

University of
Hertfordshire **UH**

Name.....

Number.....

Cohort.....

Personal Tutor.....

PRACTICE ASSESSMENT DOCUMENT

LEARNING DISABILITIES NURSING PART 2

BSc



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

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Welcome to your Practice Assessment Document (PAD)

Student responsibilities

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

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

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

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

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

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

Mentor/Supervisor responsibilities

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

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

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

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

Sign-Off Mentor responsibilities (Part 3 only)

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

Guidance for using the PAD to Facilitate and Guide Practice Learning

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

Components of Assessment (see individual university guidance/regulations)

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

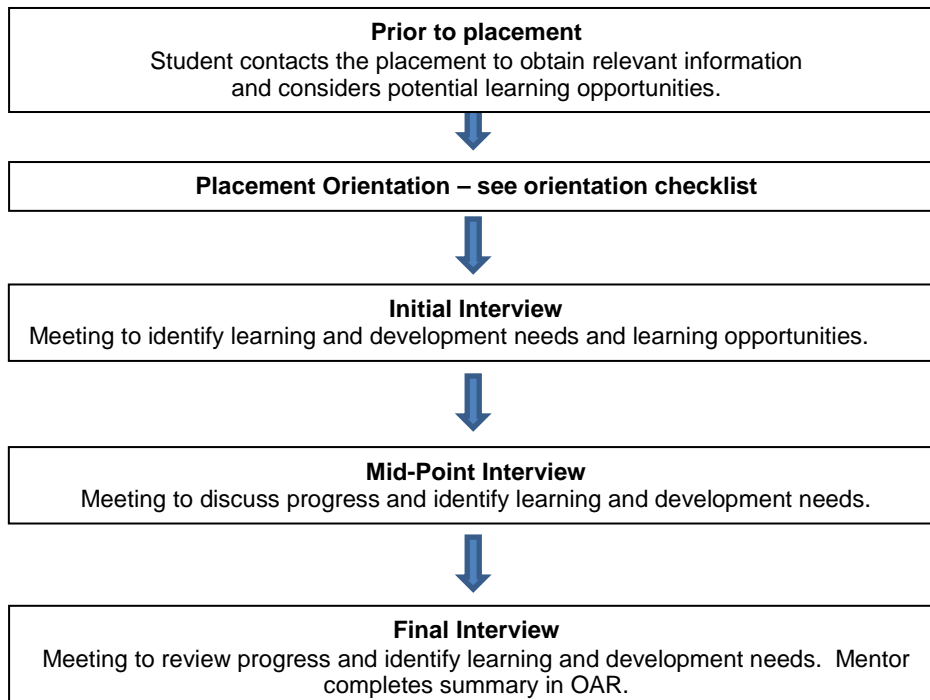
Essential Skills: These can be assessed in a range of placements but need to be assessed as achieved at least once *by the end of the Part*.

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

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

Recording Additional Experiences and Feedback: There are two additional forms (included in each placement section, the first of these relates to working with other healthcare professionals/inter-professional working and the second can be completed by any staff member (inc. academic representatives/link lecturer) who wish to record student progress.

Process of practice assessment



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



Guidelines for Assessment and Progression

This document has been designed for use across nine Universities. This section outlines the process for the assessment and progression of students on the Pre-Registration Nursing programmes at the University of Hertfordshire.

Placement

A placement is the total period of practice learning within a semester which is related to the relevant stage of the programme of study.

There will be opportunities in a range of practice placement experiences to be assessed in the essential skills, an Episode of Care (parts 1,2 and 3) Medicines Management (in part 3) and the Professional Values in Practice across each part/year (1, 2 and 3) of the programme. This will enable the achievement of the appropriate progression points (1, 2 and 3) and completion of practice learning as determined by the NMC.

Assessment of Essential Skills

The assessment of essential skills should be undertaken across the part/year.

The student **ONLY** needs to achieve each essential skill **ONCE** across the part/year (1, 2 or 3) and **NOT** in every practice placement period or practice learning experience. If an essential skill is assessed as achieved early in a part /year (1, 2, and 3), it is expected that the student will maintain that level of competence. **When this does not occur a student will not achieve statement 7 of the Professional Values in Practice component** (*the student makes consistent effort to engage in the requisite standards of care and learning*) and will require an action plan to address this.

Assessment of Professional Values in Practice

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

Assessment of an Episode of Care and Medicines Management (in part 3)

The assessment of these should be undertaken in one placement in the part/year.

Submission and Progression

At the **END OF EACH PLACEMENT**, the student will submit the PAD, using University procedures. The Professional Values in Practice statements must be achieved in each area. If this is not achieved then an action plan will be formulated for the next placement. If this is not achieved in the final placement of the part/year or at subsequent retrieval the student will normally be withdrawn from the programme.

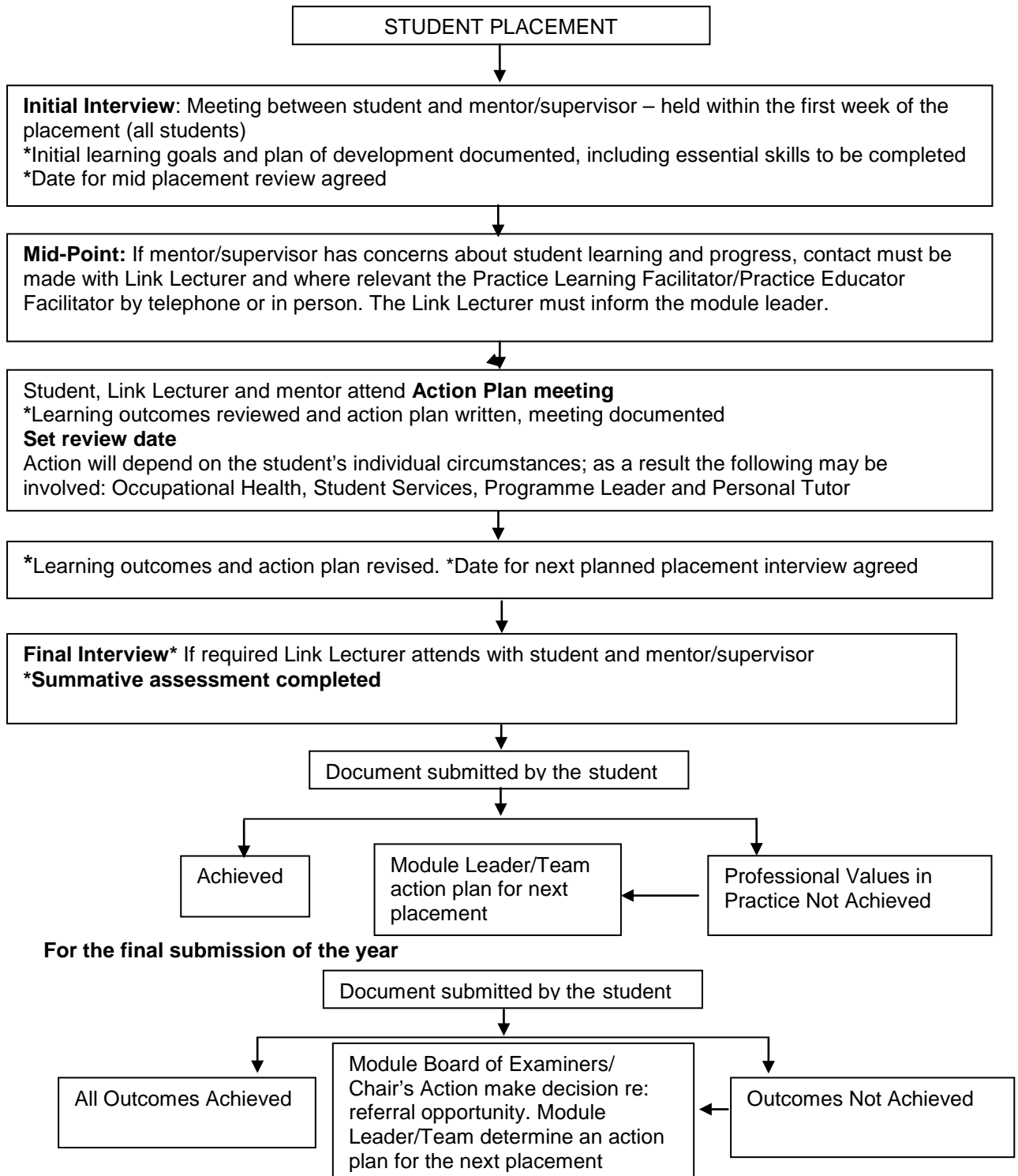
At the **END OF THE PART/YEAR** (1, 2 or 3), the student will submit the PAD, using University procedures. For progression from one part/year to the next, all the essential skills must be achieved alongside the Professional Values in Practice statements and the Episode of Care. In part 3 the Medicines Management assessment must also be achieved.

If the essential skills, the Professional Values in Practice or the Episode of Care/Medicines Management (part 3) have **NOT BEEN ACHIEVED** then the student will have failed practice and will normally be offered a retrieval opportunity.

Practice Hours

All practice hours must be properly accounted for including sickness and absence and following the Programme policy. At the University of Hertfordshire any practice hours lost are not normally made up while still in the placement area. Any need to make up hours will be put in place by the Programme/Filed Tutors and the placement office

Guidelines for Assessment and Progression



* Points at which written evidence is required e.g. all meeting notes

Action plan must include:

- Issues of concern
- Management of issues of concern, including support to be given etc.
- Identification of realistic time frame by which student will have achieved the learning outcomes or overcome issues of concern
- Consequences of failure to achieve learning outcomes or overcome issues of concern

Descriptors for Assessing Students in Practice

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

These criteria cover:

- Works more independently, with less direct supervision, in a safe and increasingly confident manner.
- Demonstrates potential to work autonomously, making the most of opportunities to extend knowledge, skills and practice. (NMC 2010).

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

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

‘Achieved’ must be obtained in all three criteria by the student

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

List of Mentors/Supervisors

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

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

[illegible]

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

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

[illegible]

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

Placement 1

Placement Provider:

(e.g. Trust)

Name of Practice Area:

Type of Experience:

(e.g. Community/Ward based)

Practice Placement Telephone:

Placement Contact Email:

Start Date..... End Date..... No. of Hours.....

Mentor/Co-Mentor/Supervisor Details:

Name:

Designation:

Name:

Designation:

Other Practice Staff/Key Contacts:

Name:

Designation:

Academic Contact Details:

(e.g. Link Lecturer)

Name:

Designation:

Name:

Designation:

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

Mentor's signature:

Date:

Placement 1: Orientation

Name of Placement Area		Name of Area 1		Name of Area 2 (if app.)	
		Initial/Date (Student)	Initial/Date (Mentor)	Initial/Date (Student)	Initial/Date (Mentor)
The following criteria need to be met within the first day in placement					
A general orientation to the health and social care placement setting has been undertaken					
The local fire procedures have been explained Tel.....					
The student has been shown the: <ul style="list-style-type: none"> • fire alarms • fire exits • fire extinguishers 					
Resuscitation policy and procedures have been explained Tel:					
Resuscitation equipment has been shown and explained					
The student knows how to summon help in the event of an emergency					
The student is aware of where to find local policies <ul style="list-style-type: none"> • health and safety • incident reporting procedures • infection control • handling of messages and enquiries • other policies 					
The student has been made aware of information governance requirements					
The shift times, meal times and reporting sick policies have been explained.					
Policy regarding safeguarding has been explained					
Lone working policy has been explained (if applicable)					
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)					
The following criteria need to be met prior to use					
The student has been shown and given a demonstration of the moving and handling equipment used in the clinical area					
The student has been shown and given a demonstration of the medical devices used in the clinical area					
Placement Provider induction/update complete, if applicable					

Placement 1: Initial Interview

Area Name:

This interview takes place within the first week of the placement

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

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

Mentor and student to negotiate and agree a learning plan -

Student's signature:

Date:

Mentor's signature:

Date:

Additional Signature (If Applicable):

Date:

Professional Values in Practice

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

Yes = Achieved, No = Not Achieved (Refer to Grade Descriptors on Page 7)

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

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

Students can complete their evidence at any stage prior to the final interview. If there are any issues/areas for concern, these must be recorded in the Mid-Point or Final Interview as appropriate. 'Not Achieved' must trigger an Action Plan at the time of assessment and must be documented. The Action Plan template can be found on page 84

Placement 1: Mid-Point Interview

This interview takes place half way through the placement

Mentor and Student to sign on the next page

Student's self-assessment/reflection on progress

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

Knowledge and Understanding:

Professional Attitude:

Participation in Care and Practical Skill:

Mentor's comments

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

Knowledge and Understanding:

Professional Attitude:

Participation in Care and Practical Skill:

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

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

Identify learning and development needs Refer to progress in achieving personal learning needs, professional values and essential skills.	Identify the learning opportunities/support to enable the student to meet their needs
Review Date:	
Sign when reviewed:	
Student's signature:	Date:
Mentor's signature:	Date:
Additional Signature (If Applicable):	Date:
<i>Any outstanding learning and development needs are to be discussed and documented at the final interview.</i>	

If specific concerns have been raised about the student's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on page 84

Placement 1: Final Interview

This should take place towards the end of the placement

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

Please record any further comments on the next page

Learning and Development Needs

To be agreed between the Mentor and Student

Review learning and development needs identified at the Mid-Point Interview and those to take forward to the next placement**Was an Action Plan required to support the student?****YES / NO****If Yes, was the Academic Representative informed?****YES / NO****The Action Plan can be found on page 84**

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






Student's signature:**Date:****Mentor's signature:****Date:****Additional Signature (If Applicable):****Date:**

Patient/Service User Feedback Form

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

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

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

Tick if you are:	The Patient/Service User <input type="checkbox"/>	Carer/Relative <input type="checkbox"/>
How happy were you with the way the student nurse...	Very Happy 	Happy 
...cared for you?		Unhappy 
...listened to your needs?		
...understood the way you felt?		
...talked to you?		
...showed you respect?		

What did the student nurse do well?

What could the student nurse have done differently?

Mentor Signature:

Date:

Student Signature:

Date:

Thank you for your help
This form has been designed by Service Users

Record of working with other health care professionals/inter-professional working

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

Date	Time spent	Reflections on your learning
Details of your experience		
Supervisor's comments and Signature		

Date	Time spent	Reflections on your learning
Details of your experience		
Supervisor's comments and Signature		

More pages can be downloaded as per University guidelines

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Details of your experience		
Supervisor's comments and Signature		

Date	Time spent	Reflections on your learning
Details of your experience		
Supervisor's comments and Signature		

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Ongoing Feedback from Staff in Practice

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

Date/time	Signature/ Designation	Comments

Ongoing Feedback from Staff in Practice

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

Date/time	Signature/ Designation	Comments

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

Placement 2

Placement Provider:

(e.g. Trust)

Name of Practice Area:

Type of Experience:

(e.g. Community/Ward based)

Practice Placement Telephone:

Placement Contact Email:

Start Date..... End Date..... No. of Hours.....

Mentor/Co-Mentor/Supervisor Details:

Name:

Designation:

Name:

Designation:

Other Practice Staff/Key Contacts:

Name:

Designation:

Academic Contact Details:

(e.g. Link Lecturer)

Name:

Designation:

Name:

Designation:

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

Mentor's signature:

Date:

Placement 2: Orientation

Name of Placement Area		Name of Area 1		Name of Area 2 (if app.)	
		Initial/Date (Student)	Initial/Date (Mentor)	Initial/Date (Student)	Initial/Date (Mentor)
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The student is aware of where to find local policies <ul style="list-style-type: none"> • health and safety • incident reporting procedures • infection control • handling of messages and enquiries • other policies 					
The student has been made aware of information governance requirements					
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Policy regarding safeguarding has been explained					
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Placement Provider induction/update complete, if applicable					

Placement 2: Initial Interview

Area Name:

This interview takes place within the first week of the placement

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

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

Mentor and student to negotiate and agree a learning plan -

Student's signature:

Date:

Mentor's signature:

Date:

Additional Signature (If Applicable):

Date:

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Placement 2: Mid-Point Interview

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Student's self-assessment/reflection on progress Reflect on your overall progression referring to your personal learning needs, professional values and essential skills. Identify your strengths and document areas for development.
Knowledge and Understanding:
Professional Attitude:
Participation in Care and Practical Skill:
Mentor's comments Discuss with the student their self-assessment and comment on their progress using the assessment descriptors below, detailing evidence used to come to your decision.
Knowledge and Understanding:
Professional Attitude:
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Placement 2: Mid-Point Interview
Ongoing learning and development needs

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Review Date:	Sign when reviewed:								
Student's signature:	Date:								
Mentor's signature:	Date:								
Additional Signature (If Applicable):	Date:								

If specific concerns have been raised about the student's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on page 84

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Participation in Care and Practical Skill:
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Knowledge and Understanding:
Professional Attitude:
Participation in Care and Practical Skill:

Please record any further comments on the next page

Learning and Development Needs

To be agreed between the Mentor and Student

Review learning and development needs identified at the Mid-Point Interview and those to take forward to the next placement**Was an Action Plan required to support the student?****YES / NO****If Yes, was the Academic Representative informed?****YES / NO****The Action Plan can be found on page 84**

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






Student's signature:**Date:****Mentor's signature:****Date:****Additional Signature (If Applicable):****Date:**

Patient/Service User Feedback Form

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

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

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

Tick if you are:	The Patient/Service User <input type="checkbox"/>	Carer/Relative <input type="checkbox"/>			
How happy were you with the way the student nurse...	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did the student nurse do well?

What could the student nurse have done differently?

Mentor Signature:

Date:

Student Signature:

Date:

Thank you for your help
This form has been designed by Service Users

Record of working with other health care professionals/inter-professional working

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

Date	Time spent	Reflections on your learning
Details of your experience		
Supervisor's comments and Signature		

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Supervisor's comments and Signature		

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Supervisor's comments and Signature		

More pages can be downloaded as per University guidelines

Ongoing Feedback from Staff in Practice

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

Date/time	Signature/ Designation	Comments

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

Date/time	Signature/ Designation	Comments

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

Placement 3

Placement Provider:

(e.g. Trust)

Name of Practice Area:

Type of Experience:

(e.g. Community/Ward based)

Practice Placement Telephone:

Placement Contact Email:

Start Date..... End Date..... No. of Hours.....

Mentor/Co-Mentor/Supervisor Details:

Name:

Designation:

Name:

Designation:

Other Practice Staff/Key Contacts:

Name:

Designation:

Academic Contact Details:

(e.g. Link Lecturer)

Name:

Designation:

Name:

Designation:

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

Mentor's signature:

Date:

Placement 3: Orientation

Name of Placement Area		Name of Area 1		Name of Area 2 (if app.)	
		Initial/Date (Student)	Initial/Date (Mentor)	Initial/Date (Student)	Initial/Date (Mentor)
The following criteria need to be met within the first day in placement					
A general orientation to the health and social care placement setting has been undertaken					
The local fire procedures have been explained Tel.....					
The student has been shown the: <ul style="list-style-type: none"> • fire alarms • fire exits • fire extinguishers 					
Resuscitation policy and procedures have been explained Tel:					
Resuscitation equipment has been shown and explained					
The student knows how to summon help in the event of an emergency					
The student is aware of where to find local policies <ul style="list-style-type: none"> • health and safety • incident reporting procedures • infection control • handling of messages and enquiries • other policies 					
The student has been made aware of information governance requirements					
The shift times, meal times and reporting sick policies have been explained.					
Policy regarding safeguarding has been explained					
Lone working policy has been explained (if applicable)					
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)					
The following criteria need to be met prior to use					
The student has been shown and given a demonstration of the moving and handling equipment used in the clinical area					
The student has been shown and given a demonstration of the medical devices used in the clinical area					
Placement Provider induction/update complete, if applicable					

Placement 3: Initial Interview

Area Name:

This interview takes place within the first week of the placement

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

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

Mentor and student to negotiate and agree a learning plan -

Student's signature:

Date:

Mentor's signature:

Date:

Additional Signature (If Applicable):

Date:

Professional Values in Practice

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

Yes = Achieved, No = Not Achieved (Refer to Grade Descriptors on Page 7)

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

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

Students can complete their evidence at any stage prior to the final interview. If there are any issues/areas for concern, these must be recorded in the Mid-Point or Final Interview as appropriate. 'Not Achieved' must trigger an Action Plan at the time of assessment and must be documented. The Action Plan template can be found on page 84

Placement 3: Mid-Point Interview

This interview takes place half way through the placement

Mentor and Student to sign on the next page

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

Placement 3: Mid-Point Interview

Ongoing learning and development needs

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

<p>Identify learning and development needs Refer to progress in achieving personal learning needs, professional values and essential skills.</p>		<p>Identify the learning opportunities/support to enable the student to meet their needs</p>	
<p>Review Date:</p>		<p>Sign when reviewed:</p>	
<p>Student's signature:</p>		<p>Date:</p>	
<p>Mentor's signature:</p>		<p>Date:</p>	
<p>Additional Signature (If Applicable):</p>		<p>Date:</p>	
<p><i>Any outstanding learning and development needs are to be discussed and documented at the final interview.</i></p>			

If specific concerns have been raised about the student's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on page 84

Placement 3: Final Interview

This should take place towards the end of the placement

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

Please record any further comments on the next page

Learning and Development Needs

To be agreed between the Mentor and Student

Review learning and development needs identified at the Mid-Point Interview and those to take forward to the next placement**Was an Action Plan required to support the student?****YES / NO****If Yes, was the Academic Representative informed?****YES / NO****The Action Plan can be found on page 84**

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






Student's signature:**Date:****Mentor's signature:****Date:****Additional Signature (If Applicable):****Date:**

Patient/Service User Feedback Form

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

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

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

Tick if you are:	The Patient/Service User <input type="checkbox"/>	Carer/Relative <input type="checkbox"/>			
How happy were you with the way the student nurse...	Very Happy 	Happy 	I'm not sure 	Unhappy 	Very unhappy 
...cared for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...listened to your needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understood the way you felt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...talked to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...showed you respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did the student nurse do well?

What could the student nurse have done differently?

Mentor Signature:

Date:

Student Signature:

Date:

Thank you for your help
This form has been designed by Service Users

Record of working with other health care professionals/inter-professional working

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

Date	Time spent	Reflections on your learning
Details of your experience		
Supervisor's comments and Signature		

Date	Time spent	Reflections on your learning
Details of your experience		
Supervisor's comments and Signature		

More pages can be downloaded as per University guidelines

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or with members of the multi-disciplinary team.

Date	Time spent	Reflections on your learning
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Date	Time spent	Reflections on your learning
Details of your experience		
Supervisor's comments and Signature		

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Ongoing Feedback from Staff in Practice

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

Date/time	Signature/ Designation	Comments

Ongoing Feedback from Staff in Practice

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

Date/time	Signature/ Designation	Comments

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

Placement 4

Placement Provider:

(e.g. Trust)

Name of Practice Area:

Type of Experience:

(e.g. Community/Ward based)

Practice Placement Telephone:

Placement Contact Email:

Start Date..... End Date..... No. of Hours.....

Mentor/Co-Mentor/Supervisor Details:

Name:

Designation:

Name:

Designation:

Other Practice Staff/Key Contacts:

Name:

Designation:

Academic Contact Details:

(e.g. Link Lecturer)

Name:

Designation:

Name:

Designation:

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

Mentor's signature:

Date:

Placement 4: Orientation

Name of Placement Area		Name of Area 1		Name of Area 2 (if app.)	
		Initial/Date (Student)	Initial/Date (Mentor)	Initial/Date (Student)	Initial/Date (Mentor)
The following criteria need to be met within the first day in placement					
A general orientation to the health and social care placement setting has been undertaken					
The local fire procedures have been explained Tel.....					
The student has been shown the: <ul style="list-style-type: none"> • fire alarms • fire exits • fire extinguishers 					
Resuscitation policy and procedures have been explained Tel:					
Resuscitation equipment has been shown and explained					
The student knows how to summon help in the event of an emergency					
The student is aware of where to find local policies <ul style="list-style-type: none"> • health and safety • incident reporting procedures • infection control • handling of messages and enquiries • other policies 					
The student has been made aware of information governance requirements					
The shift times, meal times and reporting sick policies have been explained.					
Policy regarding safeguarding has been explained					
Lone working policy has been explained (if applicable)					
Risk assessments/reasonable adjustments relating to disability/learning/pregnancy needs have been discussed (where disclosed)					
The following criteria need to be met prior to use					
The student has been shown and given a demonstration of the moving and handling equipment used in the clinical area					
The student has been shown and given a demonstration of the medical devices used in the clinical area					
Placement Provider induction/update complete, if applicable					

Placement 4: Initial Interview

Area Name:

This interview takes place within the first week of the placement

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

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

Mentor and student to negotiate and agree a learning plan -

Student's signature:

Date:

Mentor's signature:

Date:

Additional Signature (If Applicable):

Date:

Professional Values in Practice

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

Yes = Achieved, No = Not Achieved (Refer to Grade Descriptors on Page 7)

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

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

Students can complete their evidence at any stage prior to the final interview. If there are any issues/areas for concern, these must be recorded in the Mid-Point or Final Interview as appropriate. 'Not Achieved' must trigger an Action Plan at the time of assessment and must be documented. The Action Plan template can be found on page 84

Placement 4: Mid-Point Interview

This interview takes place half way through the placement

Mentor and Student to sign on the next page

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

Placement 4: Mid-Point Interview

Ongoing learning and development needs

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

<p>Identify learning and development needs Refer to progress in achieving personal learning needs, professional values and essential skills.</p>		<p>Identify the learning opportunities/support to enable the student to meet their needs</p>	
<p>Review Date:</p>		<p>Sign when reviewed:</p>	
<p>Student's signature:</p>		<p>Date:</p>	
<p>Mentor's signature:</p>		<p>Date:</p>	
<p>Additional Signature (If Applicable):</p>		<p>Date:</p>	
<p><i>Any outstanding learning and development needs are to be discussed and documented at the final interview.</i></p>			

If specific concerns have been raised about the student's performance this should trigger an Action Plan at the time of assessment and should be documented. The action plan template can be found on page 84

Placement 4: Final Interview

This should take place towards the end of the placement

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

Please record any further comments on the next page

Learning and Development Needs

To be agreed between the Mentor and Student

Review learning and development needs identified at the Mid-Point Interview and those to take forward to the next placement**Was an Action Plan required to support the student?****YES / NO****If Yes, was the Academic Representative informed?****YES / NO****The Action Plan can be found on page 84**

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













Student's signature:**Date:****Mentor's signature:****Date:****Additional Signature (If Applicable):****Date:**

Patient/Service User Feedback Form

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

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

Tick if you are:	The Patient/Service User <input type="checkbox"/>	Carer/Relative <input type="checkbox"/>
How happy were you with the way the student nurse...	Very Happy 	Happy 
...cared for you?		Unhappy 
...listened to your needs?		
...understood the way you felt?		
...talked to you?		
...showed you respect?		

What did the student nurse do well?

What could the student nurse have done differently?

Mentor Signature:

Date:

Student Signature:

Date:

Thank you for your help
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Record of working with other health care professionals/inter-professional working

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

Date	Time spent	Reflections on your learning
Details of your experience		
Supervisor's comments and Signature		

Date	Time spent	Reflections on your learning
Details of your experience		
Supervisor's comments and Signature		

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

Date	Time spent	Reflections on your learning
Details of your experience		
Supervisor's comments and Signature		

Date	Time spent	Reflections on your learning
Details of your experience		
Supervisor's comments and Signature		

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

Date/time	Signature/ Designation	Comments

Ongoing Feedback from Staff in Practice

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

Date/time	Signature/ Designation	Comments

Assessment of Essential Skills

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

The Grade Descriptors are 'Yes' (This skill has been achieved), 'No' (this skill has not been achieved). Refer to Grade Descriptors on page 7 for further details.

Assessment of Essential Skills

Skills Cluster I: Care, Compassion and Communication

People can trust the learning disabilities nursing student to provide care based on the highest standards, knowledge and competence as partners in the care process.

	Yes = Achieved, No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
1. Uses structured approaches to assess and communicate with people with learning disabilities who have complex physical and psychological health needs or those in behavioural distress.								
2. Uses professional support structures to learn from experience and make appropriate adjustments.								
People can trust the learning disabilities nursing student to engage in person centred care empowering people to make choices about how their needs are met when they are unable to meet them for themselves.								
3. Actively empowers people with learning disabilities to be involved in the assessment and care planning process and determines people's preferences.								
People can trust the learning disabilities nursing student to engage with them in a warm, sensitive and compassionate way.								
4. Considers with the person and their carers their capability for self-care and ability to reach their full potential considering developmental, sensory and cognitive impairment.								

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

People can trust the learning disabilities nursing student to engage therapeutically and actively listen to their needs and concerns, responding using skills that are helpful, providing information that is clear, accurate, meaningful and free from jargon.								
	Yes = Achieved, No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
5. Uses a range of person-centred alternative communication strategies and skills to enhance communication, helping people to express themselves, build therapeutic relationships and partnerships and remove barriers minimising risk due to poor communication abilities.								
People can trust the learning disabilities nursing student to gain their consent based on sound understanding in order to allow an informed choice prior to any intervention and that their rights in decision making and consent will be respected and upheld.								
6. Makes relevant information accessible to and understandable by people with learning disabilities, including adaptation of format, presentation and delivery to ensure the meaning of consent to treatment and care is understood. Including assessment of mental capacity.								
Skills Cluster II: Organisational Aspects of Care								
People can trust the learning disabilities nursing student to have an enhanced knowledge of the health and developmental needs of all people with learning disabilities and treat them as partners and work with them to make a holistic and systematic assessment of their needs by developing a personalised plan that is based on mutual understanding and respect for their individual situation promoting health and well-being and independence, minimising risk of harm and promoting their safety at all times.								
7. Accurately undertakes and records a baseline assessment of weight, height, temperature, pulse, respiration and blood pressure using manual and electronic devices and understands and responds to abnormal findings.								

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

Practice Assessment Document

	Yes = Achieved, No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
8. Understands the concept of public health and the potential risks and indicators of various lifestyles or behaviours, for example, substance misuse, smoking, obesity including an understanding of the implications for people with learning disabilities.								
9. Collects and interprets routine data, under supervision, related to the assessment and planning of care from a variety of sources e.g. urinalysis.								
10. Undertakes the assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk factors by working with the person and records, shares and responds to clear indicators and signs e.g. pain, assessment of anxiety.								
11. Where relevant, applies knowledge of age and condition-related anatomy, physiology and development when caring for people.								

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

People can trust the learning disabilities nursing student to deliver nursing interventions and evaluate their effectiveness against the agreed assessment and care plan.								
	Yes = Achieved, No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
12. Prepares people for nursing interventions as per local policy. Works in partnership ensuring patients/service users/carers and other professionals are involved in the implementation and evaluation of care plans to ensure continuity of care.								
People can trust the learning disabilities nursing student to safeguard children and adults from vulnerable situations and support and protect them from harm.								
13. Documents concerns and information about people who are in vulnerable situations.								
People can trust the learning disabilities nursing student to respond to their feedback and a wide range of other sources to learn, develop and improve services.								
14. Responds appropriately when people want to complain, providing assistance and support.								
15. Uses supervision and other forms of reflective learning to make effective use of feedback from colleagues and managers.								
People can trust the learning disabilities nursing student to promote continuity when their care is to be transferred to another service or person.								
16. Assists in preparing people with learning disabilities and their carers for transfer and transition through effective dialogue and accurate information and reports people's concerns.								
17. Assists in the preparation of records and reports to facilitate safe and effective transfer.								

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

People can trust the learning disabilities nursing student to be an autonomous and confident member of the multi-disciplinary or multi agency team and to inspire confidence in others.								
	Yes = Achieved, No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
18. Communicates with colleagues verbally, face-to-face and by telephone, and in writing and electronically in a way that the meaning is clear, and checks that the communication has been fully understood.								
People can trust the learning disabilities nursing student to work safely under pressure and maintain the safety of service users at all times.								
19. Demonstrates professional commitment by working flexibly to meet service needs to enable quality care to be delivered.								
20. Uses supervision as a means of developing strategies for managing own stress and for working safely and effectively.								
21. Adheres to safety policies when working in the community and in people's homes, e.g. lone worker policy.								
Skills Cluster III: Infection Prevention and Control								
People can trust the learning disabilities nursing student to identify and take effective measures to prevent and control infection in accordance with local and national policy.								
22. Participates in assessing and planning care appropriate to the risk of infection, evaluating and documenting interventions to prevent and control infection.								
23. Aware of the role of the Infection Control Team and Infection Control Nurse Specialist, and local guidelines for referral.								

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

Practice Assessment Document

	Yes = Achieved, No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
24. Recognises potential signs of infection and reports to relevant senior member of staff.								
25. Discusses the benefits of health promotion within a learning disabilities context and discusses the application of the concept of public health in the prevention and control of infection for improving and maintaining the health of the population.								
People can trust the learning disabilities nursing student to maintain effective standard infection control precautions and apply and adapt these to needs and limitations in all environments.								
26. Recognises and implements safeguards accordingly for individuals, who through challenging behaviour, may put themselves and/or others at particular risk of harm/injury and thereby transmit infection, for example: biting: scratching, spitting, rectal digging/faecal smearing, self-harming, regurgitating/vomiting.								
27. Safely uses and disposes of, or decontaminates, items in accordance with local policy and manufacturers' guidance and instructions e.g. cleaning of single or multi use equipment.								

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

People can the learning disabilities nursing student to provide effective nursing interventions when someone has an infectious disease including the use of standard isolation techniques.								
	Yes = Achieved, No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
28. Participates in assessing, planning and implementing care appropriate to the risk of infection thus promoting the safety of service-users.								
29. Prevents injury/accidents and/or provides first aid intervention and on-going treatment for: Minor injuries, scalds/burns, choking, cardiac arrest, and other incidences.								
30. Maintains and promotes appropriate safety and hygiene standards in handling, preparation and storage of food to prevent cross contamination.								
People can trust the learning disabilities nursing student to safely apply the principles of asepsis when performing invasive procedures and be competent in aseptic technique in a variety of settings.								
31. Demonstrates understanding of the principles of wound management, healing and asepsis e.g. physical disabilities, pressure area care/ prevention, maintenance of skin integrity.								
32. Safely performs clean and aseptic techniques in a variety of settings providing accurate advice to people and carers.								

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

People can trust the learning disabilities nursing student to act, in a variety of environments including the home care setting, to reduce risk when handling waste, including sharps, contaminated linen and when dealing with spillages of blood and other body fluids.								
	Yes = Achieved, No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
33. Adheres to health and safety at work legislation and infection control policies regarding the safe disposal of all waste, soiled linen, blood and other body fluids and disposing of 'sharps' including in the home setting maintaining people's dignity.								
Skills Cluster IV: Nutrition and Fluid Management								
People can trust the learning disabilities nursing student to assist them to choose a diet that provides an adequate nutritional and fluid intake.								
34. Under supervision helps people with learning disabilities to choose healthy food and fluids in keeping with their personal preferences, circumstances and cultural needs.								
35. Accurately monitors dietary and fluid intakes and completes relevant documentation.								
36. Supports people with learning disabilities who need to adhere to specific dietary and fluid regimes maintaining independence and dignity when possible.								
People can trust the learning disabilities nursing student to assess and monitor their nutritional status and in partnership, formulate an effective plan of care.								
37. Takes and records accurate measurements of weight, height, length and body mass index and other appropriate measurements of nutritional status.								

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

Practice Assessment Document

	Yes = Achieved, No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
38. Assesses baseline nutritional requirements for healthy people relating to factors such as age, mobility and disabilities.								
People can trust the learning disabilities nursing student to assess and monitor their fluid status and in partnership with them, formulate an effective plan of care.								
39. Applies knowledge of fluid requirements needed for health and during illness and recovery so that appropriate fluids can be provided.								
People can trust the learning disabilities nursing student to assist them in creating an environment that is conducive to eating and drinking.								
40. Follows local procedures in relation to mealtimes, for example, protected mealtimes, indicators of people who need extra support.								
41. Ensures that people with learning disabilities are ready for the meal; that they are in an appropriate location, position, offered the opportunity to wash hands and offered proper assistance.								
People can trust the learning disabilities nursing student to ensure that those unable to take food by mouth receive adequate fluid and nutrition to meet their needs.								
42. Identifies and recognises people with learning disabilities who are unable to or have difficulty in eating, drinking or swallowing and reports this to others to ensure adequate nutrition and fluid intake is provided taking into account individual difference, culture, psychosocial factors.								

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

Skills Cluster V: Medicines Management								
People can trust the learning disabilities nursing student to work within legal and ethical frameworks that underpin safe and effective medicines management.								
	Yes = Achieved, No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
43. Applies legislation in practice to safe and effective ordering, receiving, storing, administering and disposal of medicines and drugs, including controlled drugs in both primary and secondary care settings and ensures others do the same.								
44. Fully understands all methods of supplying medicines, for example, Medicines act exemptions, patient group directions (PGDs) clinical management plans and other forms of prescribing.								
45. Fully understands the different types of prescribing including supplementary prescribing, community practitioner nurse prescribing and independent nurse prescribing.								
People can trust the learning disabilities nursing student to work as part of a team to offer holistic care and a range of treatment options of which medicines may form a part.								
46. Demonstrates a range of commonly recognised approaches to managing symptoms, for example, relaxation distraction and lifestyle advice.								
People can trust the learning disabilities nursing student to administer medicines safely and in a timely manner, including controlled drugs.								
47. Uses knowledge of administered medicines in order to act promptly in cases where side effects and adverse reactions occur.								

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

Practice Assessment Document

	Yes = Achieved, No = Not Achieved							
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
48. Uses prescription charts correctly and maintains accurate records.								
49. Utilises and safely disposes of equipment needed to draw up and administer medication, for example, needles, syringes, gloves.								
50. Administers and, where necessary, prepares medication safely under direct supervision, including orally and by injection.								
People can trust the learning disabilities nursing student to keep and maintain accurate records using information technology, where appropriate, within a multi-disciplinary framework as a leader and as part of a team, and in a variety of care settings including within the home.								
51. Demonstrates awareness of roles and responsibilities within the multi-disciplinary team for medicines management, including how and in what ways information is shared within a variety of settings.								
People can trust the learning disabilities nursing student to work in partnership with people receiving medical treatments and their carers.								
52. Under supervision involves people and carers in administration and self-administration of medicines.								
People can trust the learning disabilities nursing student to use and evaluate up-to-date information on medicines management and work within national and local policy guidelines.								
53. Accesses commonly used evidence-based sources relating to the safe and effective management of medicine.								

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

People can trust the learning disabilities nursing student to demonstrate understanding and knowledge to supply and administer via a patient group direction.								
Yes = Achieved, No = Not Achieved								
	Assessment 1		Assessment 2		Assessment 3		Assessment 4	
	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date	Yes/No	Sign/Date
54. Fully understands all methods of supplying medicines, for example, medicines act exemptions, patient group directions (PGDs) and demonstrates knowledge of what a patient group direction is and who can use them, clinical management plans and other forms of prescribing.								

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

Part 2 Episode of Care

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

Guidelines

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

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

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

Learning outcomes

1. The student provides safe, person-centred care in a confident manner, within an appropriate timeframe in order to demonstrate the knowledge, skills, attitudes and behaviours required.
2. The student demonstrates that they have maintained appropriate professional values, expected attitudes and behaviours during the episode of care.
3. The student demonstrates their potential to work autonomously, making the most of opportunities to extend knowledge, skills and practice.

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

Practice Assessment Document

Mentor feedback Based on the student's reflection, your observation and discussion of the episode of care, please assess and comment on the following: YES = Achieved No = Not Achieved (Refer to Grade Descriptors on Page 7)		
Domain	Level	Comments
Professional values Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries.		
Communication and interpersonal skills Demonstrates the ability to communicate effectively with service users in vulnerable situations, ensuring their dignity is maintained at all times.		
Nursing practice and decision making Demonstrates safe, compassionate, person-centred, evidence based care that respects and maintains dignity and human rights.		
Leadership, management, team working Uses effective management skills to organise work efficiently. Prioritises and manages work load effectively.		
If any of the Domains are 'Not Achieved' this will require a re-assessment and the academic representative must be informed		
Student's signature:		Date:
Mentor's signature:		Date:

Part 2 Medicines Management

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

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

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

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

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

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

Learning outcomes

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

Practice Assessment Document

YES = Achieved No = Not Achieved			
Competency	Level	Competency	Level
1. Is aware of the patient/service user's plan of care and the reason for medication. Explains to the assessor.		7. Prepares medication safely. Checks expiry date. Notes any special instructions/contraindications.	
2. Communicates appropriately with the patient/service user. Provides clear and accurate information and checks understanding.		8. Calculates doses accurately and safely. <ul style="list-style-type: none"> • Demonstrates to assessor the component parts of the calculation. • Minimum of 3 calculations undertaken. 	
3. Understands safe storage of medications in the care environment.		9. Checks and confirms the patient/service user's identity. (ID band or other confirmation if in own home)	
4. Maintains effective hygiene/infection control throughout.		10. Administers or supervises self-administration safely under direct supervision. Verifies that oral medication has been swallowed.	
5. Checks prescription thoroughly. <ul style="list-style-type: none"> • Right patient/service user • Right medication • Right time/Date/Valid period • Right dose/last dose • Right route/method • Special instructions 		11. Describes/demonstrates the procedure in the event of non-compliance.	
		12. Safely utilises and disposes of equipment.	
		13. Maintains accurate records. <ul style="list-style-type: none"> • Records, signs and dates when safely administered 	
		14. Monitors effects and is aware of common side effects and how these are managed.	
6. Checks for allergies <ul style="list-style-type: none"> • Asks patient/service user. • Checks prescription chart or identification band 		15. Uses appropriate sources of information e.g. British National Formulary	
		16. Offers patient /service user further support/advice.	
Comments			
Student's signature:		Date:	
Mentor's signature:		Date:	

Action Plan

An action plan is required when a student's performance causes concern

The mentor/supervisor must liaise with the academic representative and senior practice representative

Date	Placement Name	Date for Review
Area of Concern Note professional value or Essential Skill number if appropriate	Criteria for Success / Support Available	Review Meeting
		Date:
		Reviewer:
		Comments:
Signed (Mentor)..... Date..... Mentor's Name (please print) Signed (Student) Date Signed (Academic Representative)..... Date.....		

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Practice Assessment Document

Please start a new page per placement

To be completed as per your local University Requirements

PRACTICE HOURS

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

	Date	Placement	Total Hrs	Registrant Initials	Shift Type		Date	Placement	Total Hrs	Registrant Initials	Shift Type
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Clinical Area: _____

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Date: _____

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

Shift Codes

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

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Placement Number:

Placement Provider:

(e.g. Trust)

Name of Practice Area:

Type of Experience:

(e.g. Community/Ward based)

Practice Placement Telephone:

Placement Contact Email:

Start Date..... End Date..... No. of Hours.....

Mentor/Co-Mentor/Supervisor Details:

Name:

Designation:

Name:

Designation:

Other Practice Staff/Key Contacts:

Name:

Designation:

Academic Contact Details:

(e.g. Link Lecturer)

Name:

Designation:

Name:

Designation:

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

Mentor's signature:

Date:

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Ongoing Feedback from Staff in Practice

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

Date/time	Signature/ Designation	Comments

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

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

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