainee is allocated a Personal Tutor who has a pastoral role. They will meet each trainee individually at least twice per year to review progress, and will also provide timetabled small tutorial group meetings to reflect on practice related issues, that will be co-facilitated with the trainee’s designated practice educator.

Academic Problems
Where trainees are experiencing particular academic writing or numeracy problems, needing a level of input which cannot be addressed by the Module Leader or Personal Tutor, they can be referred or self refer to the following:

Learning Support Lecturer
(one to one or group support with academic writing skills)
Claire Emery
C.Emery@sgul.kingston.ac.uk
020 8725 0108/07876 392674

Senior Lecturer
(one to one or group support with numeracy skills)
Sharon Urwin
S.Urwin@sgul.kingston.ac.uk

Trainees with disabilities (including dyslexia)
While it remains the trainee’s responsibility to make an initial disclosure, the University tries to make sure there are as many opportunities to disclose a disability as possible. Trainees are invited to contact the Disability Advisor to ensure a smooth transfer of information relating to support needs and potential adjustments to teaching and learning.

The Disability Advisor can:

- Offer advice to staff and trainees about:
  - Adjustments to marking schemes for trainees with disabilities
  - The need to make adjustments to coursework deadlines
  - Adjustments to physical aspects of the environment
- Negotiate adjustments to exams (subject to receipt of appropriate medical/other evidence 6 weeks in advance of any assessment).
- Offer advice about practical support that may be available to disabled trainees, (including study skills support for dyslexic trainees).

The Disability Advisor can be contacted by emailing disability@sgul.ac.uk or calling 020 8725 0143.

Further information is available via the web link:

http://www.sgul.ac.uk/studying-at-st-georges/after-youve-applied/students-with-disabilities/

**Personal Problems**

In addition to discussing issues with the Personal Tutor, the University also offers a Student Counselling Service (020 8725 3628, counselling@sgul.ac.uk), which provides confidential, impartial advice, free of charge.

**Support for Practice Assessors/ Personal Practice Assessors**

Practice Assessor induction and support sessions will be held three times per year. Practice Assessors/ Personal Practice Assessor should all have the opportunity to attend these. It is also the responsibility of Practice Assessors/ Personal Practice Assessor to read the Practice Assessor’s Handbook and the practice documents provided to trainees, so they are familiar with the programme and the practice requirements. Existing yearly mentorship updates and the University’s mentorship webpage (http://www.healthcare.ac.uk/mentor-resources/) will incorporate Foundation Degree programme details, providing a further mechanism for the dissemination of course developments.

Guidance can also be obtained from the Trainee’s Personal Tutor, who has a responsibility to liaise with the Personal Practice Assessor, in order to provide specific advice and support regarding individual trainees and the course generally. Other sources of support include the Link Liaison Lecturers and the Course Director.

**Main Resources to Support Practice Assessors/ Designated Practice Educators**
### Useful Contacts

<table>
<thead>
<tr>
<th>Title</th>
<th>Contact</th>
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<tbody>
<tr>
<td>Course Director</td>
<td>Lucie Llewellyn</td>
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<td><a href="mailto:L.Llewellyn@sgul.kingston.ac.uk">L.Llewellyn@sgul.kingston.ac.uk</a></td>
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<td>020 8725 0130 / 07880 996459</td>
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<tr>
<td>Foundation Degree Programme Office (General advice relating to day to day programme management)</td>
<td>Tinisha Stewart</td>
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<tr>
<td></td>
<td><a href="mailto:FDHCP@sgul.kingston.ac.uk">FDHCP@sgul.kingston.ac.uk</a></td>
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<td>020 8725 2183</td>
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References


Appendix 1
Learning Agreement

Module: Personal and Professional Development
HP4001X Year 1
Self Appraisal
This will follow a range of classroom and self instructional activities. Starting in week one with undertaking a SWOT analysis then follow the guide below to formulate your final self appraisal and prepare this for completion of the learning agreement to be signed by the Personal Tutor and Designated Practice Educator.
Remember to be
• honest with yourself,
• objective - objectivity is important in self – appraisal. Don't exaggerate or downplay your achievements or failures
• include accomplishments

From the analysis identify
• what you consider your strengths are

• Survey others about your strengths – what do they say

• Identify themes

• What areas do you need to improve on

• Speak with your Designated Practice Educator and about this to identify objectives for your personal development – write key points here and complete PDP overleaf
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Timescale</th>
<th>Resources needed</th>
<th>Achieved/Not achieved</th>
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Learning Agreement
How I intend to approach my learning/development

My timeline(s) for achieving my goals during the programme

Summary of discussion with my Personal Practice Assessor

Summary of discussion with my Personal Tutor

Signed by (please write name in block capitals beside signature)

Trainee:________________________________________________________

Personal Practice Assessor:_______________________________________

Personal Tutor:__________________________________________________

Date:__________________________________________________________
## Appendix 2

### FOUNDATION DEGREE IN HEALTHCARE PRACTICE

**MEETING NOTES**

*To be used for all individual meetings*

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<thead>
<tr>
<th>Personal Practice Assessor</th>
<th>Trainee</th>
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<tr>
<th><strong>Trainee’s Comments</strong> <em>(refer to learning agreement and reflect on progress since last meeting, including strengths and areas for further development)</em></th>
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<tbody>
<tr>
<td><strong>Trainee’s Action Plan</strong> <em>(objectives to be achieved by next meeting)</em></td>
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<tr>
<th><strong>Personal Practice Assessor’s Comments</strong> <em>(overall feedback on Trainee’s progress and objectives)</em></th>
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<th>Date:</th>
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**Date and time of next meeting:**