PRACTICE ASSESSMENT DOCUMENT

A Guide for Practice Assessors, Practice Supervisors, Academic Assessors and Students

BSc & 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 will continue to be used by students from all four fields of nursing and for all programmes leading to registration, i.e. BSc and MSc across London who are not revalidating to the new NMC 2018 in 2019. 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 all students 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 practice supervisors, practice assessors and academic assessors that will also be useful for any practitioners involved in facilitating student learning.

This guide has been updated in April 2019 to reflect the NMC Standards for Student Supervision and Support (NMC, 2018)

What has changed?

The key change is that references to mentors has been removed and replaced with the new roles of Practice Supervisor and Practice Assessor and Academic Assessor as relevant to the different parts of the PLPAD 1.0. Additional pages have also been added to each placement section to enable students gain more feedback on their performance from those involved in their learning. This is to also encourage more working with other healthcare professionals.

Overall Summary of the PAD

♦ Each document is known as ‘Parts’ to reflect the NMC progression points – for e.g. in the BSc nursing programme Part 1 will be equivalent to Year 1.
♦ There are 3 main components to the assessment 1) Professional Values (each placement) 2) Essential Skills (by the end of the Part) and 3) An Episode of Care (once per part)
♦ An initial, mid-point and final assessment must be completed for all students.
♦ Service user feedback is to be sought (via the practice supervisor/assessor) – where relevant.

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

### Guidance Sections

- **Practice orientation and demographics**

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

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

- **Recording Learning Experiences**
  - Additional Clinical Skills
  - Additional Learning Opportunities
  - Records of Meetings
  - List of Practice Supervisors, Practice Assessors, Academic Assessors
**Guidance for Completing Placement Information**

Students should complete these sections prior to the initial interview.

**Placement 1**

<table>
<thead>
<tr>
<th>Placement Provider:</th>
<th>(e.g. Trust/Organisation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Practice Area:</td>
<td></td>
</tr>
<tr>
<td>Type of Experience:</td>
<td>(e.g. Community/Ward based)</td>
</tr>
<tr>
<td>Practice Telephone Number:</td>
<td></td>
</tr>
<tr>
<td>Placement Contact Email:</td>
<td></td>
</tr>
<tr>
<td>Start Date</td>
<td>End Date</td>
</tr>
</tbody>
</table>

**Nomination person to support student and address concerns**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Designation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact email address:</td>
<td></td>
</tr>
</tbody>
</table>

**Practice Assessor details**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Designation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact email address:</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Assessor Details (for part)**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Designation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact email address:</td>
<td></td>
</tr>
</tbody>
</table>

Practice Assessor to complete at initial interview. There are additional pages in the appendix at the back of the document.
It is useful to provide students with an information pack pertaining to the practice area. This can include login details for local intranet sites. Practice supervisors/assessors 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.
Assessment Process—Initial Interview

The initial interview must take place in the first week of placement. Where possible Practice Assessors/Supervisors and students should be allocated the same roster to maximise learning and development opportunities.

**Advice for Practice Supervisors/Assessors**

The initial interview must take place in the first week of placement. Where possible Practice Assessors/Supervisors and students should be allocated the same roster to maximise learning and development opportunities.
The date for the midpoint interview should be identified at the beginning of the placement. This ensures that both the Practice Assessor/supervisor 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.

**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.

<table>
<thead>
<tr>
<th>Areas for Reflection</th>
<th></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>
Assessment Process—Mid-Point Interview Continued

The midpoint interview is an opportunity for the practice assessor 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. Practice Assessors should provide students with feedback, linking to learning outcomes and professional values.

Advice for Practice Assessors

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

Areas for Discussion

<table>
<thead>
<tr>
<th>Areas for Discussion</th>
<th>Question</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>

Practice Assessor’s comments

Discuss with the student their self-assessment and comment on their progression using the criteria for Assessment in Practice Descriptors, detailing evidence used to come to your decision.

Knowledge:

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.

Skills:

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.

Attitudes and values:

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

Advice for Practice Assessors:

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

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Assessor name:</td>
<td>Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

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 48.

| I need to develop my confidence in communicating with patients/service users and other professionals. | Observe trained staff communicating with patients and relatives/carers. |
| The areas that I need to develop include talking during the ward handover, and the bedside handover. | 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. |
| Jane would like the opportunity to attend the multidisciplinary team meeting. | Jane’s roster will coincide with at least 2 MDT meetings. |
| I need to improve my active listening and my practice assessor and I have written an action plan for this. | We will follow the action plan for improving Jane’s active listening. |
Assessment Process—Final Interview

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.

Skills:

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

Attitudes and values:

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 Practice Assessors:

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

Skills:

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.

Attitudes and values:

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.

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 Practice Assessors

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.
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.
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>

Advice for Practice Supervisors/Assessors

- 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 Practice Assessors/supervisors should provide specific evidence of where standards are being met / not met and the midpoint and end of placement.

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

Advice for Practice Supervisors/Assessors

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

Practice Assessors/Supervisors must record student progress at the midpoint and Practice Assessors at the end point of the placement.

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

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

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

Practice Supervisors can assess the skills if agreed by the Practice Assessor.

Assessment of Students from Different Universities

Each university has provided specific instructions on assessment of essential skills on page 6 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. Practice Supervisors/Assessors should record this by writing Yes in the box titled ‘Level’. They should then date and sign the assessment.

Achievement of Essential Skills:

As student’s progress through each part of the programme the essential skills will vary by number and level of difficulty. For example in Part 3 there are 91 skills to be assessed. Practice Supervisors/Assessors 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. Practice Assessors 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 with the Academic assessor or delegated other. 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 Practice Assessor on placement 3 and this time the student achieves the outcome. Remember that students do not have to be assessed on every learning outcome on every placement.
Assessment of Students—Episode of Care

Advice for Students

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

Student reflection on the Episode of Care

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

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

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

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

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

Practice Assessors 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.

Practice Assessor

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

What did you do well?

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

What would you have done differently?

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

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

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

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.

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.

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

Professional values

Jane assisted with bedside care which is person-centred and meets essential and complex physical and psychological needs within an appropriate timeframe. Practice is based on the use of up-to-date knowledge and evidence when assessing, planning, delivering and evaluating care.

Communication and interpersonal skills

Demonstrates effective communication and interpersonal skills with patients, service users and other healthcare professionals. Communicates with the multi-disciplinary team and staff when delegating care, giving clear instructions and providing accurate and comprehensive written and verbal reports.

Nursing practice and decision making

Delivers care which is person-centred and meets essential and complex physical and psychological needs within an appropriate timeframe. Practice is based on the use of up-to-date knowledge and evidence when assessing, planning, delivering and evaluating care.

Leadership, management, team working

Acts in a way that values the roles and responsibilities of the team and interacts appropriately. Uses effective management skills to organise work efficiently. Prioritises and manages work load effectively.

Signatures

Jane Edwards

Date: 5th Dec, 2019

Fernando Gomez

Date: 05/12/19
Advice for Students and Practice Assessors 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 Practice Assessor can choose a complex patient scenario.

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

Practice Assessors who are assessing the episode of care or medicines management are advised to also review the related Essential Skills.
Assessment of Students—Action Plan

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Placement Name</th>
<th>Date for Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/12/19</td>
<td>Esther Ward</td>
<td></td>
</tr>
</tbody>
</table>

Area of Concern

<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 Practice assessor to reassess and pass Jane as achieved in professional value 10 by the review</td>
<td>Date: 14/12/19</td>
</tr>
<tr>
<td></td>
<td>Agree strategy for recording information</td>
<td>Reviewer:</td>
</tr>
<tr>
<td></td>
<td>Own allocation of 2 patients and regular updates with Practice assessor</td>
<td>Comments:</td>
</tr>
</tbody>
</table>

Advice for Practice Supervisor/Practice Assessor

If a student requires an action plan, the Practice Assessor must liaise with academic assessor of their delegated representative (e.g. Link Lecturer /Personal Tutor) and senior practice representatives to instigate a joint action plan with the student.

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Concern identified by Practice Supervisor/Assessor

Practice Supervisor/Assessor discusses concern with student.

Concern documented as Professional Value or Essential Skill

Practice Supervisor/Assessor liaises with academic assessor and senior practice representatives for support

Practice Supervisor/Assessor and Student agree action plan

Practice Supervisor/Assessor documents action plan

Review action plan

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17 PLPAD PA/PS Guidance 01 04 2019
Assessment of Students—Service User Feedback

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

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>
<tbody>
<tr>
<td>How happy were you with the way the student nurse...</td>
<td>Very Happy</td>
<td>Happy</td>
</tr>
<tr>
<td></td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>...cared for you?</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>...listened to your needs?</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>...understood the way you felt?</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>...talked to you?</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>...showed you respect?</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.

Practice supervisor/assessor: Fernando Gomez
Date: 17/11/19
Student Signature: Jane Edwards
Date: 17 Nov 2019

Advice for Practice Supervisors/Assessors

The Practice Supervisor/Assessor 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 Practice Supervisors/Assessors should use their discretion with this.

It is recommended however that where service user feedback is appropriate Practice Supervisors/Assessors 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.
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 Practice Supervisor/Assessor 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 Practice Supervisor/Assessor.

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### Advice for Students

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

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### Advice for Practice Supervisor/Assessor

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

It is also reasonable to expect that students will identify their own preferences for learning experiences based on their individual learning needs.
# Recording Learning Experiences—Records of Meetings

## Record of communication/additional feedback

These records can be completed by Practice Supervisors, Practice Assessors, Academic Assessor or any other members of the team involved in the supervision and/or assessment of the student.

### Communication/additional feedback

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 practice assessor. Will review progress of this on my next visit.

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<thead>
<tr>
<th>Name:</th>
<th>Peter Smith</th>
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<tr>
<td>Designation:</td>
<td>Personal Tutor</td>
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<td>Date:</td>
<td>2/11/2019</td>
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## Advice for Practice Assessors/Supervisors and Students

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

Students can seek feedback from staff members they have been working with on a daily basis, as this will be useful feedback for their practice supervisors/assessors. 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 Practice Supervisors, Practice Assessors and Academic Assessors

### List of Practice Supervisors
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<th>Name (please print)</th>
<th>Job Title</th>
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<th>Placement</th>
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### List of Practice Assessors
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### List of Academic Assessors
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### Advice for Practice Assessors, Practice Supervisors and Academic Assessors

All Practice supervisors/assessors and academic assessors 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 supervisors/assessors are qualified to verify the student's competence. Those supervisors/assessors who are not registered nurses should indicate their professional qualification.