

**Student Name:** .....

**Student Number:**.....

**Cohort:**     September 2012

**Module Code:**.....

## **School of Health & Social Work**

**MSc in Nursing**

**Year 2 Adult Field**

**Practice Assessment Document (PAD)**

## ***Welcome to your Practice Assessment Document (PAD)***

The Practice Assessment Document (PAD) has been designed to facilitate and guide practice learning throughout the programme. For each year of the programme a series of Practice Statements have been developed based on the NMC (2010) Essential Skills Clusters, progression criteria and standards for competence. This document is to help you and your mentor plan your learning and document your progress.

Continuous assessment of practice is an integral aspect of the assessment strategy for the pre-registration nursing programme. The successful completion of this PAD will form an essential assessment component of the year long practice module and is required for your progression to the next part of the programme. The assessment of practice will be cumulative in that during each practice learning experience you will accrue evidence of the development of your skills as you assist and deliver nursing care. Practice will be assessed by your mentor using the criteria provided within the document and will be undertaken using a variety of sources; including direct observation and feedback from a variety of sources. To facilitate this, you will need to provide and document evidence that supports the assessment process. This will be recorded in the appropriate sections of the PAD and will enable your mentor to further evaluate your abilities and development.

### **A Note on Confidentiality:**

When in practice settings students have access to confidential information. This information must be protected and must not be disclosed to any unauthorised person.

At no time should confidential information be removed from a practice area or photocopied for inclusion as evidence.

# The Structure of your Practice Assessment Document

This document is divided into 4 sections.

## Section 1

This section provides information on the process of assessment, the nature of the Practice Statements and a description of the key people who will be involved in the process.

## Section 2

Contains the following documents for **each** practice experience that is undertaken during the year:

- The Compulsory Practice Statement (this **must** be completed within each practice experience)
- A record of orientation for each practice experience
- The preliminary interview and the practice learning agreement
- The intermediate interview
- Agreed action plan(s)
- The final interview incorporating the ongoing record of achievement (In the final practice experience of year 3 the on-going record of achievement will incorporate the 'sign off' mentor's signature indicating proficiency for entry to the register.)
- A record of timekeeping and absence

## Section 3

This contains the Practice Statements that form the criteria by which your performance will be assessed during the year. It also contains records detailing Inter-professional working and Link Lecturer contact.

## Section 4

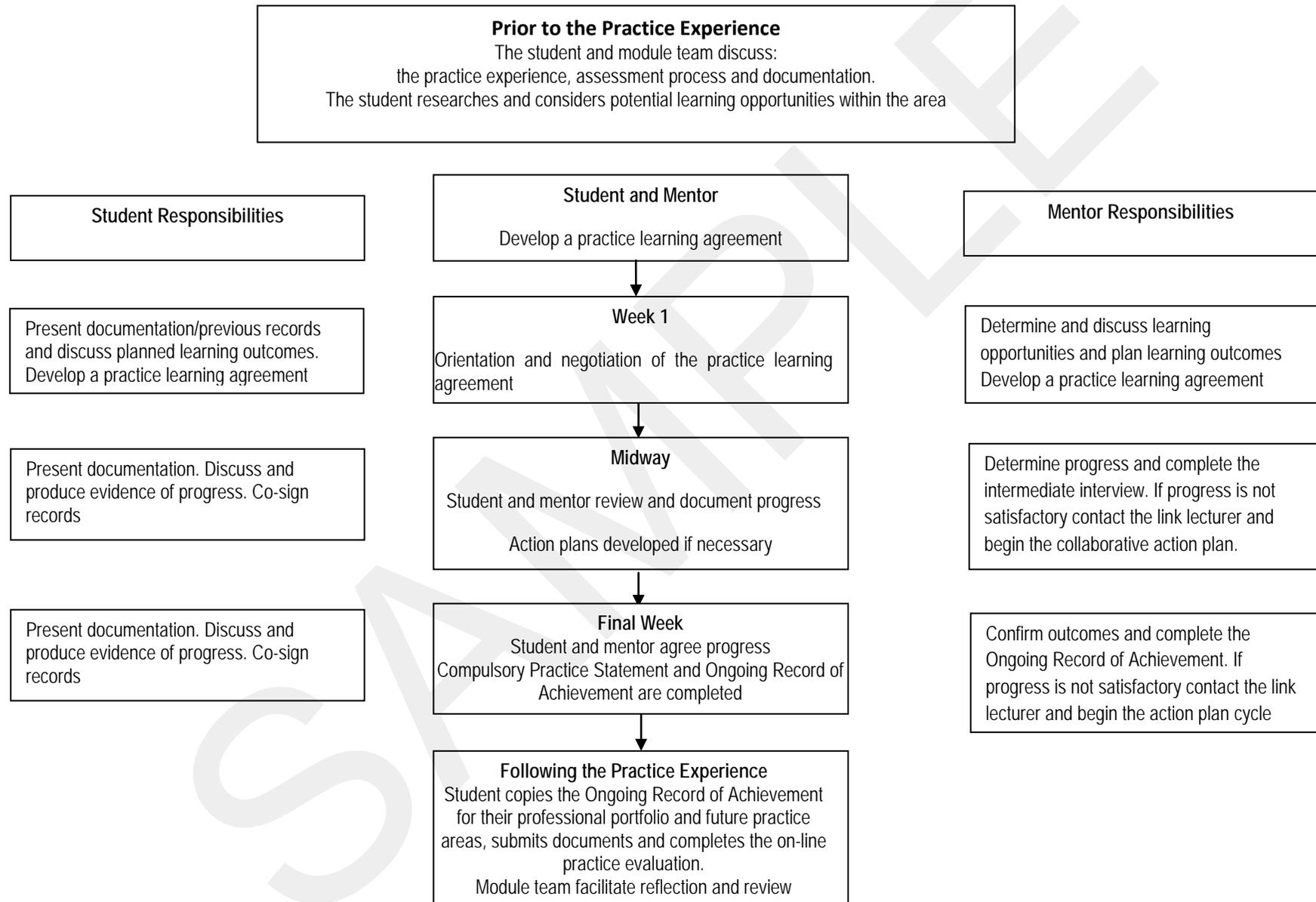
This contains details of mandatory and statutory training that has been undertaken

# Practice Assessment Document

## Section 1



# The Assessment Process



## An Overview of your Practice Assessment Document

The document contains a number of Practice Statements that address the NMC (2010) Essential Skills Clusters, progression criteria and standards of competence expected during each year of the programme.

*The Compulsory Practice Statement within section 2 of the PAD has been developed to assess the expected professional behaviour and attitudes within each practice experience. **This is the only statement that will be assessed in each area.***

The remaining statements are presented under the headings of the Essential Skills Clusters:

- Care, compassion and communication
- Organisational aspects of care
- Infection prevention and control
- Nutrition and fluid management
- Medicines management

The Practice Statements are written in a way that can be applied to the whole range of care settings. You and your mentor will need to consider how each Practice Statement can be evidenced in the area. To assist you in this process, each Practice Statement is followed by a series of component statements. These include activities and skills that ought to be achieved as you seek to demonstrate achievement in the Practice Statement. Consider the Practice Statement as the overarching outcome and the component statements as steps along the way.

*All Practice Statements need to be achieved by the end of final practice experience of the year, **not** in each practice setting. This means that you will need to decide when you wish your mentor to assess each particular Practice Statement. To achieve each statement it will be important to take time to read, reflect and consider the context of the statement.*

Your mentor will expect to see written evidence of your achievements in terms of a particular statement. They will also wish to observe your knowledge, skills and abilities in relation to each statement and discuss your performance with other professionals, service user/ patients and their carers'. On achieving a practice statement you will be expected to maintain a consistent level of performance as you continue through differing practice experiences.

## Your Practice Experience – Preparation and Support.

You will receive information about what practice experiences you will need to attend from the university. Once you have this information, you'll need to organise your travel plans. Make sure that you are clear about your shift patterns. If you use public transport, make sure you plan for all shifts, including any early morning or weekend shifts – don't forget to find out about public transport options at the end of an evening shift! Finally, make sure that you know who to report to on your first day.

Before you start each practice experience you should be thinking about the learning opportunities that may be available to you. Find out as much as you can about the area – what kind of care is provided from this area? Does it have a specialism? What client/ patient group is cared for by this area? What prior reading will I need to do? Thinking about these questions and others will help you prepare for your learning. The more you prepare in advance, the better.

In each practice area, you will be engaged in a wide variety of practice learning experiences. You will need to think about how you can gain the most from all these experiences. Think about how you can actively plan for your own learning and professional development.

Think about how you can develop skills and insights into caring for people of all ages. For example, the children of a parent in hospital may need care and support - have you considered what you could do in such a situation? What if the children are themselves adults and the parent is at the end of their life?

*You'll also need to think more broadly than just your own field of nursing. All nurses work with all sections of society. For example, people with disabilities may require the care and support of an adult nurse; a child may experience mental health problems. Think about what skills you would need to develop in order that you can be skilful in working with people from all walks of life.*

Whilst in practice, you will be guided by a number of people. They will be able to support your learning whilst you are undertaking practice experience. A **Stage 2 Mentor** is a qualified nurse who has taken additional training in supervision, assessment and learning. They will be a vital source of support. They will also have responsibilities in regard to completing relevant sections of this PAD. It may be that this role is undertaken by another experienced and suitably prepared practitioner. You will need to work closely with all your mentors, making sure that you keep them informed of your learning needs and progress. This is because the person with the greatest responsibility for your learning and development is **you** – the nursing student!

Nurses work in multi disciplinary teams – working with other professionals such as physiotherapists, social workers, occupational therapists and doctors. You will be able to learn a lot from these members of the care team, as each have particular skills and insights. You should try to learn from each member of the team in each of your practice experiences. Some have a particular role in regards to your PAD and your practice learning, and may have had particular preparation for this role. Where these professionals are qualified nurses, they are called **Stage 1 Mentors**.

In the final year of the programme a **Sign Off Mentor** will also support you during your final practice experience. This mentor will be an experienced nurse who is on the same part or sub part of the register to which you wish to enter and therefore from the same field of nursing as yourself. This mentor will make a judgement about your standard of proficiency as a safe and effective practitioner.

Your lecturers at the university may have a role in regards to practice learning. In this role, they are called **Link Lecturers**. Sometimes they will contact students, mentors and others to discuss learning needs and learning progress. This can be by phone, email or sometimes a visit to the practice area. If there are any concerns related to your practice learning, your Link Lecturer will become involved. However, you mustn't wait until there are concerns - find out who your Link Lecturer is and make sure you know how to contact them. They will be able to provide support and guidance to you and your mentor at all stages of your experience.

Your **Personal Tutor** isn't normally the Link Lecturer but will be a useful source of support

***The person receiving care, their family and carers, can make a significant contribution to your practice learning and development. They have expertise that comes from their "lived experience". Understanding this lived experience will strengthen your empathy skills. Developing empathy will allow you to contribute to the delivery of high quality personalised nursing care. You must make sure that you spend time engaging with, and listening to, service user/ patients, patients, client/ patients and their family and carers. They are perhaps your most vital source of learning!***

Finally, remember that whilst on practice you should always be thinking of the modules that you are taking, or have taken, at university. Each of these modules contributes to your professional development. Classroom learning, and associated reading, will help you in regards to your practice development. Tell your mentor (and others in practice) about your modules, your reading, and your assessments. They will be able to help you see the connection between theory and practice. The module leaders and the module teams will also be a useful source of support – not only for your knowledge development, but for skills development.

### **Developing Your Competency as a Nurse**

The NMC require you to be competent in your nursing practise to enter the NMC register. The NMC (2010) views competence as the skills, knowledge and attitudes, values and technical abilities needed to underpin safe and effective nursing practice.

There are four areas or domains in which all nursing students must develop competence and these are addressed throughout the programme both in clinical practice and in the theoretical content. The domains are:

- Professional Values
- Communication and Interpersonal Skills
- Nursing Practice and Decision Making
- Leadership, Management and Team Working

During each year you will begin to develop your knowledge and abilities in relation to each of these areas. The programme has been designed so that your development will be incremental and will ultimately lead to you acquiring all the generic competencies (required by nurses from all fields) and field specific competencies as laid down by the NMC (2010).

## **Year 2 Competency Development in Practice**

- Professional Values

You will be able to uphold and promote professional, ethical and legal frameworks to ensure the highest standards of care and to safeguard the public. During the year you will begin to work more independently and will fully recognise the requirements of autonomous practice and accountability. You will act as a professional role model to more junior colleagues and inspire confidence in those who work alongside you. You will be able to work in partnership and you will contribute to the shared decision making processes involved in care

- Communication and Interpersonal Skills

You will now possess excellent communication and interpersonal skills that are effective in engaging with service user/ patients, their carers' and other professional and support staff within practice. You will have developed skills that also allow you to use a range of communication technologies that can support and assist your communication in practice. You will be able to effectively integrate and operate with various practice teams, care providers and personnel.

- Nursing Practice and Decision Making

During this year you will become increasingly independent in your practise and be able to provide essential care for individuals from all fields. Within your field you will be able to recognise complex and co-existing needs of service user/ patients in a range of settings including the hospital, the community and the home. You will continue to increase your understanding of the evidence base for practice and will use this to further develop your care delivery skills and further your scope of practise. This will also allow you to critically analyse care, appropriately select the most appropriate interventions for your service user/ patients and effectively evaluate the outcomes of care. You will be able to recognise and respond to wider issues such as behaviour, culture, socioeconomic factors and social policy that affect health and healthcare delivery

- Leadership, Management and Team Working

During the year you will increasingly take greater responsibility for the management of individual care or a small group of service user/ patients. You will be able to manage care in a range of settings and at different points in the care pathway. You will be confident in your abilities, be able to increasingly work independently and effectively work inter-professionally. You will understand clinical governance frameworks and be able to operate within these frameworks. During the year you will begin to take responsibility to manage and lead others effectively. You will use your knowledge and understanding of evidence and social policy to examine and create opportunities for service improvement and methods to enhance the care experience.

## Completing the Practice Statements

*For each Practice Statement you are required to present a written account that demonstrates how you have achieved the outcome. For the Compulsory Practice Statement you will need to provide a written account for each of your practice experiences since this will be assessed each time.*

The remaining Practice Statements need to be completed throughout the year. It will be important to plan and prepare for the year so that you can carefully time your attempts at each of the Practice Statements. It would not be appropriate to attempt all the statements in your first experience; neither would it be right to complete all the statements in your final experience. During the year you should discuss with the practice module team, Link Lecturers and Personal Tutors the nature of the practice areas that you will be working in. Through these discussions you will receive advice and support on the available learning opportunities and the Practice Statements that might be most appropriate to consider in those areas.

Your mentors will be invaluable in guiding and supporting your completion of the Practice Statements. However, it will be important at the initial interview that you demonstrate through your background reading and discussions with tutors at the University that you are prepared for learning in the area.

It will also be important to determine at the initial interview which Practice Statement you might wish to focus on. However, remember your development in relation to all the statements will be important in each practice experience and although you might not be attempting to achieve all aspects of a particular statement, you should still examine your practice and reflect on the nature of the skill in that practice context. You must also be aware that although a mentor in a different practice environment may have signed to confirm your achievement of a particular Practice Statement, mentors in future experiences will expect that you can maintain your level of performance in the context of their practice setting. If a mentor does not feel that this is the case then they may refer to the Compulsory Practice Statement which expects you to evaluate your practice and recognise your level of competence.

To provide the appropriate evidence when you are completing your Practice Statements you will need to reflect on your performance and consider this in relation to your learning, any previous experiences and your future practise. In providing your written evidence for each of the Practice Statements you should refer to the guidance notes that will be provided through your field practice module. You may also wish to consider the following which will help you to structure your thoughts and aid your reflection<sup>1</sup>.

- **The Situation(s)** - describe a situation or number of situations that relate to your performance and practise of the particular skill
- **Response**- how did you respond or perform in the situation?
- **Effectiveness** - how effective was your performance or response?
- **Learning** - what have you learnt from this and how might you develop further?

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<sup>1</sup> Developed by Garry Campbell, Senior Lecturer, University of Hertfordshire

*To continuously develop your practise it is important to reflect on your performance and to evaluate your learning throughout the programme. An important aspect of this is also to regularly read articles, journals and books that discuss the most up to date ideas and evidence in relation to all the different aspects of practice. In developing your reflective skills and your knowledge you will be able to enhance your practise by effectively integrating both your theoretical and practice learning.*

SAMPLE

## The Assessment Process

The assessment of your practise is documented in this Practice Assessment Document (PAD). For each practice experience, you will benefit from three interviews.

- **Orientation and the Preliminary Interview**

**Orientation** to the area should take place on the first day of the practice experience. This will include meeting key personnel and receiving instructions on fire and other emergency and relevant procedures. **The Preliminary Interview** sometimes takes place on this day but, if not, will normally take place within the first 2 days of the commencement of the practice experience. This meeting normally involves yourself and your mentor, although sometimes others are involved (e.g., co-mentors or Link Lecturer). At this interview you will negotiate a Practice Learning Agreement. This is a plan of learning, based on your learning needs, the expectation of your mentor as well as the learning opportunities available. This needs to be correctly documented in the relevant section of this PAD. Any Ongoing Records of Achievement from previous experiences must be presented at this interview so that the mentor has a clear indication of your progress to date.

- **The Intermediate Interview**

Whilst it is likely that you will meet your mentor on a frequent basis, at the mid-point of the experience you and your mentor should review and document your progress. You and your mentor will need to check progress against Practice Statements and particularly the Compulsory Practice Statement. This will take the form of the intermediate interview. Your mentor will provide feedback which will allow you to consider and reflect on areas of strength and those for improvement. You will be expected to share with your mentor your own thoughts about your learning and your progress. What have you learned and what have you still to learn? What factors help or hinder your learning?

- **The Final Interview**

The final interview will normally take place during the last week of the practice experience. The mentor will take into consideration direct observation, feedback from colleagues, other professionals, service user/ patients and their carers and your own written and oral evidence. It is important that the on-going record of achievement is completed, signed and dated. This record must be copied and safely kept by you. It is a requirement that you show this and all further on-going records of achievements to subsequent practice experiences so that they can make an assessment of your previous performance and determine areas for improvement. It is also recommended that you make a copy of this for your own professional portfolio.

## Concerns Regarding Performance

If your mentor has concerns regarding your performance at any stage they must raise them with you as soon as possible. They will then document their concerns and the Link Lecturer will be informed. The Mentor and Link Lecturer will develop an Action Plan to support and assist you to improve before the end of the practice experience.

## Failure to Meet the Expected Outcomes

If you fail to meet the expected outcomes by the end of your experience an Action Plan will be developed in conjunction with the Link Lecturer. This will be taken forward to your next experience. If you fail to meet all requirements by the end of your final placement of the year you will normally be given a further 4 week retrieval experience. If you are unable to pass all the expected outcomes at this point you will be required to step off the programme. The Board of Examiners may decide to offer a retake opportunity. However if this is the case you will not be allowed to progress to the next year of the programme until all the practice outcomes have been successfully achieved.

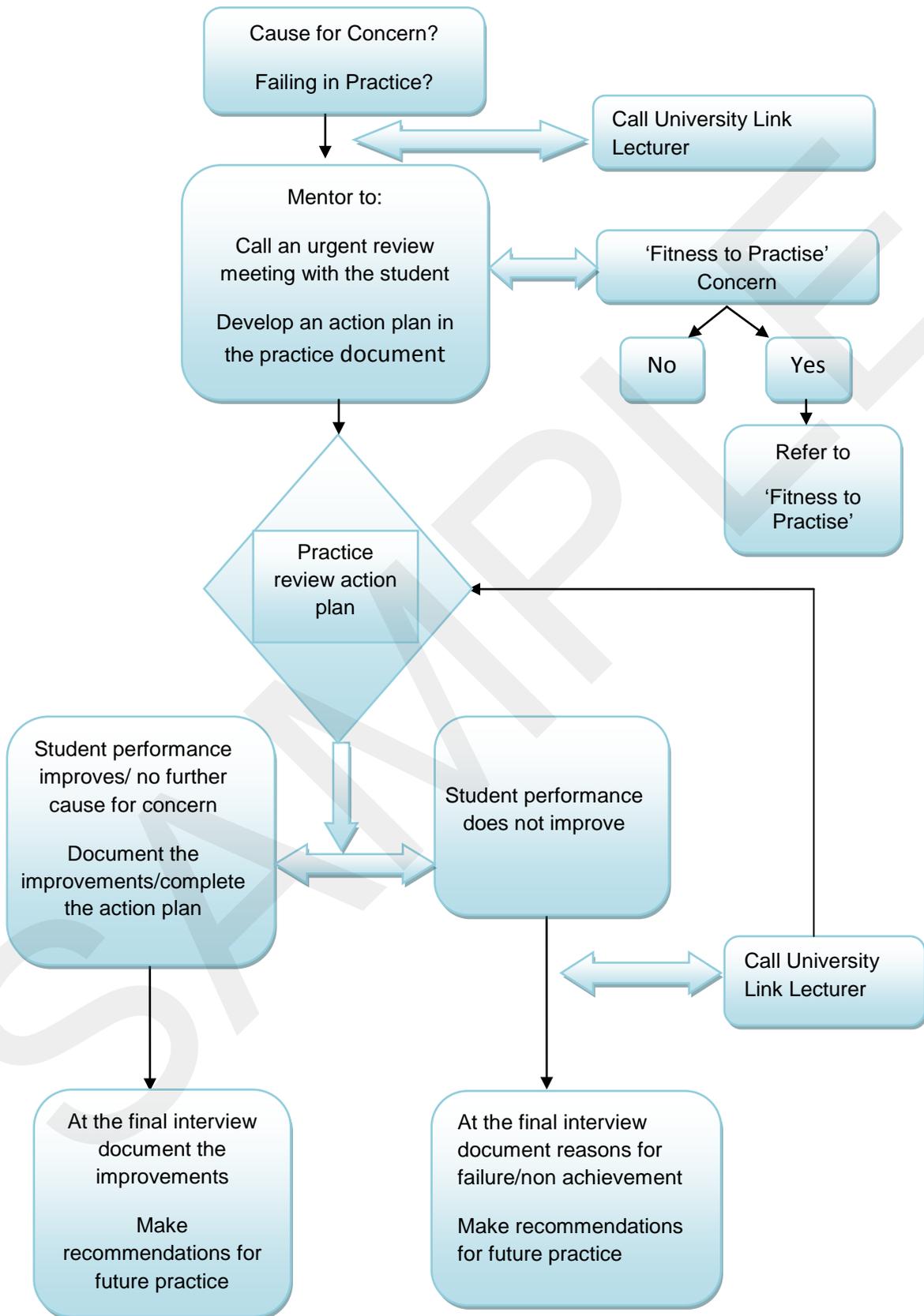
*Non achievement of the Compulsory Practice Statement within the final practice experience of the year or the subsequent retrieval practice experience will normally result in withdrawal from the programme.*

## The Action Plan

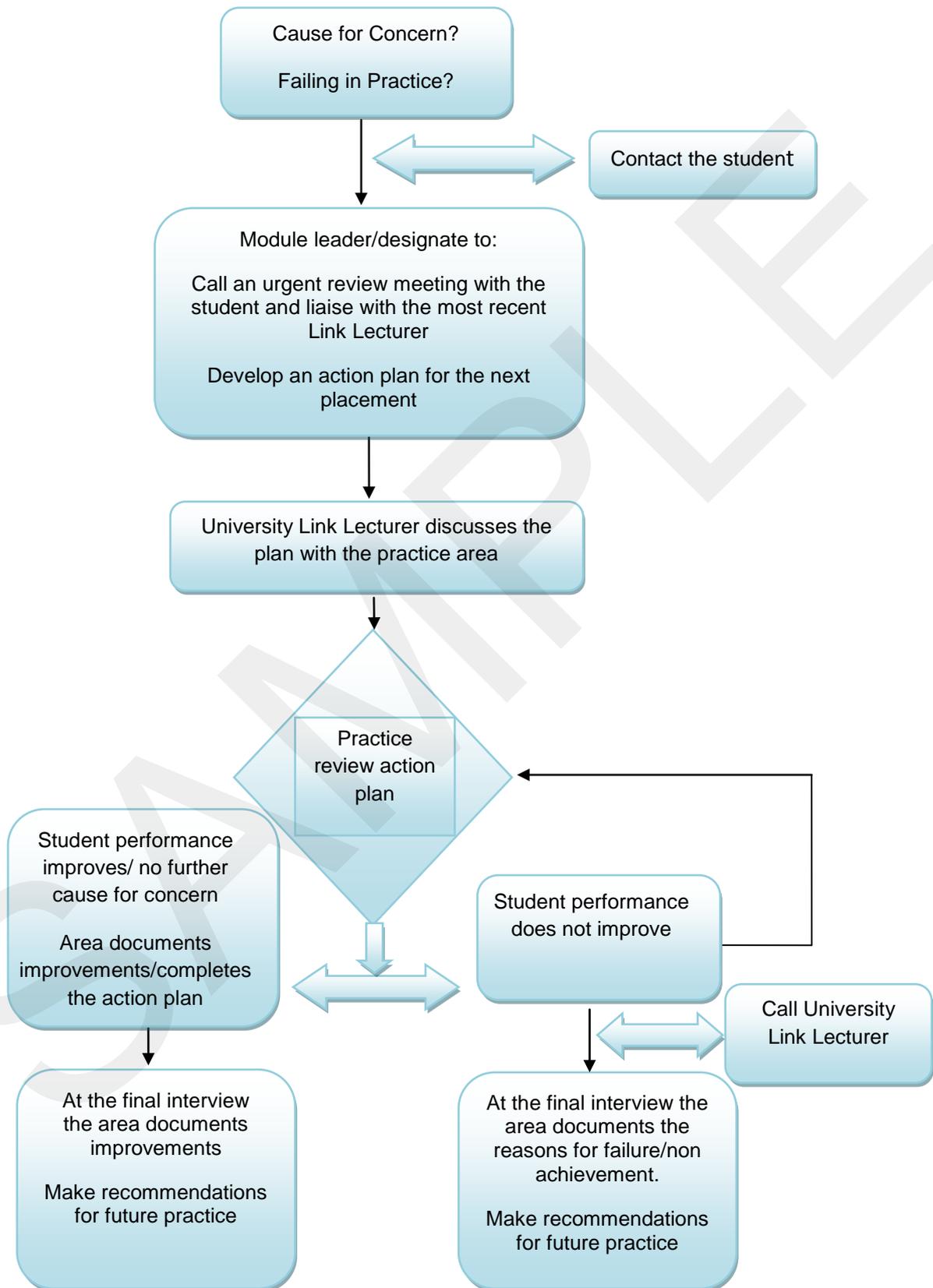
Normally the Mentor and Link Lecturer will meet with you to agree an action plan that details the areas of concern alongside the actions you must perform to achieve the outstanding outcomes or to address the issues of concern. This would normally be initiated during the experience and will be part of the records for that experience. However if the outcomes or concerns are not addressed by the end of the experience this action plan will be discussed with you by the module team and the Link Lecturer. The module team will then ensure that an action plan is made available for the next practice experience.

The processes are outlined in the following flowcharts.

## Procedure for Mentors to Report & Manage Cause for Concern/ Failing in Practice



## Procedure for Practice Module Teams to Manage Cause for Concern/ Failing Students in Practice



## **Fitness to Practise**

There is an expectation that, as a student undertaking a professional programme of study that will lead to registration with the NMC, you will conduct yourself professionally at all times. The NMC (2010) views fitness to practise as having the skills, knowledge, good health and good character to complete your programmes safely and effectively.

The University will investigate all allegations made against any student that questions their fitness to practise. Examples of behaviour that may call in to question your fitness to practise may include:

- Inappropriate boundaries in relationships with patients, clients and staff
- Falsification of documents
- Attitudinal or ethical shortcomings
- Failure to disclose a criminal record, caution or conviction
- Failure to furnish evidence of fitness to practise (in relation to physical and mental health)
- Failure to protect confidential information
- Dishonesty
- Repeated departure from good practice
- Any behaviour or omission that puts yourself, patients, clients or members of the public at risk.

This process is viewed seriously and students who fail to meet the expected requirements for fitness to practise may be withdrawn from the programme.

## **References:**

Nursing and Midwifery Council (2010) *Standards for pre-registration nursing education*. NMC: London

Nursing and Midwifery Council (2010) *NMC and You: Helping you train to become a nurse or midwife*. NMC: London.

# Practice Assessment Document

## Section 2

SAMPLE

## Practice Experience Five

Trust.....

Name of Area.....

Date.....

**Year 2 Compulsory Practice Statement - to be achieved in every practice environment.**

<p><b>The nursing student needs to promote and provide collaborative care based on the highest standards, knowledge and competence. The student should respond appropriately when a task is delegated to them and respond to feedback, utilising a wide range of other sources to learn, develop and improve their nursing practice. The student should be developing their confidence and to inspire confidence in others, including when delegating tasks.</b></p>
<p><i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i></p>
<ul style="list-style-type: none"> <li>• Promotes a principled approach to care underpinned by the NMC Code of professional conduct and adheres to the guidance on professional conduct for nursing and midwifery students. Consideration should be given to appropriate dress, punctuality, attendance and overall professionalism (following due policy).</li> </ul>
<ul style="list-style-type: none"> <li>• Actively seeks to extend knowledge and skills of self and others, using a variety of methods in order to enhance care delivery.</li> </ul>
<ul style="list-style-type: none"> <li>• Can work independently within the limits of their competence, knowledge and clinical governance frameworks, recognising and evaluating their own level of competence whilst undertaking delegated activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Considers care and support requirements of people of all ages and backgrounds, people living with acute and long term conditions and people living with disability.</li> </ul>
<ul style="list-style-type: none"> <li>• Manages appropriate and constructive professional relationships with members of the multi-disciplinary team, service user/ patients, families and other carers, with the intent of building professional caring relationships.</li> </ul>
<ul style="list-style-type: none"> <li>• Promotes good practice based on local and national guidelines for standard infection control precautions including adherence to hygiene, uniform and dress codes.</li> </ul>
<ul style="list-style-type: none"> <li>• By using reflection and seeking feedback from professional and other sources, can evaluate and improve their performance, professional practice and continue their lifelong learning. <b>This feedback must include mentor observed feedback from service user/ patients/ carers as feedback from service user/ patients, carers and family will contribute to the mentor assessment of student capability.</b></li> </ul>
<ul style="list-style-type: none"> <li>• Respects service users' privacy and dignity at all times and obtains consent before care is given</li> </ul>
<ul style="list-style-type: none"> <li>• Always demonstrates compassionate care and promotes the CNO (2012) vision for nursing, of care, compassion, competence, communication, courage and commitment.</li> </ul>
<p><b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b></p>

*Mentor's Comments*

**Has student achieved standards stated in Compulsory Practice Statement?**

**YES**

**NO**

**Student's Signature**

**Mentor's Signature**

**Mentor  
(Please Print Name)**

**Date**

## ORIENTATION TO THE PRACTICE ENVIRONMENT

To be completed as the student commences the practice experience.

		<i>Mentor initial</i>
	<b>This will be addressed on the first day.</b>	
1	<p>The student has been shown around the practice environment and is familiar with fire exits and local fire procedure. The student has been provided with information regarding specific policies and procedures related to <b>emergency, risk and safety</b> e.g. cardiac arrest, lone work policies and fire emergency numbers. <i>(please specify others)</i></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
	<b>These will be addressed within the first 2 days</b>	
2	Student has outlined to mentor their prior learning and experience, of both theory and practice.	
3	Student has provided or shown mentor all previous "Ongoing Record of Achievement or Non Achievement" documents <i>(not applicable in practice environment 1) These have been discussed alongside any existing action plans that are in place due to previous non achievement.</i>	
4	The nature and function of the practice environment, and the client/ patient group cared for by the team has been outlined to the student.	
5	The team roles and responsibilities have been outlined to the student.	
6	Discussion has taken place regarding learning opportunities available within the practice environment.	
7	Student and mentor have discussed their roles, responsibilities and expectations in relation to practice assessment, and in particular the <b>Compulsory Practice Statement</b>	
<b>Student's Signature</b>		
<b>Mentor's Signature</b>		
<b>Mentor (Please Print Name)</b>		
<b>Date</b>		<b>Signatures indicate that orientation to practice environment has been achieved</b>

## PRACTICE LEARNING AGREEMENT

The Practice Learning Agreement is comprised of three component parts; the **preliminary interview**, the **intermediate interview** and the **ongoing record of achievement or non achievement interview**.

**PRELIMINARY INTERVIEW** – *this needs to take place within the first 2 - 5 days of the practice experience*

*Student, please use this space to outline your learning goals for this practice experience.*

*Mentor, please use this space to record your comments on this student learning goals, and to add your suggested practice opportunities, goals and expectations. It will be useful to consider the student's previous Ongoing Record of Achievement or Non Achievement.*

*Student, please use this space to list the negotiated learning goals from the above.*

<b>Student's Signature</b>	
<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	<i>Signatures indicate that both student and mentor agree with the negotiated learning goals</i>

**INTERMEDIATE INTERVIEW** – *this needs to take place mid-way through practice experience*  
 Student progress should be reviewed with specific reference to the Practice Statements, particularly the Compulsory Practice Statement, and the negotiated learning goals.

*Student, please use this space to describe your learning achievements so far, as well as areas you still need to progress.*

*Mentor, please use this space to comment on the students actual progress and awareness of own progress. Please provide examples to support your judgement.*

**Student is making satisfactory progress at this stage of the practice experience**

**YES**

**NO**

*If NO, an Action Plan MUST be completed and the Link Lecturer informed within 2 working days.*

**Student's Signature**

**Mentor's Signature**

**Mentor  
(Please Print Name)**

**Date**

*Signatures indicate that both student and mentor participated in this interview.*

**Agreed Action Plan**  
*Please refer to guidance when constructing this action plan*

Action points	Review date
<p align="center" style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">SAMPLE</p>	

*Please sign below to confirm agreement with action plan*

<b>Student's Signature</b>		<b>Date</b>	
<b>Mentor's Signature</b>		<b>Date</b>	
<b>Link Lecturer's Signature</b>		<b>Date</b>	



## PRACTICE ENVIRONMENT RECORD OF TIMEKEEPING AND ATTENDANCE

Name of Student (please print)			
Cohort		Field of Practice (please circle) AD CH LD MH	
Name of Practice Setting			
Trust/Organisation			
Dates	Start:	Finish:	
Date of Document Submission			

Total Number of Hours Achieved On This Practice Experience (do not include study time and meal breaks)	
Mentor Signature To Confirm Hours	

<b>RECORD OF LATENESS</b>			
<i>Students are required to arrive in time for all shifts. Please use the table below to record all incidence of lateness. Time lost through lateness <b>must</b> be made up.</i>			
Date	Minutes late	Mentor signature	Student signature

<b>RECORD OF ABSENCE</b>						
<i>Attendance of 100% is required. Shift hours worked must EXCLUDE breaks and be recorded and total calculated accurately. Failure to calculate total hours worked accurately may seriously affect your progression on the programme. Please record <u>ALL</u> non-attendance i.e. sickness and/or absence/study days.</i>						
<b>ALL SICKNESS/ABSENCE MUST BE REPORTED TO THE PRACTICE EXPERIENCES OFFICE ON THE UNIVERSITY 24 HOUR ANSWERLINE 01707 285958</b>						
Please use the table below to record <b>all absence</b> , using the following code;						
S			A		UH	
SICKNESS			any reason other than SICKNESS		study day at the University	
DATE	Shift start time	Shift end time	Time lost through absence (hrs, mins)	Code see above	Mentor signature	Student signature



## Practice Experience Six

Trust.....

Name of Area.....

Date.....

**Year 2 Compulsory Practice Statement - to be achieved in every practice environment.**

<p><b>The nursing student needs to promote and provide collaborative care based on the highest standards, knowledge and competence. The student should respond appropriately when a task is delegated to them and respond to feedback, utilising a wide range of other sources to learn, develop and improve their nursing practice. The student should be developing their confidence and to inspire confidence in others, including when delegating tasks.</b></p>
<p><i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i></p>
<ul style="list-style-type: none"> <li>• Promotes a principled approach to care underpinned by the NMC Code of professional conduct and adheres to the guidance on professional conduct for nursing and midwifery students. Consideration should be given to appropriate dress, punctuality, attendance and overall professionalism (following due policy).</li> </ul>
<ul style="list-style-type: none"> <li>• Actively seeks to extend knowledge and skills of self and others, using a variety of methods in order to enhance care delivery.</li> </ul>
<ul style="list-style-type: none"> <li>• Can work independently within the limits of their competence, knowledge and clinical governance frameworks, recognising and evaluating their own level of competence whilst undertaking delegated activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Considers care and support requirements of people of all ages and backgrounds, people living with acute and long term conditions and people living with disability.</li> </ul>
<ul style="list-style-type: none"> <li>• Manages appropriate and constructive professional relationships with members of the multi-disciplinary team, service user/ patients, families and other carers, with the intent of building professional caring relationships.</li> </ul>
<ul style="list-style-type: none"> <li>• Promotes good practice based on local and national guidelines for standard infection control precautions including adherence to hygiene, uniform and dress codes.</li> </ul>
<ul style="list-style-type: none"> <li>• By using reflection and seeking feedback from professional and other sources, can evaluate and improve their performance, professional practice and continue their lifelong learning. <b>This feedback must include mentor observed feedback from service user/ patients/ carers as feedback from service user/ patients, carers and family will contribute to the mentor assessment of student capability.</b></li> </ul>
<ul style="list-style-type: none"> <li>• Respects service users' privacy and dignity at all times and obtains consent before care is given</li> </ul>
<ul style="list-style-type: none"> <li>• Always demonstrates compassionate care and promotes the CNO (2012) vision for nursing, of care, compassion, competence, communication, courage and commitment.</li> </ul>
<p><b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b></p>

*Mentor's Comments*

**Has student achieved standards stated in Compulsory Practice Statement?**

**YES**

**NO**

**Student's Signature**

**Mentor's Signature**

**Mentor  
(Please Print Name)**

**Date**

## ORIENTATION TO THE PRACTICE ENVIRONMENT

To be completed as the student commences the practice experience.

		<i>Mentor initial</i>
	<b>This will be addressed on the first day.</b>	
1	<p>The student has been shown around the practice environment and is familiar with fire exits and local fire procedure. The student has been provided with information regarding specific policies and procedures related to <b>emergency, risk and safety</b> e.g. cardiac arrest, lone work policies and fire emergency numbers. <i>(please specify others)</i></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
	<b>These will be addressed within the first 2 days</b>	
2	Student has outlined to mentor their prior learning and experience, of both theory and practice.	
3	Student has provided or shown mentor all previous "Ongoing Record of Achievement or Non Achievement" documents <i>(not applicable in practice environment 1) These have been discussed alongside any existing action plans that are in place due to previous non achievement.</i>	
4	The nature and function of the practice environment, and the client/ patient group cared for by the team has been outlined to the student.	
5	The team roles and responsibilities have been outlined to the student.	
6	Discussion has taken place regarding learning opportunities available within the practice environment.	
7	Student and mentor have discussed their roles, responsibilities and expectations in relation to practice assessment, and in particular the <b>Compulsory Practice Statement</b>	
<b>Student's Signature</b>		
<b>Mentor's Signature</b>		
<b>Mentor (Please Print Name)</b>		
<b>Date</b>		<b>Signatures indicate that orientation to practice environment has been achieved</b>

## PRACTICE LEARNING AGREEMENT

The Practice Learning Agreement is comprised of three component parts; the **preliminary interview**, the **intermediate interview** and the **ongoing record of achievement or non achievement interview**.

**PRELIMINARY INTERVIEW** – *this needs to take place within the first 2 - 5 days of the practice experience*

*Student, please use this space to outline your learning goals for this practice experience.*

*Mentor, please use this space to record your comments on this student learning goals, and to add your suggested practice opportunities, goals and expectations. It will be useful to consider the student's previous Ongoing Record of Achievement or Non Achievement.*

*Student, please use this space to list the negotiated learning goals from the above.*

<b>Student's Signature</b>	
<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	<i>Signatures indicate that both student and mentor agree with the negotiated learning goals</i>

**INTERMEDIATE INTERVIEW** – *this needs to take place mid-way through practice experience*

Student progress should be reviewed with specific reference to the Practice Statements, particularly the Compulsory Practice Statement, and the negotiated learning goals.

*Student, please use this space to describe your learning achievements so far, as well as areas you still need to progress.*

*Mentor, please use this space to comment on the students actual progress and awareness of own progress. Please provide examples to support your judgement.*

**Student is making satisfactory progress at this stage of the practice experience**

**YES**

**NO**

*If NO, an Action Plan MUST be completed and the Link Lecturer informed within 2 working days.*

**Student's Signature**

**Mentor's Signature**

**Mentor  
(Please Print Name)**

**Date**

*Signatures indicate that both student and mentor participated in this interview.*

**Agreed Action Plan**  
*Please refer to guidance when constructing this action plan*

Action points	Review date
<p align="center" style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">SAMPLE</p>	

*Please sign below to confirm agreement with action plan*

<b>Student's Signature</b>		<b>Date</b>	
<b>Mentor's Signature</b>		<b>Date</b>	
<b>Link Lecturer's Signature</b>		<b>Date</b>	



## PRACTICE ENVIRONMENT RECORD OF TIMEKEEPING AND ATTENDANCE

Name of Student (please print)		
Cohort		Field of Practice (please circle) AD CH LD MH
Name of Practice Setting		
Trust/Organisation		
Dates	Start:	Finish:
Date of Document Submission		

Total Number of Hours Achieved On This Practice Experience (do not include study time and meal breaks)	
Mentor Signature To Confirm Hours	

<b>RECORD OF LATENESS</b>			
<i>Students are required to arrive in time for all shifts. Please use the table below to record all incidence of lateness. Time lost through lateness <b>must</b> be made up.</i>			
Date	Minutes late	Mentor signature	Student signature

<b>RECORD OF ABSENCE</b>						
<i>Attendance of 100% is required. Shift hours worked must EXCLUDE breaks and be recorded and total calculated accurately. Failure to calculate total hours worked accurately may seriously affect your progression on the programme. Please record <u>ALL</u> non-attendance i.e. sickness and/or absence/study days.</i>						
<b>ALL SICKNESS/ABSENCE MUST BE REPORTED TO THE PRACTICE EXPERIENCES OFFICE ON THE UNIVERSITY 24 HOUR ANSWERLINE 01707 285958</b>						
Please use the table below to record <b>all absence</b> , using the following code;						
S			A		UH	
SICKNESS			any reason other than SICKNESS		study day at the University	
DATE	Shift start time	Shift end time	Time lost through absence (hrs, mins)	Code see above	Mentor signature	Student signature



## Practice Experience Seven

Trust.....

Name of Area.....

Date.....

**Year 2 Compulsory Practice Statement - to be achieved in every practice environment.**

<p><b>The nursing student needs to promote and provide collaborative care based on the highest standards, knowledge and competence. The student should respond appropriately when a task is delegated to them and respond to feedback, utilising a wide range of other sources to learn, develop and improve their nursing practice. The student should be developing their confidence and to inspire confidence in others, including when delegating tasks.</b></p>
<p><i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i></p>
<ul style="list-style-type: none"> <li>• Promotes a principled approach to care underpinned by the NMC Code of professional conduct and adheres to the guidance on professional conduct for nursing and midwifery students. Consideration should be given to appropriate dress, punctuality, attendance and overall professionalism (following due policy).</li> </ul>
<ul style="list-style-type: none"> <li>• Actively seeks to extend knowledge and skills of self and others, using a variety of methods in order to enhance care delivery.</li> </ul>
<ul style="list-style-type: none"> <li>• Can work independently within the limits of their competence, knowledge and clinical governance frameworks, recognising and evaluating their own level of competence whilst undertaking delegated activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Considers care and support requirements of people of all ages and backgrounds, people living with acute and long term conditions and people living with disability.</li> </ul>
<ul style="list-style-type: none"> <li>• Manages appropriate and constructive professional relationships with members of the multi-disciplinary team, service user/ patients, families and other carers, with the intent of building professional caring relationships.</li> </ul>
<ul style="list-style-type: none"> <li>• Promotes good practice based on local and national guidelines for standard infection control precautions including adherence to hygiene, uniform and dress codes.</li> </ul>
<ul style="list-style-type: none"> <li>• By using reflection and seeking feedback from professional and other sources, can evaluate and improve their performance, professional practice and continue their lifelong learning. <b>This feedback must include mentor observed feedback from service user/ patients/ carers as feedback from service user/ patients, carers and family will contribute to the mentor assessment of student capability.</b></li> </ul>
<ul style="list-style-type: none"> <li>• Respects service users' privacy and dignity at all times and obtains consent before care is given</li> </ul>
<ul style="list-style-type: none"> <li>• Always demonstrates compassionate care and promotes the CNO (2012) vision for nursing, of care, compassion, competence, communication, courage and commitment.</li> </ul>
<p><b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b></p>

*Mentor's Comments*

**Has student achieved standards stated in Compulsory Practice Statement?**

**YES**

**NO**

**Student's Signature**

**Mentor's Signature**

**Mentor  
(Please Print Name)**

**Date**

## ORIENTATION TO THE PRACTICE ENVIRONMENT

To be completed as the student commences the practice experience.

	<i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to the following areas;</i>	<i>Mentor initial</i>
	<b>This will be addressed on the first day.</b>	
1	<p>The student has been shown around the practice environment and is familiar with fire exits and local fire procedure. The student has been provided with information regarding specific policies and procedures related to <b>emergency, risk and safety</b> e.g. cardiac arrest, lone work policies and fire emergency numbers. <i>(please specify others)</i></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
	<b>These will be addressed within the first 2 days</b>	
2	Student has outlined to mentor their prior learning and experience, of both theory and practice.	
3	Student has provided or shown mentor all previous "Ongoing Record of Achievement or Non Achievement" documents <i>(not applicable in practice environment 1) These have been discussed alongside any existing action plans that are in place due to previous non achievement.</i>	
4	The nature and function of the practice environment, and the client/ patient group cared for by the team has been outlined to the student.	
5	The team roles and responsibilities have been outlined to the student.	
6	Discussion has taken place regarding learning opportunities available within the practice environment.	
7	Student and mentor have discussed their roles, responsibilities and expectations in relation to practice assessment, and in particular the <b>Compulsory Practice Statement</b>	
<b>Student's Signature</b>		
<b>Mentor's Signature</b>		
<b>Mentor (Please Print Name)</b>		
<b>Date</b>		<b>Signatures indicate that orientation to practice environment has been achieved</b>

## PRACTICE LEARNING AGREEMENT

The Practice Learning Agreement is comprised of three component parts; the **preliminary interview**, the **intermediate interview** and the **ongoing record of achievement or non achievement interview**.

<p><b>PRELIMINARY INTERVIEW</b> – <i>this needs to take place within the first 2 - 5 days of the practice experience</i></p>	
<p><i>Student, please use this space to outline your learning goals for this practice experience.</i></p>	
<p><i>Mentor, please use this space to record your comments on this student learning goals, and to add your suggested practice opportunities, goals and expectations. It will be useful to consider the student's previous Ongoing Record of Achievement or Non Achievement.</i></p>	
<p><i>Student, please use this space to list the negotiated learning goals from the above.</i></p>	
<p><b>Student's Signature</b></p>	
<p><b>Mentor's Signature</b></p>	
<p><b>Mentor</b> <b>(Please Print Name)</b></p>	
<p><b>Date</b></p>	<p><i>Signatures indicate that both student and mentor agree with the negotiated learning goals</i></p>

**INTERMEDIATE INTERVIEW** – *this needs to take place mid-way through practice experience*  
 Student progress should be reviewed with specific reference to the Practice Statements, particularly the Compulsory Practice Statement, and the negotiated learning goals.

*Student, please use this space to describe your learning achievements so far, as well as areas you still need to progress.*

*Mentor, please use this space to comment on the students actual progress and awareness of own progress. Please provide examples to support your judgement.*

**Student is making satisfactory progress at this stage of the practice experience**

**YES**

**NO**

*If NO, an Action Plan MUST be completed and the Link Lecturer informed within 2 working days.*

**Student's Signature**

**Mentor's Signature**

**Mentor  
(Please Print Name)**

**Date**

*Signatures indicate that both student and mentor participated in this interview.*

**Agreed Action Plan**  
*Please refer to guidance when constructing this action plan*

Action points	Review date

*Please sign below to confirm agreement with action plan*

<b>Student's Signature</b>		<b>Date</b>	
<b>Mentor's Signature</b>		<b>Date</b>	
<b>Link Lecturer's Signature</b>		<b>Date</b>	



## CONFIRMATION OF PRACTICE PROFICIENCY

**Student Details:**

Full name (Print).....

Pre-registration nursing programme.....

**Sign-off Mentor Details:**

Full name (Print).....

NMC Pin number.....

Trust/PCT/Employer (placement provider).....

Date of assessment.....

<b>Sign-off Mentor Statement</b>	<b>Signature of Sign-off Mentor and date</b> (in appropriate box)
Having made the final assessment of practice I hereby confirm that this student has successfully <b>met</b> the required Nursing and Midwifery Council standards of proficiency for entry to the register.	
Having made the final assessment of practice I hereby confirm that this student has <b>not met</b> the required Nursing and Midwifery Council standards of proficiency for entry to the register.	

## PRACTICE ENVIRONMENT RECORD OF TIMEKEEPING AND ATTENDANCE

<b>Name of Student</b> (please print)			
<b>Cohort</b>		<b>Field of Practice (please circle)</b> AD CH LD MH	
<b>Name of Practice Setting</b>			
<b>Trust/Organisation</b>			
<b>Dates</b>	<b>Start:</b>	<b>Finish:</b>	
<b>Date of Document Submission</b>			

<b>Total Number of Hours Achieved On This Practice Experience</b> <i>(do not include study time and meal breaks)</i>	
<b>Mentor Signature To Confirm Hours</b>	

<b>RECORD OF LATENESS</b>			
<i>Students are required to arrive in time for all shifts. Please use the table below to record all incidence of lateness. Time lost through lateness <b>must</b> be made up.</i>			
Date	Minutes late	Mentor signature	Student signature

<b>RECORD OF ABSENCE</b>						
<i>Attendance of 100% is required. Shift hours worked must EXCLUDE breaks and be recorded and total calculated accurately. Failure to calculate total hours worked accurately may seriously affect your progression on the programme. Please record <u>ALL</u> non-attendance i.e. sickness and/or absence/study days.</i>						
<b>ALL SICKNESS/ABSENCE MUST BE REPORTED TO THE PRACTICE EXPERIENCES OFFICE ON THE UNIVERSITY 24 HOUR ANSWERLINE 01707 285958</b>						
Please use the table below to record <b>all absence</b> , using the following code;						
S			A		UH	
SICKNESS			any reason other than SICKNESS		study day at the University	
DATE	Shift start time	Shift end time	Time lost through absence (hrs, mins)	Code see above	Mentor signature	Student signature



SAMPLE

## Consolidation Document

Trust.....

Name of Area.....

Date.....

**Year 2 Compulsory Practice Statement - to be maintained during the consolidation period**

**The nursing student needs to promote and provide collaborative care based on the highest standards, knowledge and competence. The student should respond appropriately when a task is delegated to them and respond to feedback, utilising a wide range of other sources to learn, develop and improve their nursing practice. The student should be developing their confidence and to inspire confidence in others, including when delegating tasks.**

*In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;*

- Promotes a principled approach to care underpinned by the NMC Code of professional conduct and adheres to the guidance on professional conduct for nursing and midwifery students. Consideration should be given to appropriate dress, punctuality, attendance and overall professionalism (following due policy).
- Actively seeks to extend knowledge and skills of self and others, using a variety of methods in order to enhance care delivery.
- Can work independently within the limits of their competence, knowledge and clinical governance frameworks, recognising and evaluating their own level of competence whilst undertaking delegated activities.
- Considers care and support requirements of people of all ages and backgrounds, people living with acute and long term conditions and people living with disability.
- Manages appropriate and constructive professional relationships with members of the multi disciplinary team, service users, families and other carers, with the intent of building professional caring relationships.
- Promotes good practice based on local and national guidelines for standard infection control precautions including adherence to hygiene, uniform and dress codes.
- By using reflection and seeking feedback from professional and other sources, can evaluate and improve their performance, professional practice and continue their lifelong learning. **This feedback must include mentor observed feedback from service users/ carers as feedback from service users, carers and family will contribute to the mentor assessment of student capability.**
- Respects service users' privacy and dignity at all times and obtains consent before care is given
- Always demonstrates compassionate care and promotes the CNO (2012) vision for nursing, of care, compassion, competence, communication, courage and commitment.

***Student, please use this space to outline why you believe that you have achieved this outcome.***

*Mentor's Comments*

**Has student achieved standards stated in Compulsory Practice Statement?**

**YES**

**NO**

**Student's Signature**

**Mentor's Signature**

**Mentor  
(Please Print Name)**

**Date**



**PRACTICE ENVIRONMENT RECORD OF TIMEKEEPING AND ATTENDANCE DURING CONSOLIDATION PERIOD**

Name of Student (please print)			
Cohort		Field of Practice (please circle) AD CH LD MH	
Name of Practice Setting			
Trust/Organisation			
Dates	Start:	Finish:	
Date of Document Submission			

Total Number of Hours Achieved On This Practice Experience (do not include study time and meal breaks)	
Mentor Signature	

<b>RECORD OF LATENESS</b>			
<i>Students are required to arrive in time for all shifts. Please use the table below to record all incidence of lateness. Time lost through lateness <b>must</b> be made up.</i>			
Date	Minutes late	Mentor signature	Student signature

<b>RECORD OF ABSENCE</b>						
<i>Attendance of 100% is required. Shift hours worked must EXCLUDE breaks and be recorded and total calculated accurately. Failure to calculate total hours worked accurately may seriously affect your progression on the programme. Please record <u>ALL</u> non-attendance i.e. sickness and/or absence/study days.</i>						
<b>ALL SICKNESS/ABSENCE MUST BE REPORTED TO THE PRACTICE EXPERIENCES OFFICE ON THE UNIVERSITY 24 HOUR ANSWERLINE 01707 285958</b>						
Please use the table below to record <b>all absence</b> , using the following code;						
S			A		UH	
SICKNESS			any reason other than SICKNESS		study day at the University	
DATE	Shift start time	Shift end time	Time lost through absence (hrs, mins)	Code see above	Mentor signature	Student signature



## Extra Practice Experience

Trust.....

Name of Area.....

Date.....

**Year 2 Compulsory Practice Statement - to be achieved in every practice environment.**

<p><b>The nursing student needs to promote and provide collaborative care based on the highest standards, knowledge and competence. The student should respond appropriately when a task is delegated to them and respond to feedback, utilising a wide range of other sources to learn, develop and improve their nursing practice. The student should be developing their confidence and to inspire confidence in others, including when delegating tasks.</b></p>
<p><i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i></p>
<ul style="list-style-type: none"> <li>• Promotes a principled approach to care underpinned by the NMC Code of professional conduct and adheres to the guidance on professional conduct for nursing and midwifery students. Consideration should be given to appropriate dress, punctuality, attendance and overall professionalism (following due policy).</li> </ul>
<ul style="list-style-type: none"> <li>• Actively seeks to extend knowledge and skills of self and others, using a variety of methods in order to enhance care delivery.</li> </ul>
<ul style="list-style-type: none"> <li>• Can work independently within the limits of their competence, knowledge and clinical governance frameworks, recognising and evaluating their own level of competence whilst undertaking delegated activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Considers care and support requirements of people of all ages and backgrounds, people living with acute and long term conditions and people living with disability.</li> </ul>
<ul style="list-style-type: none"> <li>• Manages appropriate and constructive professional relationships with members of the multi-disciplinary team, service user/ patients, families and other carers, with the intent of building professional caring relationships.</li> </ul>
<ul style="list-style-type: none"> <li>• Promotes good practice based on local and national guidelines for standard infection control precautions including adherence to hygiene, uniform and dress codes.</li> </ul>
<ul style="list-style-type: none"> <li>• By using reflection and seeking feedback from professional and other sources, can evaluate and improve their performance, professional practice and continue their lifelong learning. <b>This feedback must include mentor observed feedback from service user/ patients/ carers as feedback from service user/ patients, carers and family will contribute to the mentor assessment of student capability.</b></li> </ul>
<ul style="list-style-type: none"> <li>• Respects service users' privacy and dignity at all times and obtains consent before care is given</li> </ul>
<ul style="list-style-type: none"> <li>• Always demonstrates compassionate care and promotes the CNO (2012) vision for nursing, of care, compassion, competence, communication, courage and commitment.</li> </ul>
<p><b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b></p>

*Mentor's Comments*

**Has student achieved standards stated in Compulsory Practice Statement?**

**YES**

**NO**

**Student's Signature**

**Mentor's Signature**

**Mentor  
(Please Print Name)**

**Date**

## ORIENTATION TO THE PRACTICE ENVIRONMENT

To be completed as the student commences the practice experience.

	<i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to the following areas;</i>	<i>Mentor initial</i>
	<b>This will be addressed on the first day.</b>	
1	<p>The student has been shown around the practice environment and is familiar with fire exits and local fire procedure. The student has been provided with information regarding specific policies and procedures related to <b>emergency, risk and safety</b> e.g. cardiac arrest, lone work policies and fire emergency numbers. <i>(please specify others)</i></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
	<b>These will be addressed within the first 2 days</b>	
2	Student has outlined to mentor their prior learning and experience, of both theory and practice.	
3	Student has provided or shown mentor all previous "Ongoing Record of Achievement or Non Achievement" documents <i>(not applicable in practice environment 1) These have been discussed alongside any existing action plans that are in place due to previous non achievement.</i>	
4	The nature and function of the practice environment, and the client/ patient group cared for by the team has been outlined to the student.	
5	The team roles and responsibilities have been outlined to the student.	
6	Discussion has taken place regarding learning opportunities available within the practice environment.	
7	Student and mentor have discussed their roles, responsibilities and expectations in relation to practice assessment, and in particular the <b>Compulsory Practice Statement</b>	
<b>Student's Signature</b>		
<b>Mentor's Signature</b>		
<b>Mentor (Please Print Name)</b>		
<b>Date</b>		<b>Signatures indicate that orientation to practice environment has been achieved</b>

## PRACTICE LEARNING AGREEMENT

The Practice Learning Agreement is comprised of three component parts; the **preliminary interview**, the **intermediate interview** and the **ongoing record of achievement or non achievement interview**.

**PRELIMINARY INTERVIEW** – *this needs to take place within the first 2 - 5 days of the practice experience*

*Student, please use this space to outline your learning goals for this practice experience.*

*Mentor, please use this space to record your comments on this student learning goals, and to add your suggested practice opportunities, goals and expectations. It will be useful to consider the student's previous Ongoing Record of Achievement or Non Achievement.*

*Student, please use this space to list the negotiated learning goals from the above.*

<b>Student's Signature</b>	
<b>Mentor's Signature</b>	
<b>Mentor(Please Print Name)</b>	
<b>Date</b>	<i>Signatures indicate that both student and mentor agree with the negotiated learning goals</i>

**INTERMEDIATE INTERVIEW** – *this needs to take place mid-way through practice experience*  
 Student progress should be reviewed with specific reference to the Practice Statements, particularly the Compulsory Practice Statement, and the negotiated learning goals.

*Student, please use this space to describe your learning achievements so far, as well as areas you still need to progress.*

*Mentor, please use this space to comment on the students actual progress and awareness of own progress. Please provide examples to support your judgement.*

**Student is making satisfactory progress at this stage of the practice experience**

**YES**

**NO**

*If NO, an Action Plan MUST be completed and the Link Lecturer informed within 2 working days.*

**Student's Signature**

**Mentor's Signature**

**Mentor  
(Please Print Name)**

**Date**

*Signatures indicate that both student and mentor participated in this interview.*

## Agreed Action Plan

*Please refer to guidance when constructing this action plan*

Action points	Review date
SAMPLE	

*Please sign below to confirm agreement with action plan*

<b>Student's Signature</b>		<b>Date</b>	
<b>Mentor's Signature</b>		<b>Date</b>	
<b>Link Lecturer's Signature</b>		<b>Date</b>	



## PRACTICE ENVIRONMENT RECORD OF TIMEKEEPING AND ATTENDANCE

Name of Student (please print)			
Cohort		Field of Practice (please circle) AD CH LD MH	
Name of Practice Setting			
Trust/Organisation			
Dates	Start:	Finish:	
Date of Document Submission			

Total Number of Hours Achieved On This Practice Experience (do not include study time and meal breaks)	
Mentor Signature To Confirm Hours	

RECORD OF LATENESS			
<i>Students are required to arrive in time for all shifts. Please use the table below to record all incidence of lateness. Time lost through lateness <b>must</b> be made up.</i>			
Date	Minutes late	Mentor signature	Student signature

RECORD OF ABSENCE						
<i>Attendance of 100% is required. Shift hours worked must EXCLUDE breaks and be recorded and total calculated accurately. Failure to calculate total hours worked accurately may seriously affect your progression on the programme. Please record <u>ALL</u> non-attendance i.e. sickness and/or absence/study days.</i>						
<b>ALL SICKNESS/ABSENCE <u>MUST</u> BE REPORTED TO THE PRACTICE EXPERIENCES OFFICE ON THE UNIVERSITY 24 HOUR ANSWERLINE 01707 285958</b>						
Please use the table below to record <b>all absence</b> , using the following code;						
S			A		UH	
SICKNESS			any reason other than SICKNESS		study day at the University	
DATE	Shift start time	Shift end time	Time lost through absence (hrs, mins)	Code see above	Mentor signature	Student signature



## Extra Practice Experience

Trust.....

Name of Area.....

Date.....

**Year 2 Compulsory Practice Statement - to be achieved in every practice environment.**

<p><b>The nursing student needs to promote and provide collaborative care based on the highest standards, knowledge and competence. The student should respond appropriately when a task is delegated to them and respond to feedback, utilising a wide range of other sources to learn, develop and improve their nursing practice. The student should be developing their confidence and to inspire confidence in others, including when delegating tasks.</b></p>
<p><i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i></p>
<ul style="list-style-type: none"> <li>• Promotes a principled approach to care underpinned by the NMC Code of professional conduct and adheres to the guidance on professional conduct for nursing and midwifery students. Consideration should be given to appropriate dress, punctuality, attendance and overall professionalism (following due policy).</li> </ul>
<ul style="list-style-type: none"> <li>• Actively seeks to extend knowledge and skills of self and others, using a variety of methods in order to enhance care delivery.</li> </ul>
<ul style="list-style-type: none"> <li>• Can work independently within the limits of their competence, knowledge and clinical governance frameworks, recognising and evaluating their own level of competence whilst undertaking delegated activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Considers care and support requirements of people of all ages and backgrounds, people living with acute and long term conditions and people living with disability.</li> </ul>
<ul style="list-style-type: none"> <li>• Manages appropriate and constructive professional relationships with members of the multi-disciplinary team, service user/ patients, families and other carers, with the intent of building professional caring relationships.</li> </ul>
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<ul style="list-style-type: none"> <li>• By using reflection and seeking feedback from professional and other sources, can evaluate and improve their performance, professional practice and continue their lifelong learning. <b>This feedback must include mentor observed feedback from service user/ patients/ carers as feedback from service user/ patients, carers and family will contribute to the mentor assessment of student capability.</b></li> </ul>
<ul style="list-style-type: none"> <li>• Respects service users' privacy and dignity at all times and obtains consent before care is given</li> </ul>
<ul style="list-style-type: none"> <li>• Always demonstrates compassionate care and promotes the CNO (2012) vision for nursing, of care, compassion, competence, communication, courage and commitment.</li> </ul>
<p><b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b></p>

*Mentor's Comments*

**Has student achieved standards stated in Compulsory Practice Statement?**

**YES**

**NO**

**Student's Signature**

**Mentor's Signature**

**Mentor  
(Please Print Name)**

**Date**

## ORIENTATION TO THE PRACTICE ENVIRONMENT

To be completed as the student commences the practice experience.

	<i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to the following areas;</i>	<i>Mentor initial</i>
	<b>This will be addressed on the first day.</b>	
1	<p>The student has been shown around the practice environment and is familiar with fire exits and local fire procedure. The student has been provided with information regarding specific policies and procedures related to <b>emergency, risk and safety</b> e.g. cardiac arrest, lone work policies and fire emergency numbers. <i>(please specify others)</i></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
	<b>These will be addressed within the first 2 days</b>	
2	Student has outlined to mentor their prior learning and experience, of both theory and practice.	
3	Student has provided or shown mentor all previous "Ongoing Record of Achievement or Non Achievement" documents <i>(not applicable in practice environment 1) These have been discussed alongside any existing action plans that are in place due to previous non achievement.</i>	
4	The nature and function of the practice environment, and the client/ patient group cared for by the team has been outlined to the student.	
5	The team roles and responsibilities have been outlined to the student.	
6	Discussion has taken place regarding learning opportunities available within the practice environment.	
7	Student and mentor have discussed their roles, responsibilities and expectations in relation to practice assessment, and in particular the <b>Compulsory Practice Statement</b>	
<b>Student's Signature</b>		
<b>Mentor's Signature</b>		
<b>Mentor (Please Print Name)</b>		
<b>Date</b>		<b>Signatures indicate that orientation to practice environment has been achieved</b>

## PRACTICE LEARNING AGREEMENT

The Practice Learning Agreement is comprised of three component parts; the **preliminary interview**, the **intermediate interview** and the **ongoing record of achievement or non achievement interview**.

**PRELIMINARY INTERVIEW** – *this needs to take place within the first 2 - 5 days of the practice experience*

*Student, please use this space to outline your learning goals for this practice experience.*

*Mentor, please use this space to record your comments on this student learning goals, and to add your suggested practice opportunities, goals and expectations. It will be useful to consider the student's previous Ongoing Record of Achievement or Non Achievement.*

*Student, please use this space to list the negotiated learning goals from the above.*

<b>Student's Signature</b>	
<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	<i>Signatures indicate that both student and mentor agree with the negotiated learning goals</i>

**INTERMEDIATE INTERVIEW** – *this needs to take place mid-way through practice experience*  
 Student progress should be reviewed with specific reference to the Practice Statements, particularly the Compulsory Practice Statement, and the negotiated learning goals.

*Student, please use this space to describe your learning achievements so far, as well as areas you still need to progress.*

*Mentor, please use this space to comment on the students actual progress and awareness of own progress. Please provide examples to support your judgement.*

**Student is making satisfactory progress at this stage of the practice experience**

**YES**

**NO**

*If NO, an Action Plan MUST be completed and the Link Lecturer informed within 2 working days.*

Student's Signature		
Mentor's Signature		
Mentor (Please Print Name)		
Date		<i>Signatures indicate that both student and mentor participated in this interview.</i>

**Agreed Action Plan**  
*Please refer to guidance when constructing this action plan*

Action points	Review date
<p align="center" style="font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">SAMPLE</p>	

*Please sign below to confirm agreement with action plan*

<b>Student's Signature</b>		<b>Date</b>	
<b>Mentor's Signature</b>		<b>Date</b>	
<b>Link Lecturer's Signature</b>		<b>Date</b>	



## PRACTICE ENVIRONMENT RECORD OF TIMEKEEPING AND ATTENDANCE

Name of Student (please print)			
Cohort		Field of Practice (please circle) AD CH LD MH	
Name of Practice Setting			
Trust/Organisation			
Dates	Start:	Finish:	
Date of Document Submission			

Total Number of Hours Achieved On This Practice Experience (do not include study time and meal breaks)	
Mentor Signature To Confirm Hours	

RECORD OF LATENESS			
<i>Students are required to arrive in time for all shifts. Please use the table below to record all incidence of lateness. Time lost through lateness <b>must</b> be made up.</i>			
Date	Minutes late	Mentor signature	Student signature

RECORD OF ABSENCE						
<i>Attendance of 100% is required. Shift hours worked must EXCLUDE breaks and be recorded and total calculated accurately. Failure to calculate total hours worked accurately may seriously affect your progression on the programme. Please record <u>ALL</u> non-attendance i.e. sickness and/or absence/study days.</i>						
<b>ALL SICKNESS/ABSENCE MUST BE REPORTED TO THE PRACTICE EXPERIENCES OFFICE ON THE UNIVERSITY 24 HOUR ANSWERLINE 01707 285958</b>						
Please use the table below to record <b>all absence</b> , using the following code;						
S			A		UH	
SICKNESS			any reason other than SICKNESS		study day at the University	
DATE	Shift start time	Shift end time	Time lost through absence (hrs, mins)	Code see above	Mentor signature	Student signature



# Practice Assessment Document

## Section 3

## Essential Skills Cluster - Care, Compassion and Communication

### Practice Statement 1

**The nursing student needs to engage with service user/ patients and their family or carers within their cultural environments in an acceptant and anti-discriminatory manner free from harassment and exploitation, respecting service user/ patients as individuals and strive to help them the preserve their dignity at all times.**

<i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i>	<i>Mentor initial</i>
• Acts professionally to ensure that personal judgements, prejudices, values, attitudes and beliefs do not compromise care.	
• Is acceptant of differing cultural traditions, beliefs, UK legal frameworks and professional ethics when planning care with people and their families and carers.	
• Acts autonomously and proactively in promoting care settings environments that are culturally sensitive and free from discrimination, harassment and exploitation, upholding people's legal rights and speaking out when these are at risk of being compromised.	
• Is proactive in promoting and maintaining dignity and acts autonomously to challenge situations or others when someone's dignity may be compromised.	

***Student, please use this space to outline why you believe that you have achieved this outcome.***

**Mentor's Comments**

SAMPLE

<b>Student's Signature</b>	
<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	<b>Signatures indicate that student has achieved in relation to Practice Statement 1</b>

## Essential Skills Cluster - Care, Compassion and Communication

### Practice Statement 2

**The nursing student needs to engage in person centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves. They must gain consent based on sound understanding in order to allow an informed choice prior to any intervention and that rights in decision making and consent will be respected and upheld.**

<i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i>	<i>Mentor initial</i>
<ul style="list-style-type: none"> <li>Actively helps service user/ patients to identify and use their strengths to achieve their goals and aspirations</li> </ul>	
<ul style="list-style-type: none"> <li>Assesses and responds to the needs and wishes of carers and relatives in relation to information and consent and, whilst working within legal frameworks, uses helpful and therapeutic strategies to enable people to understand treatments and other interventions in order to give informed consent.</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstrates respect for the autonomy and rights of people to assert their human rights and withhold consent in relation to treatment within legal frameworks and in relation to service user/ patient safety. This requires the use of strategies to manage situations where a service user/ patient' wishes conflict with nursing interventions necessary for safety of the service user/ patient and others.</li> </ul>	
<ul style="list-style-type: none"> <li>Works autonomously, confidently and in partnership with people, their families and other carers to ensure that needs are met through empowerment of the individual in planning and delivering care, and providing strategies for self-care and peer support, including access to independent advocacy.</li> </ul>	
<ul style="list-style-type: none"> <li>Acts to ensure that people who are unable to meet their activities of living have choices about how these are met and feel empowered to do as much as possible for themselves, maintaining dignity and respect for the person at all times, recognising situations and acting appropriately.</li> </ul>	

***Student, please use this space to outline why you believe that you have achieved this outcome.***

SAMPLE

**Mentor's Comments**

SAMPLE

<b>Student's Signature</b>	
<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	Signatures indicate that student has achieved in relation to <b>Practice Statement 2</b>

## Essential skills cluster Care, compassion and communication

### Practice Statement 3

<p><b>The nursing student needs to engage with service user/ patients in a warm, sensitive and compassionate way, actively listening to service user/ patient needs and concerns, and responding using skills that are helpful, providing information that is clear, accurate, meaningful and free from jargon. They must protect and keep as confidential all information relating to service user/ patients.</b></p>	
<p><i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i></p>	<p><i>Mentor initial</i></p>
<ul style="list-style-type: none"> <li>• Has insight into own values and how these may impact on interactions with others, recognising circumstances that trigger personal negative responses and so takes action to prevent this compromising care.</li> </ul>	
<ul style="list-style-type: none"> <li>• Using the skills of active listening, questioning, paraphrasing and reflection, listens to, watches for, and responds to verbal and non-verbal cues in order to anticipate how service user/ patients might feel in a given situation, responding with kindness and empathy to provide physical and emotional comfort. This will include appropriate use of touch</li> </ul>	
<ul style="list-style-type: none"> <li>• Acts autonomously to reduce and challenge barriers to effective communication and understanding and uses appropriate and relevant communication skills to deal with difficult and challenging circumstances, for example, responding to emergencies, unexpected occurrences, saying “no”, dealing with complaints, resolving disputes, de-escalating aggression, conveying ‘unwelcome news’.</li> </ul>	
<ul style="list-style-type: none"> <li>• Provides accurate and comprehensive written and verbal reports based on best available evidence, working within the legal frameworks for data protection, including access to and storage of records.</li> </ul>	
<ul style="list-style-type: none"> <li>• Acts appropriately in sharing information to enable and enhance care (carers, MDT and across agency boundaries), recognising the significance of information and who does or does not need to know.</li> </ul>	
<ul style="list-style-type: none"> <li>• Acts professionally and autonomously and within the law when confidential information has to be shared with others, recognising where there may be limits to confidentiality, for example, public interest and protection from harm.</li> </ul>	
<p><b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b></p>	

SAMPLE

**Mentor's Comments**

SAMPLE

<b>Student's Signature</b>	
<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	<b>Signatures indicate that student has achieved in relation to Practice Statement 3</b>

## Essential Skills Cluster - Organisational Aspects of Care

### Practice Statement 4

<p><b>The nursing student needs to treat service user/ patients as partners and work with them to make a holistic and systematic assessment of their needs; to develop, deliver and evaluate a personalised plan that is based on mutual understanding and respect for their individual situation promoting health and well-being, minimising risk of harm and promoting their safety at all times.</b></p>	
<p><i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i></p>	<p><i>Mentor initial</i></p>
<ul style="list-style-type: none"> <li>• Demonstrates application of a research based evidence to practice.</li> </ul>	
<ul style="list-style-type: none"> <li>• In partnership with the service user/ patient, their carers' and their families, makes an accurate holistic, person centred and systematic assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk, and together, develops a comprehensive personalised plan of nursing care.</li> </ul>	
<ul style="list-style-type: none"> <li>• Works within the context of a multi-professional team and works collaboratively with other agencies when needed to enhance the care of people, communities and populations.</li> </ul>	
<ul style="list-style-type: none"> <li>• Continues to develop their understanding of the different stages of the care journey for a client/ patient group (e.g. surgery-preadmission-hospital-theatre-post-operative care-discharge-home/other and follow up. Acute admission-A&amp;E/AAU-ward-onward discharge-home/other and follow up. This is not an exhaustive list)</li> </ul>	
<ul style="list-style-type: none"> <li>• Promotes health and well-being, self-care and independence through teaching and empowering people and carers to cope with their treatment and the consequences of their condition.</li> </ul>	
<ul style="list-style-type: none"> <li>• Works within the context of a multi-professional team and works collaboratively with other agencies to deliver individualised end of life care.</li> </ul>	
<ul style="list-style-type: none"> <li>• Using recent evidence plan a teaching session or a health promoting activity for a service user/ patient or group to address a health need/health promotion activity' taking account of culture, language and understanding</li> </ul>	
<ul style="list-style-type: none"> <li>• Identify how a pre-prepared leaflet or web-resource might be used with a service user/ patient or a group to aid health promotion and understanding.</li> </ul>	
<ul style="list-style-type: none"> <li>• Uses a range of therapeutic techniques to discuss treatment options with people.</li> </ul>	
<ul style="list-style-type: none"> <li>• Works within a public health framework to assess needs and plan care for individuals, communities and populations and is able to discuss sensitive issues and provides appropriate advice and guidance to individuals, for example, contraception, substance misuse, smoking, obesity, alcohol use, physical activity.</li> </ul>	
<ul style="list-style-type: none"> <li>• Refers to specialists when required.</li> </ul>	
<ul style="list-style-type: none"> <li>• Detects, records and reports if necessary, deterioration or improvement and takes appropriate action autonomously when faced with sudden deterioration in people's physical or psychological condition or emergency situations, abnormal vital signs, collapse, cardiac arrest, self-harm, extremely challenging behaviour, attempted suicide.</li> </ul>	
<ul style="list-style-type: none"> <li>• Measures, documents and interprets vital signs and acts autonomously and appropriately on findings.</li> </ul>	
<ul style="list-style-type: none"> <li>• Provides safe and effective care in partnership with people and their carers within the context of people's ages, conditions and developmental stages, prioritising the needs of groups of people and individuals in order to provide care effectively and efficiently.</li> </ul>	
<ul style="list-style-type: none"> <li>• Implements strategies for evaluating the effect of interventions, and, where necessary, making adjustments to the care plan taking account of people's and carers' interpretation of physical, emotional, and behavioural changes, communicating these changes to colleagues.</li> </ul>	
<ul style="list-style-type: none"> <li>• Where appropriate effectively plans for discharge ensuring a personalised approach and a seamless transition of care. Collaborates with a range of health professionals and personnel to enable this to occur.</li> </ul>	
<p><b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b></p>	

SAMPLE

**Mentor's Comments**

SAMPLE

<b>Student's Signature</b>	
<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	Signatures indicate that student has achieved in relation to <b>Practice Statement 4</b>

## Essential Skills Cluster - Organisational Aspects of Care

### Practice Statement 5

<b>The nursing student needs to be an autonomous and confident as a member of the multi-disciplinary or multi agency team and to inspire confidence in others.</b>	
<i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i>	<i>Mentor initial</i>
<ul style="list-style-type: none"> <li>Actively seeks and supports people who wish to provide feedback, including complaints, compliments and comments, and shares this feedback with the team in order to learn from feedback to enhance care and own and others professional development.</li> </ul>	
<ul style="list-style-type: none"> <li>Works within ethical and legal frameworks and local policies to deal with complaints, compliments and concerns</li> </ul>	
<ul style="list-style-type: none"> <li>Challenges the practice of self and others across the multi-professional team whilst actively consulting and exploring solutions and ideas with others to enhance care</li> </ul>	
<ul style="list-style-type: none"> <li>Act as an effective role model in decision making, adopting the leadership role when appropriate, taking action and supporting others whilst taking an effective role within the team.</li> </ul>	
<ul style="list-style-type: none"> <li>In collaboration with the clinical team and/or service user/ patients identifies an area for service improvement that could be developed as a project. Develops a project plan for this improvement.</li> </ul>	
<ul style="list-style-type: none"> <li>Works inter-professionally and autonomously as a means of achieving optimum outcomes for people.</li> </ul>	
<ul style="list-style-type: none"> <li>Works within the requirements of the NMC code in delegating care and when care is delegated to them.</li> </ul>	
<ul style="list-style-type: none"> <li>Prepares, supports and supervises those to whom care has been delegated, taking responsibility when delegating decisions.</li> </ul>	
<ul style="list-style-type: none"> <li>Prepares an evidence based teaching session or resource for the clinical area that can be used with the team or junior colleagues</li> </ul>	
<ul style="list-style-type: none"> <li>Participates in quality improvement measures and uses tools to monitor and evaluate care delivery e.g. the productive ward; nursing, metrics, clinical audit.</li> </ul>	
<ul style="list-style-type: none"> <li>Can articulate how Government policies, alongside national guidelines impact on practice delivery in the clinical setting (e.g. NICE, NSFs, the National Dementia Strategy)</li> </ul>	
<p><b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b></p>	

SAMPLE

**Mentor's Comments**

SAMPLE

<b>Student's Signature</b>	
<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	Signatures indicate that student has achieved in relation to <b>Practice Statement 5</b>

## Essential Skills Cluster: Organisational aspects of care

### Practice Statement 6

<b>The nursing student needs to work safely under pressure and maintain patient safety at all times, actively identifying and managing risk and uncertainty in relation to people, the environment, self and others.</b>	
<i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i>	<i>Mentor initial</i>
<ul style="list-style-type: none"> <li>• Recognises and responds when people are in vulnerable situations and at risk, or in need of support and protection. Responses will include sharing information safely with colleagues and across agency boundaries, making effective referrals to safeguard and protect children and adults requiring support and protection.</li> </ul>	
<ul style="list-style-type: none"> <li>• Can identify the cardinal signs of acute deterioration, initiate appropriate action and seek assistance</li> </ul>	
<ul style="list-style-type: none"> <li>• Works collaboratively with other agencies to develop, implement and monitor strategies to safeguard and protect individuals and groups who are in vulnerable situations, challenging practices which do not safeguard those in need of support and protection.</li> </ul>	
<ul style="list-style-type: none"> <li>• Reflects on and learns from patient safety incidents and participates in clinical audit to improve patient safety.</li> </ul>	
<ul style="list-style-type: none"> <li>• Working within legal and ethical frameworks to promote safety and positive risk taking, assesses, evaluates and interprets risk indicators and balances risks against benefits, taking account of the level of risk people are prepared to take.</li> </ul>	
<ul style="list-style-type: none"> <li>• Working within local policies, assesses and implements measures to manage, reduce or remove risk that could be detrimental to people, self and others in all care settings, including in the home care setting. Where required, and taking into account their role and responsibility to include adhering to lone working policies when working in the community setting and in peoples' homes.</li> </ul>	
<ul style="list-style-type: none"> <li>• Enables others to identify and manage their stress and provides appropriate support or guidance ensuring safety to people at all times.</li> </ul>	
<ul style="list-style-type: none"> <li>• Takes steps not to cross professional boundaries and put self or colleagues at risk.</li> </ul>	
<ul style="list-style-type: none"> <li>• Selects and applies appropriate strategies and techniques for conflict resolution, de-escalation and physical intervention in order to manage and diffuse challenging situations effectively and, when required, manage potential violence and aggression.</li> </ul>	
<ul style="list-style-type: none"> <li>• Working within legal frameworks and applying evidence based practice correctly selects and uses a range of medical devices appropriate to the area of work, including ensuring regular servicing, maintenance and calibration including reporting adverse incidents.</li> </ul>	
<p><b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b></p>	

SAMPLE

**Mentor's Comments**

SAMPLE

<b>Student's Signature</b>	
<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	Signatures indicate that student has achieved in relation to <b>Practice Statement 6</b>

## Essential Skills Cluster: Organisational aspects of care

### Practice Statement 7

<b>The nursing student needs to safely lead, co-ordinate and manage care, acting as a positive role model for others.</b>	
<i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i>	<i>Mentor initial</i>
• Takes decisions and is able to answer for these decisions when required, inspiring confidence and providing clear direction to others.	
• Bases decisions on evidence and uses experience to guide decision-making.	
• Demonstrates effective time management and negotiating ability in relation to balancing own and others competing and conflicting workload and priorities.	
• Regularly manages and organises the care of either an individual or a group of service user/ patients over a set period of time.	
• Under supervision assists in the overall management of a clinical area (ward, unit, case load) over a definitive period of time (e.g a shift or working day).	
• Recognises and acts autonomously to respond to own emotional discomfort or distress in self and others.	
• Is able to identify and challenge poor practise .	
• Appropriately reports concerns regarding staffing and skill-mix and acts to resolve issues that may impact on patient safety within local policy frameworks.	
<b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b>	
<p style="font-size: 48px; opacity: 0.1; transform: rotate(-30deg);">SAMPLE</p>	

**Mentor's Comments**

SAMPLE

<b>Student's Signature</b>	
<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	Signatures indicate that student has achieved in relation to <b>Practice Statement 7</b>

## Essential Skills Cluster: Infection prevention and control

### Practice Statement 8

<p><b>The nursing student needs to assist in creating an environment that is conducive to eating and drinking and providing for nutrition and hydration needs, taking into account service user/ patient preferences and cultural considerations. Applying knowledge of nutrition and fluid requirements needed for health and during illness, they must be able to assist service user/ patients (or where appropriate their carers) to choose a diet that provides the nutritional and fluid intake whilst being able to ensure that those unable to take food by mouth receive adequate nutrition that meets their needs.</b></p>	
<p><i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i></p>	<p><i>Mentor initial</i></p>
<ul style="list-style-type: none"> <li>• In partnership with service user/ patient, their family and their carers', plans, delivers and documents care that demonstrates effective risk assessment, infection prevention and control.</li> </ul>	
<ul style="list-style-type: none"> <li>• Explains risks to people, relatives, carers and colleagues and educates them in prevention of infection and infection control.</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognises infection risk and reports and acts in situations where there is need for health promotion and protection and public health strategies and, when necessary, refers to the appropriate clinical expert.</li> </ul>	
<ul style="list-style-type: none"> <li>• Initiates and maintains appropriate measures to prevent and control infection according to route of transmission of micro-organism, in order to protect service user/ patients, members of the public and others.</li> </ul>	
<ul style="list-style-type: none"> <li>• Adheres to infection prevention and control policies and procedures at all times and ensures that colleagues also work according to good practice guidelines, including legislation that relates to the management of specific infection risk at a local and national level.</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensures that people including colleagues are aware of and adhere to local policies in relation to isolation and infection control procedures and challenges the practice of other care workers who put themselves and others at risk of infection.</li> </ul>	
<ul style="list-style-type: none"> <li>• Assesses the needs of the infectious person, or people and applies appropriate isolation techniques, identifying suitable alternatives when isolation facilities are unavailable and in unplanned situations.</li> </ul>	
<p><b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b></p>	

SAMPLE

**Mentor's Comments**

SAMPLE

<b>Student's Signature</b>	
<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	Signatures indicate that student has achieved in relation to <b>Practice Statement 8</b>

## Essential Skills Cluster: Infection prevention and control

### Practice Statement 9

<b>The nursing student must be able to safely apply the principles of asepsis when performing invasive procedures and be competent in aseptic technique in a variety of settings, including the home care setting. They must be able to reduce risk when handling waste, including sharps, contaminated linen and when dealing with spillages of blood and other body fluids.</b>	
<i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i>	<i>Mentor initial</i>
• Applies a range of appropriate measures to prevent infection including application of safe and effective aseptic technique.	
• Safely performs wound care dressings, applying non-touch or aseptic techniques in a variety of settings.	
• Able to communicate potential risks to others and advise people on the management of their device, site or wound to prevent and control infection and to promote healing.	
• Manages hazardous waste and spillages in accordance with local health and safety policies and instructs others to do the same.	
• Keeps appropriate records in relation to the use and maintenance of medical devices and the decontamination processes required as per local and national guidelines	
<b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b>	

**Mentor's Comments**

SAMPLE

<b>Student's Signature</b>	
<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	Signatures indicate that student has achieved in relation to <b>Practice Statement 9</b>

## Essential Skills Cluster: Nutrition and fluid management

### Practice Statement 10

<b>The nursing student needs to assist in creating an environment that is conducive to eating and drinking and providing for nutrition and hydration needs.</b>	
<i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i>	<i>Mentor initial</i>
<ul style="list-style-type: none"> <li>• Makes a comprehensive assessment of people's needs in relation to nutrition identifying, documenting and communicating level of risk and where required, seek specialist advice as required in order to formulate an appropriate care plan.</li> </ul>	
<ul style="list-style-type: none"> <li>• Uses knowledge of dietary, physical, social and psychological factors contributing to poor diet causing or caused by ill health to provide, in a non-judgemental way, how diet can improve health and the risks associated with not eating appropriately.</li> </ul>	
<ul style="list-style-type: none"> <li>• Supports people to make appropriate choices and changes to eating patterns, taking account of dietary preferences, religious and cultural requirements, mental health issues and special diets needed for health reasons.</li> </ul>	
<ul style="list-style-type: none"> <li>• Following the plan of care monitors records and discusses progress and changes in the persons condition with the person, carers and the multi-disciplinary team.</li> </ul>	
<ul style="list-style-type: none"> <li>• Acts autonomously to initiate appropriate action when the person's nutritional status worsens, reporting this as an adverse event.</li> </ul>	
<ul style="list-style-type: none"> <li>• Provides support and advice to carers when the person they are caring for has dietary problems.</li> </ul>	
<p><b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b></p> <div style="text-align: center; font-size: 4em; opacity: 0.1; transform: rotate(-30deg); pointer-events: none;">             SAMPLE         </div>	

**Mentor's Comments**

SAMPLE

<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	Signatures indicate that student has achieved in relation to <b>Practice Statement 10</b>

## Essential Skills Cluster: Nutrition and Fluid Management

### Practice Statement 11

<b>The nursing student needs to ensure that those unable to take food and drink by mouth receive adequate nutrition and hydration that meets their needs.</b>	
<i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i>	<i>Mentor initial</i>
<ul style="list-style-type: none"> <li>• Works within legal and ethical frameworks and taking account of personal choice, uses negotiating and other skills to encourage and assist patients and client/ patients who might be unable or reluctant to eat and drink identifying signs of dehydration and poor nutrition.</li> </ul>	
<ul style="list-style-type: none"> <li>• Takes action to ensure that status where there are problems with eating, drinking and swallowing, nutritional and hydration status is not compromised.</li> </ul>	
<ul style="list-style-type: none"> <li>• Works collaboratively with the person their carers and the multi-disciplinary team to ensure an adequate fluid intake and output and challenges others who do not follow procedures.</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensures provision is made for replacement meals and drinks for anyone who is unable to eat at the usual time.</li> </ul>	
<ul style="list-style-type: none"> <li>• Safely, maintains and uses naso-gastric, PEG, enteral and other feeding devices and, where required, maintains equipment in accordance with local policy.</li> </ul>	
<ul style="list-style-type: none"> <li>• Understands and applies knowledge of intravenous fluids and how they are prescribed administered and monitored within local administration of medicines policy .</li> </ul>	
<ul style="list-style-type: none"> <li>• Documents progress against prescription and markers of hydration, monitoring infusion site for signs of abnormality, taking the required action including reporting and documenting any signs and actions taken.</li> </ul>	
<p><b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b></p>	

**Mentor's Comments**

SAMPLE

<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	Signatures indicate that student has achieved in relation to <b>Practice Statement 11</b>

## Essential Skills Cluster: Medicines Management

### Practice Statement 12

<b>Working within national and local policy guidelines, the nursing student needs to ensure safe and effective practice in medicines management through comprehensive knowledge of medicines, their supply, storage, actions, risks and benefits and disposal, including controlled drugs. They must understand differing types of prescribing.</b>	
<i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i>	<i>Mentor initial</i>
<ul style="list-style-type: none"> <li>• Fully understands common routes and techniques of medicine administration including absorption, metabolism, adverse reactions and interactions.</li> </ul>	
<ul style="list-style-type: none"> <li>• Applies legislation to practice to safe and effective ordering, receiving, storing and disposal of medicines and drugs, including controlled drugs in both primary and secondary care settings and ensures others do the same.</li> </ul>	
<ul style="list-style-type: none"> <li>• Fully understands all methods of supplying medicines, for example, exemptions, PGDs and clinical management plans as well as other forms of prescribing.</li> </ul>	
<ul style="list-style-type: none"> <li>• Fully understands the different types of nurse prescribing including supplementary prescribing, community practitioner nurse prescribing and independent nurse prescribing.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Through simulation and course work</b> demonstrates knowledge and application of the principles required for safe and effective supply and administration via a patient group directive including an understanding of role and accountability.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Through simulation and course work</b> demonstrates how to supply and administer via a patient group directive.</li> </ul>	
<ul style="list-style-type: none"> <li>• Uses and evaluates up-to-date information on medicines management</li> </ul>	
<b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b>	

**Mentor's Comments**

SAMPLE

<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	Signatures indicate that student has achieved in relation to <b>Practice Statement 12</b>

## Essential Skills Cluster: Medicines Management

### Practice Statement 13

<b>Working as part of the multi-disciplinary team, and within legal, ethical and professional frameworks, the nursing student needs to safely and effectively contribute to all aspects of medicines management.</b>	
<i>In order to achieve in relation to above statement, the student needs to demonstrate capability in relation to all of the following areas;</i>	<i>Mentor initial</i>
<ul style="list-style-type: none"> <li>• Works confidently as part of the team to develop and support treatment options and choices with the person receiving care and their carers.</li> </ul>	
<ul style="list-style-type: none"> <li>• Questions, critically appraises, takes into account ethical considerations and the preferences of the person receiving care and uses evidence to support an argument in determining when medicines may or may not be an appropriate choice of treatment.</li> </ul>	
<ul style="list-style-type: none"> <li>• Applies knowledge of basic pharmacology, how medicines act and interact in the systems of the body, and their therapeutic action.</li> </ul>	
<ul style="list-style-type: none"> <li>• Accurately calculates, prepares and safely administers medicines via routes and methods commonly used and does so in a timely manner. . This MUST include;               <ul style="list-style-type: none"> <li>▪ Tablets and capsules</li> <li>▪ Liquid medicines</li> <li>▪ Injections</li> <li>▪ IV infusions, including unit dose, sub and multiple unit dose, complex calculations, SI unit conversion</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Effectively keep records, including electronic records, of medication administered and omitted, in a variety of care settings, including controlled drugs and ensures others do the same.</li> </ul>	
<ul style="list-style-type: none"> <li>• Gives clear instruction and information and checks the service user/ patients understanding relating to the use of medicines and treatment options.</li> </ul>	
<ul style="list-style-type: none"> <li>• Safely monitors, manages and reports effects and adverse incidents and near misses, including anaphylaxis.</li> </ul>	
<ul style="list-style-type: none"> <li>• Assesses the person's ability to safely self-administer their medicines and, where appropriate, provides support and assistance to enable them to do so.</li> </ul>	
<ul style="list-style-type: none"> <li>• Where required, and taking into account their role and responsibility, safely teaches and supervises others to participate in medicines management.</li> </ul>	
<p><b><i>Student, please use this space to outline why you believe that you have achieved this outcome.</i></b></p>	

SAMPLE

**Mentor's Comments**

SAMPLE

<b>Mentor's Signature</b>	
<b>Mentor (Please Print Name)</b>	
<b>Date</b>	Signatures indicate that student has achieved in relation to <b>Practice Statement 13</b>

## RECORD OF INTER-PROFESSIONAL LEARNING ACTIVITIES IN PRACTICE

*This page is for the student to record their inter-professional learning opportunities obtained as part of their practice experience*

Date	Type of activity or learning opportunity obtained in the practice environment	Please list the professionals involved, i.e. Practice environment Educator, Specialist Nurse, Social Worker, Teacher, Dietician, Therapist, Consultant, Police etc.

### RECORD OF INTER-PROFESSIONAL LEARNING ACTIVITIES IN PRACTICE (cont)

*This page is for the student to record their inter-professional learning opportunities obtained as part of their practice experience*

Date	Type of activity or learning opportunity obtained in the practice environment	Please list the professionals involved, i.e. Practice environment Educator, Specialist Nurse, Social Worker, Teacher, Dietician, Therapist, Consultant, Police etc.

*If required, please make more copies of this page. All completed records of Inter-Professional Learning section should be placed in your Student Personal Professional Portfolio.*

**LINK LECTURER CONTACT RECORD**

<b>Date</b>	<b>Practice Environment</b>	<b>Comments</b>	<b>Signature of Link Lecturer</b>

**LINK LECTURER CONTACT RECORD (cont)**

<b>Date</b>	<b>Practice Environment</b>	<b>Comments</b>	<b>Signature of Link Lecturer</b>

# Practice Assessment Document

## Section 4

## **Your Statutory and Mandatory Training Record**

This section of the Practice Assessment Document (PAD) has been designed to maintain a record of your statutory and mandatory training. This will help to equip you to practise safely and effectively. Mandatory and statutory training sessions form part of your programme. Some aspects are delivered during week one and others and are integrated within modules.

On the following page you will see a list of required statutory and mandatory training. You will need to place your signature in the relevant section – this will indicate that you attended and completed the relevant training. You will need to include the date of each training session. It is essential to keep this section up to date since it will be checked and verified as you progress through the programme. Failure to maintain proper and accurate records of such training may affect your attendance in practice and your progression on the programme. We may check your records against the record of attendance – so please make sure that you also sign in to each session as it being delivered at the university. Falsification of any aspect of this record will lead to 'Fitness to Practise' proceedings.

**Submission of a copy of the completed grid will be a requirement at the end of the year for the practice module. This will enable us to verify your completion of this training.**

### **Important Note**

This section outlines the current key mandatory skills that are addressed within year 2 of the Pre-Registration MSc Nursing Programme. It is not an exhaustive compilation and it is important to note that the skills delivered are provided within the context of a 2 year on-going educational programme that requires the assimilation of both theoretical and practice components.

## Statutory and Mandatory Training Record

<b>Name of Student (please print)</b>	
<b>Cohort</b>	
<b>Field</b>	
<b>STATUTORY &amp; MANDATORY TRAINING GAINED</b>	
Session	session date and student signature
<b>Basic Life Support</b>	
<b>Moving and handling</b>	
<b>Information Governance</b>	

SAMPLE

## STUDENT ATTENDANCE AND PRACTICE

- In year 2 professional practice experiences are recorded on the basis of a 40 hour week (80 hours per fortnight).
  - If a student is required to attend the University when in practice a letter of authorisation must be provided by the Programme or Field Tutor. Practice staff can request to view this to confirm such authorisation. Authorisation is normally required for an examination or their presence at a pre-determined meeting.
  - 100% attendance is required in practice.
  - **Students need to work the standard shifts of the practice settings.**
  - Shift hours exclude meal breaks. If the student is at work for thirteen hours, they will be credited for a twelve hour 20 minutes shift and 40 minutes as a staff break. No student should work longer than 12.5 hours (excluding breaks).
  - If the setting has a standard shift of “long day”, students may undertake up to 3 long shifts per week. These shifts must be less than 12.5 hours excluding breaks. A student can work 3 long shifts per week and make up the additional hours over a period of two weeks.
  - In acute practice, students will normally work Bank Holidays if they have been rostered to do so. However, in community or other settings that may be closed over a Bank Holiday period and where the student cannot attend, this should be indicated in the relevant section of their practice documents.
  - Students should report any absence or sickness to the practice team prior to the start of the shift/working day.
- All periods of absence or sickness should be reported by both the practice staff and the student to the practice office on the University 24 hour answer line **01707-285958**. Students may self certificate for up to seven days; thereafter the student must provide a medical certificate.
- Time should not be made up following non attendance for sickness or absence. Long periods of absence will be addressed by the Programme or Field Tutor since this may affect the student’s progression. In this case appropriate strategies will be agreed to ensure that both the programme requirements and any student needs are properly addressed.
  - In the event of periodic non-attendance in practice, a student referral may be made to Occupational Health by the Programme team (Programme Tutor or Field Tutor).
  - When a practice document raises concerns regarding the nature, verification or patterning of the practice hours the student will normally be required to meet with one of the following; the Programme Tutor, Field Tutor, Link Lecturer or Module Leader so that these concerns can be discussed.

<b>CALCULATION OF PRACTICE HOURS – based on 37.5 hours per week</b>			
Number of weeks	Number of hours	Number of weeks	Number of hours
1	40	5	200
2	80	6	240
3	120	7	280
4	160	8	320





**Essential Skills Cluster - Additional Evidence of learning**

**Practice Statement No**

*Student, please use this space to outline why you believe that you have achieved the practice statement above:*

SAMPLE

**Student's Signature**

**Date**

**Essential Skills Cluster - Additional Evidence of learning**

**Practice Statement No**

*Student, please use this space to outline why you believe that you have achieved the practice statement above:*

SAMPLE

**Student's Signature**

**Date**

## ON-GOING ACTION PLANS

*Please refer to guidance when constructing this action plan*

Carried Forward Action Points	Review date
	
<i>Please sign below to confirm agreement with action plan</i>	
<b>Student's Signature</b>	<b>Date</b>
<b>Mentor's Signature</b>	<b>Date</b>
<b>Link Lecturer's /Module Designate Signature</b>	<b>Date</b>

## ON-GOING ACTION PLANS

*Please refer to guidance when constructing this action plan*

Carried Forward Action Points	Review date
	
<i>Please sign below to confirm agreement with action plan</i>	
<b>Student's Signature</b>	<b>Date</b>
<b>Mentor's Signature</b>	<b>Date</b>
<b>Link Lecturer's /Module Designate Signature</b>	<b>Date</b>

# UNIVERSITY OF HERTFORDSHIRE

## School of Health and Social Work

### Mentor/Module Leader/Designate

#### Guidelines for Completion of the Action Plan

1. An action plan should be completed with a student where there is cause for concern or failure to achieve the expected outcomes E.g. Attendance, attitude, poor performance.
2. Identification and use of resources or practice opportunities to assist learning should be identified and agreed with the student.
3. Academic and/ practice staff should be alerted as soon as difficulties are identified.
4. The student with the module team and/or practice area should agree specific, measurable, appropriate, and realistic and time orientated goals to improve and meet the requirements expected.
5. Where the action plan is initiated by the module leader/designate they must ensure that the Link Lecturer of the next area has a copy of the action plan.
6. Where the action plan is initiated by the practice mentor they must ensure that the Link Lecturer is made aware.
7. Any action plan should be signed by the student and dated. Dates for review should be clearly identified.
8. A copy of the action plan should be retained by the student. A copy should also be placed on the student file.
9. Where necessary and before the next placement the Link Lecturer must discuss the action plan that has been devised with the forthcoming practice area.
10. Where necessary when the next practice placement commences the student must inform the mentor/assessor that an action plan exists.
11. The Link Lecturer will normally conduct a review of the action plan with the student and practice placement mentor/assessor at the mid-point and if concerns continue at the final interview